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# 2008-09 ACADEMIC CALENDAR

UG = Undergraduate

BCOMP/HRM = Bluffton cohort-based organizational management program/human resource management

GPE = Graduate Programs in education

GPB = Graduate programs in business

## August

- 11 Orientation (GPB)
- 18 Classes begin (GPB)
- 22 Halls open for new students, 9 a.m.
- 22-24 Orientation (UG)
- 25 Fall semester classes begin (UG & GPE)

## September

- 1 No GPE classes
- 8 Deadline for dropping courses (UG & GPE)

## October

- 4 Homecoming
- 13 Deadline for non-emergency withdrawals (UG & GPE)
- 13-14 Fall break

## November

- 10 Registration for spring semester (UG & GPE)
- 2 6-28 Thanksgiving break

## December

- 5 Last day of fall semester classes (UG)
- 8-12 Final examinations (UG)
- 12 Fall semester ends, 5 p.m. (UG, GPE, BCOMP/HRM)
- 16 GPB fall semester ends

## January

- 5 Spring semester classes begin (UG, GPE, GPB)
- 9 Deadline for adding courses (UG & GPE)
- 19 M.L.King Jr. Day - no classes; special events (UG & GPE)
- 19 Deadline for dropping courses (UG & GPE)

## February

- 23 Deadline for non-emergency withdrawals (UG & GPE)

## March

- 2-6 Spring break (UG & GPE)
- 23 Registration begins for fall semester (UG & GPE)

## April

- 10 Good Friday holiday
- 13 Easter Monday holiday; classes resume at 6 p.m.
- 23 Last day of spring semester classes (UG)
- 24 Study day (UG)
- 27-30 Final examinations (UG)
- 30 Spring semester ends (UG & GPE)

## May

- 3 Commencement
- 5 Classes end (GPB)
- 5 May term classes begin (UG)
- 27 May term classes end

# AN INTRODUCTION TO BLUFFTON UNIVERSITY

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## Mission and goals

### Mission statement

Bluffton University is a liberal arts university in northwestern Ohio founded in 1899 and affiliated with Mennonite Church USA. Shaped by that historic peace church tradition and nourished by a desire for excellence in all phases of its programs, Bluffton University seeks to prepare students of all backgrounds for life as well as vocation, for responsible citizenship, for service to all peoples and ultimately for the purposes of God's universal kingdom.

Bluffton's pursuit of excellence, informed by its Christian commitments as understood through Anabaptist/Mennonite faith values, expresses itself in the following Bluffton University purposes:

1. to provide a superior baccalaureate program in the liberal arts emphasizing individual inquiry, critical thinking and lifelong learning;
2. to provide superior preparation in a select number of professional areas as an integral part of the liberal arts program;
3. to provide select master's degree programs in areas of Bluffton University strengths and expertise which address contemporary needs;
4. to integrate the Christian expression of outreach, service and peacemaking into not only the curricular and co-curricular programs, but the daily life of the campus community;
5. to contribute to the intellectual, cultural and spiritual welfare of the local, national and global communities.

## Accreditation and affiliations

Bluffton University holds a certificate of authorization from the Ohio Board of Regents to confer the degrees of bachelor of arts, bachelor of science, master of arts in education, master of arts in organizational management, and master of business administration. Bluffton University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org), 312-263-0456.

Bluffton is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the State Department of Education of Ohio for the preparation of teachers at the initial and advanced levels in the regular academic fields and in specialized fields. The social work program is accredited by the Council on Social Work Education at the baccalaureate level, and the dietetics program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. Bluffton University is an accredited institutional member of the National Association of Schools of Music.

The university is an institutional member of

- the Association of Independent Colleges and Universities of Ohio
- the Council for Christian Colleges and Universities
- the Council of Independent Colleges
- the Heartland Collegiate Athletic Conference
- the National Association of Independent Colleges and Universities
- Mennonite Education Agency
- the National Collegiate Athletic Association (Division III)
- the Ohio Foundation of Independent Colleges
- OHIOLINK
- American Association of Colleges of Teacher Education

## History and faith heritage

### Historical sketch

The university was founded in 1899 as Central Mennonite College, an institution to educate the young people of the Middle District of the General Conference Mennonite Church. Soon related groups in the United States and Canada were included in its constituency. Today Bluffton University is one of five Mennonite colleges and universities affiliated with Mennonite Church USA. Although Bluffton is a Mennonite institution, from the very beginning it has been "open to all worthy students irrespective of sex, color, nationality or church affiliation." Now, as in the past, the university adheres to this policy and, in fact, the majority of Bluffton University students represent faiths other than Mennonite.

In the early years the school functioned primarily as an academy. Courses on a junior college level were introduced and by 1915 the first baccalaureate degrees were conferred. Meanwhile, in 1914, Central Mennonite College was reorganized as Bluffton College. A theological seminary was added as a corporate part of the college, and from 1921 to 1931, it functioned on the campus as an independent institution, Witmarsum Theological Seminary. In 1995, Bluffton began offering graduate programs. On August 1, 2004, Bluffton College was renamed Bluffton University, in reflection of its evolving educational program.

The institution has had nine presidents: Dr. N.C. Hirschy, 1900-1908; Dr. S.K. Mosiman, 1910-1935; the Rev. Dr. A.S. Rosenberger, 1935-1938; Dr. L.L. Ramseyer, 1938-1965; Dr. Robert S. Kreider, 1965-1972; Dr. Benjamin Sprunger, 1972-1977; Dr. Elmer Neufeld, 1978-1996; Dr. Lee F. Snyder, 1996-2006; Dr. James M. Harder, 2006-present.

## **Bluffton's Mennonite heritage**

The Mennonite people originated in the Anabaptist movement of the Reformation period. The early leaders, including Conrad Grebel in Switzerland, 1525, and Menno Simons in the Netherlands, 1536, sought to recover a New Testament view of the church and the Christian life. The Anabaptists and their Mennonite heirs have been at one with other Christians in the great affirmations of the faith: God becoming human, the servant lordship of Christ, the reconciling power of the Gospel of Christ, the transforming work of the Holy Spirit, the ecclesial reliability of the Scriptures.

The Anabaptists made the interpretation and practice of the Bible central to their lives together. From this flowed convictions that: 1) the church is a community composed of believers; 2) the essence of Christian life and faith is discipleship, apostleship, servanthood; and 3) the ethic of love should control all relationships. In the Mennonite heritage, this has led to visible practices of social witness. The Christian is called to a life of love, reconciliation and peacemaking. Life is to be lived with material simplicity. Nature is considered a gift of God and to be cherished with a sense of gratitude and stewardship. One cannot separate faith from life. Loving, sacrificial service is the highest expression of faithfulness to Christ.

These and other convictions have shaped the minds and the lives of many who serve and have served Bluffton University as teachers, students and friends. The convictions of other Christian traditions also are valued in the university's life and thought. While it is not assumed that all faculty, staff and students will be of one mind on all issues of faith and practice, it can be expected that the Christian church and the affirmations of Christian faith and life will be addressed seriously, responsibly and with conviction.

The most recent systematic expression of faith for Mennonites is the "Confession of Faith in a Mennonite Perspective," adopted in July 1995. For more information on various Mennonite position statements, see [www.mcusa-archives.org/library/resolutions/index.html](http://www.mcusa-archives.org/library/resolutions/index.html).

## **Faith lived out at Bluffton University**

While Bluffton University aims to help Mennonite students grow in an appreciative response and commitment to the fundamental elements of this heritage, it also believes that the Christian insights in this heritage have value for people of other backgrounds. It aims, therefore, to make its program and facilities equally available to all scholastically qualified students who accept and respect its objectives and standards.

Bluffton's motto is taken from the words of Christ in the Gospel of John: The truth makes free. On a daily basis, this truth finds expression at Bluffton through the four enduring values of discovery, community, respect and service.

- **Discovery** embodies the explorative nature of our academic offerings and cross-cultural requirements, the development of new relationships and experiences, and the uncovering of personal spirituality and faith.
- **Community** represents the rich collaboration among faculty, students and staff, the residential and intimate nature of our campus, and the importance of the shared experience for discerning direction and meaning of life.
- **Respect** encompasses and symbolizes our sensitivity to diversity within our community and to our commitments to peaceful resolution of conflict and to environmental stewardship.
- **Service** personifies our heartfelt community outreach to meet the needs of others and offers a means for helping to achieve a more fully reconciled, peaceful world.

## **The campus**

### **Location and environment**

Bluffton University is in Bluffton, Ohio, a progressive town of 4,000 in the heart of a prosperous agricultural area. It is principally a residential community with several thriving industries, an attractive shopping district, a good public school system, a dozen churches, a modern hospital and a full program of community activities.

Bluffton is midway between Lima and Findlay on Interstate 75, a 90-minute drive from airports at Toledo and Dayton. The community is served by State Highway 103 and, five miles south, U.S. Highway 30.

### **The campus**

The campus is on the northwest side of town. It lies on 234 acres of rolling land, partially covered with a natural forest of oak, elm, beech, buckeye, maple and more than 100 other varieties of trees. The south side of the campus is traversed by Little Riley Creek. The area abounds in a wealth of material for ecological studies.

On the 60 acres of the main campus are the academic and residential buildings, the student center and some of the athletic facilities. Immediately west of the main campus is a 10-acre athletic facility, the Sears Athletic Complex, where the Dwight Salzman Stadium is located.

The remaining acreage includes the University Farm and the Bluffton University Nature Preserve, which offers an outdoor education site with an eight-acre lake and nature trails.

The Bluffton University student body exhibits diversity – geographic, religious and racial. Most students are from Ohio. Among Bluffton's 1,155 students, there are about 632 women and 485 men. There are approximately 25 international students on campus from a variety of countries. Approximately 20 percent of Bluffton's traditional undergraduate students are Mennonite; the rest represent many different denominational backgrounds.

There are approximately 68 full-time instructional faculty and 45 part-time faculty members. About 66 percent of the full-time faculty have earned terminal degrees. The student faculty ratio is 13 to 1.

### **Buildings and grounds**

*Centennial Hall* opened fall of 2000. The 44,000-square-foot facility houses 16 classrooms, 38 faculty offices, a technology center, and offices. The following academic departments are located in Centennial Hall: the social and behavioral sciences; economics, business administration and accounting; education; English and language; and mathematics.

*College Hall* Erected in 1900, College Hall houses administrative offices, several classrooms and the A.C. Ramseyer Auditorium. The auditorium has a seating capacity of 135 and is used for dramatic productions and theatre classes.

*Berky Hall* A brick building in the colonial style of architecture, Berky Hall was built in 1914. The building was renovated in 1981 and houses the family and consumer sciences department in addition to a number of classrooms.

*Musselman Library*, a 1930 structure of Georgian colonial architecture, was the gift of Mr. and Mrs. C. H. Musselman, Pennsylvania apple growers. This facility, with the four-story 1965 addition, houses over 163,000 volumes and includes the University Archives and Mennonite Historical Collections. The Reading Room on the main level is one of the most attractive spaces on campus and is used for study and for special events. Throughout the library, there are areas for individual and group study, including conveniently located computer workstations. The seminar room on the fourth floor is used for library classes and group meetings. For information about library collections and services, see Learning resources, Musselman Library.

*Founders Hall*, the auditorium/physical education building, was erected in 1951. The A.C. Burcky Addition was completed in 1971. The auditorium has a seating capacity of approximately 2,000. In addition to the main auditorium and stage for public programs, Founders/Burcky is equipped with two playing floors, storage and dressing rooms, two racquetball courts, a weight room, a classroom, offices for the health, physical education and recreation department, and the Bluffton University Athletic Hall of Fame. Three general education science labs are located in the former Stauffer Chapel area. In the fall of 1996 an addition to Founders/Burcky was completed. Its upper level contains five offices and a reception area for HPER. The lower level has a classroom and two offices.

*Riley Court*, a cluster of five multipurpose halls completed in 1969, is located on the town side of the campus, across Beeshy footbridge from Marbeck Center. Several administrative offices are located in Riley Court including: admissions, financial aid, development, alumni and public relations, and student life. The academic departments of communication and theatre and history and religion are housed in Riley Court. The Bluffton Cohort-based Organizational Management Program (BCOMP) and the master of arts recruiting office are in Riley Court. The Institute for Learning in Retirement and The Lion and Lamb Peace Arts Center share space in the lower level of Riley Court. Two units are also periodically used as theme housing for residential students.

*Mosiman Hall and Yoder Halls* The music department's home, Mosiman Hall, was expanded in 1996 to include Yoder Recital Hall, a 300-seat, state-of-the-art performance facility. In addition to this elegant setting, the music building contains three classrooms, a rehearsal/lecture hall and faculty teaching studios. The music library/listening center includes a collection of performance scores and provides facilities for students to use the department's collection of CDs, tapes and LPs. The MIDI lab includes synthesizers, computers and software used for sophisticated music and video applications. Seven Yamaha Clavinovas make up a fully equipped piano lab which, in addition to three harpsichords and a Baroque style pipe organ located in Yoder Recital Hall, offer various opportunities for keyboardists.

*Computer Center*, an addition to Berky Hall completed in 1965, houses the administrative computer and related offices.

*Marbeck Center* is a campus center with dining facilities for the entire student body, a snack shop, lounges, bookstore, post office, student organization offices and a variety of other facilities. Marbeck Center was completed in 1968. An addition and renovation occurred in 2002.

*Shoker Science Center*, completed in 1978, provides 10,000 square feet of space in a unique underground energy-conserving design. The center houses integrated laboratory facilities for biology, chemistry and physics; a science library; faculty offices; and instructional computers.

*Klassen Court* lies between Marbeck Center and Founders Hall and displays artwork by the late Bluffton professor J.P. Klassen.

*Rosenberger Drive and Plaza* The main approach to Founders Hall and Marbeck Center is known as Rosenberger Drive and Plaza.

*International flags* flown on a rotating basis on 10 flagpoles along the walkway leading from the Marbeck Center parking lot to Klassen Court, represent the countries of current international students.

*Sauder Visual Arts Center*, a 12,000-square-foot pre-engineered steel building with stone and brick exterior completed in 1991, is located on the bluff overlooking the Riley Creek floodplain. Sauder Visual Arts Center houses an art gallery; projection/lecture room; darkroom; foyer/reception area; faculty offices; and laboratory/classroom space for printing, painting, drawing, arts and crafts, sculpture, ceramics, kilns, woodshop, and welding.

*Emery Sears Athletic Complex*, located adjacent to the main campus, includes a baseball diamond, all-weather track, football field, and soccer field. The Dwight Salzman Stadium, dedicated in 1993, affords seating for 2,600 spectators and hosts Bluffton home football games. The pavilion beneath the stadium houses locker rooms, dressing rooms, concession stand, restrooms, three classrooms, and a storage area.

*Buildings and Grounds Center*, erected in 1967, is located on the western edge of the campus. It houses workshops and storage facilities for the buildings and grounds department.

### **Residence halls**

*Ropp Hall* was built in 1914, with a second wing (Ropp Annex) completed in 1958 and an addition (Ropp Addition) completed in 1967. It provides housing for 220 students.

*Lincoln Hall*, erected in 1924, provides rooms for 78 students.

*Bren-Dell Hall*, built in 1962, provides housing facilities for 95 students.

*Hirschy Hall*, with housing for 95 students, was completed in 1963.

*Hirschy Annex*, which includes housing for 109 students and a hall director's apartment, was completed in 1966. The multicultural affairs office is located in the Hirschy Annex breezeway.

*Ramseyer Hall*, which was completed in 1994 and dedicated in May 1995, houses 111 students. Features include air conditioning, a large main-floor lobby, floor lobbies on second and third floors, an exercise room and a conference room.

*Neufeld Hall* opened in 2003, housing 112 students in a four floor mod arrangement with each floor having a kitchenette and common lounge area. A large exercise area is located in the lower level.

## **Civic engagement theme**

A civic engagement theme is assigned to each academic year by a faculty-staff committee. This theme permeates campus discussions and activities in student life programming, academic classes, forum presentations, religious life services, and many more venues. While the theme primarily infuses existing programming, one specially designed activity is Spring Engagement Day, which occurs late in the spring semester. The engagement day is a chance for individuals, student groups, classes, the theme scholar, service learning agencies, and others to present their work to the campus community. Opportunities for service are also a part of the day. The Spring Engagement Day provides a stimulating opportunity for the community to celebrate the broad impact that the theme has had across campus.

**Civic Engagement Theme 2008-09** [“Living with Uncertainty in a Complex World”](#)

## **CAMPUS LIFE**

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Bluffton University seeks to provide an environment for broadening the mind. It aims to become a place for growing, liberating experiences, stressing not only learning through classroom situations but also learning outside the classroom through the exchange of philosophies and experiences with other members of the campus community.

It is the goal of Bluffton to guide students in becoming more sensitive toward humankind and society; in growing in understanding of other races, religions and peoples; and in developing heightened awareness of today's world – its history, its needs, its future. Bluffton encourages a positive response to the variety of opportunities available through its programming: friendship, study, group activities, worship, discussion and service.

### **Standards of conduct**

The purposes and qualities of life sought in this campus community are determined by the Board of Trustees in cooperation with faculty, staff, and students. Bluffton affirms that rules controlling smoking, drinking, and drugs serve purposes which are appropriate on grounds of health, cleanliness, safety, and regard for others. Bluffton realizes that its rules can scarcely be expected to regulate behavior when students are not under its jurisdiction. However, that is not to say that off-campus behavior is a matter of indifference to the university community. Off-campus conduct may detrimentally affect a student's own academic effectiveness and the lives and activities of others.

Bluffton retains the right to exclude any students whose conduct does injury to themselves or to the university community. Persons are admitted to Bluffton University with the understanding that they will be responsible members of the academic community.

There are some specific expectations which members of the community have developed as important to the quality of life desired for Bluffton. As members of the campus community, students are encouraged to worship regularly on campus and in the church of their choice. As part of this emphasis on building community, self-selective fraternities and sororities are not permitted. In addition, students are expected to:



- Practice openness and honesty in all relations with members of the community: faculty, staff, and students;
- Conduct themselves with respect for persons and property;
- Practice the honor system in taking examinations and writing research papers;
- Follow the rules and regulations necessary for orderly community life which are established in areas such as the library, residence halls, and Marbeck Center;
- Refrain from patterns of behavior which do injury to self and others: e.g., smoking, drinking, drug use, gambling, sexual exploitation, promiscuity, and profanity:
  1. The use of tobacco on campus and on all official university trips (e.g., athletics, field trips, student teaching) and at university-sponsored activities is prohibited. The sole exception to this rule is provision of two designated outdoor areas on campus where smoking is permitted;
  2. Alcohol: Bluffton University forms, as part of its foundations, a community of respect. Respect includes understanding how individual actions impact a community. In an academic community, learning for life happens outside the classroom as well as in the classroom. It is the desire of Bluffton for students to learn and to be encouraged in behavior that will positively contribute to their whole person as individuals created by God.

Consumption of alcohol may promote unhealthy lifestyle choices: create dependencies, waste money, abuse health, and take lives. The consumption of alcohol may generate behavior offensive to other people and to the public, including the Bluffton University community. Students are not full participants in the community of learning and respect at Bluffton if they are under the influence of alcohol.

Bluffton expects students to understand the consequences of consuming or possessing alcohol on campus, as well as the ramifications of consuming alcohol off campus, particularly as it relates to the potential impact for on-campus behavior. The possession and consumption of alcohol on campus at all campus-related activities is prohibited. Students are also reminded that alcohol possession and consumption of alcohol on or off campus is illegal for those under the age of 21.

The following behavior would be considered a violation of the campus alcohol policy:

- Drinking alcohol on campus;
  - Being present in a room or other area on campus where an alcohol violation is occurring;
  - Possession of alcohol-related container(s) in the residence hall, common area, vehicles on campus property; window exhibits that display items relating to alcohol are prohibited, as are displays on room doors, hallways and other public areas on campus;
  - The possession and/or consumption of alcohol at any university-sponsored event;
  - Disruptive actions associated with the possession and/or consumption of alcohol, including disruptive behavior on campus when a student is under the influence of alcohol.
3. The illegal use or possession of hallucinogenic or narcotic drugs or marijuana is prohibited.

In this campus community both students and faculty share in the responsibility of maintaining campus standards. The student life staff and the Campus Judicial Board, composed of elected faculty and student representatives, handle campus disciplinary cases. Infractions of the rules and any serious misconduct become the particular concern of student life staff and the Campus Judicial Board.

For students' welfare and in the best interests of the campus community, the university reserves the right to suspend or dismiss any student at any time when the university authorities deem such action imperative.

### **Harassment policy**

Bluffton affirms the principle that students, faculty, and staff have the right to be free from any racial, sexual, or any other type of harassment by any other member of the campus community. This is simply a restatement of the expectation that members of our campus community will respect others who are a part of the community and the positive gifts they bring to the community. Bluffton's policy is that any type of harassment is unacceptable and will be viewed as a violation of campus standards.

Examples of the types of harassment that are unacceptable include threats or verbal abuse directed toward another member of the community, including verbal assaults, derogatory racial, sexist, or homophobic remarks, defamation of character or any other type of behavior that knowingly puts another member of the community in a state of fear or anxiety. This applies to any type of communication (e.g. telephone, e-mail, face-to-face, group interaction), and it may involve a single or repeated incident.

### **The honor system**

Bluffton University observes the honor system in taking examinations and writing research papers. No monitor is in the classroom during test or examination periods. Students are asked to write and sign the following pledge on every examination paper: "I am unaware of any aid having been given or received during this examination." If a student cannot conscientiously sign this pledge, the course instructor is to be notified. Plagiarism is considered a serious violation of the honor system. (The Student Handbook contains a complete statement on plagiarism.) Reported offenses are normally resolved through the campus judicial system. Although the honor system applies specifically to the academic area, it is understood that the spirit of the honor system should pervade all aspects of campus life.

## **Student services**

A special advantage of the small university is the close personal relationship possible between students and members of the faculty and administration. The student life program of the university is under the direction of the vice president for enrollment management and student life.

### **Orientation**

New undergraduate students entering in the fall are asked to attend a one-day registration/orientation program during the summer and a three-day orientation program that takes place during the days before classes begin. The program is designed to orient students and their families to each other and to all phases of the university program. New students will also be asked to participate in a summer reading program. A complete outline of the orientation programs is made available through the admissions office or can be accessed through Bluffton's web site.

### **Room and board**

All students not living at the primary home of their parents are required to live in one of the university residence halls.

Rooms in the residence halls are furnished with beds, dressers, desks, chairs and drapes. Any additional furniture and furnishings must be provided by the student. Students must furnish their own linen, bedding and toilet articles. The university cannot insure the personal effects of students.

All students living in university residences are required to purchase one of the meal plans available through the dining services program.

### **Student resident advisors**

Upper-class students are selected each year to serve as resident advisors in the residence halls; they are responsible to the hall directors. Available at all hours to any student, the resident advisor plays an important role in helping students adjust to campus life.

### **Student health service**

Bluffton maintains a health service under the supervision of the student life office.

Each new undergraduate student is required to submit a Medical History Form to the health service prior to enrollment in classes. This must include documentation of a TB test taken within six months prior to admission, two MMR shots, and a Tetanus-Diphtheria booster shot taken within the last 10 years.

Residential students must sign the Meningitis/Hepatitis status form on page 2 of the Medical History Form.

Athletes must submit a Bluffton University Preparticipation Physical Exam form prior to participating in athletics each academic year. This form must be signed by a licensed medical physician (not a chiropractor, nurse practitioner or physician assistant).

The Health Center is staffed by a registered nurse five days a week (9 a.m.-1 p.m. Monday, Wednesday, Thursday and 7:30 a.m.-1 p.m. Tuesday and Friday) during the school year. The nurse is available to treat minor illnesses, provide health education and counseling and arrange referrals to local physicians when necessary. There is a charge for TB tests. All other services are free of charge. A physician is available to see students in the Health Center two mornings a week. This service is free of charge.

The Blanchard Valley Regional Health Center Bluffton Campus is located minutes away from the university. Twenty-four hour emergency room care is available.

### **Health insurance**

A health insurance plan is available to all students. Students will automatically be billed for the health insurance unless a waiver card is signed. On the waiver card, the student must provide the name and number of her/his health policy. The student is responsible for all hospital and doctor's expenses if the insurance policy has been waived. Questions concerning the health insurance plan should be directed to the business office.

### **Motor vehicle privileges**

All automobiles, trucks, motorcycles, motorbikes and motor scooters owned or operated by employees or students and brought to campus must display an official university motor vehicle parking sticker. Vehicles must be registered in the business office. Students are permitted to park their vehicles only in authorized parking areas. Consult the *Student Handbook* for the location of authorized parking areas.

### **Career Development Center**

The Career Development Center is located in Hauenstein Hall in Riley Court and provides a variety of services to students and alumni. Individual career counseling, small group workshops, job vacancy listings, career newsletters and materials in the Career Library assist students in the various phases of career and life planning. The Career Development Center recognizes that each person is an individual and has unique aspirations and abilities. The services and resources provided aim to: 1) support individuals in the career development process; 2) provide access to information about career, service and graduate school opportunities; and 3) assist students in securing employment.

## **Learning resources**

### **Musselman Library**

From the historic building to the resources available online, the Musselman Library supports the information and research needs of Bluffton students. The library is a place that encourages exploration and learning through access to online information and research materials in close proximity to the print library collections needed for assignments and research. The library Reading Room is a popular study location with wireless internet access and many windows overlooking a wooded setting.

The library offers a gateway to the many resources and services of the library, including the online catalog, research databases, electronic journals and books, and digital media resources. Through membership in the OPAL (Ohio Private Academic Libraries) and OhioLINK consortia, Bluffton students have access to materials held in academic libraries throughout the state. Interlibrary loan extends the research options to resources from libraries across the nation.

The library also features the University Archives and Mennonite Historical Collections with materials reflecting the Anabaptist-Mennonite affiliation of Bluffton University. These special collections are important to the Bluffton experience.

Librarians offer assistance in learning how to use the library and its resources and in locating materials for class assignments and research projects. Information literacy emphasis begins with an introduction to the library for students in First Year Seminar and continues to course-integrated research instruction and reference consultations.

### **Technology resources**

Bluffton is among the nation's high tech colleges with more than 1,600 data ports, 175 public access computers, and extensive use of information technology across the curriculum. Bluffton students, faculty and staff enjoy access to the World Wide Web and a wealth of digital library resources in classrooms, residence halls, library and shared computing centers.

Students register and access course materials online. Further, all residential students have a high speed Internet connection in their room to ensure 24-hour access.

Wireless "hot spots" are available in Marbeck Center, Musselman Library, and in the Centennial Hall Technology Center. Wireless access was installed in Neufeld, Hirschy, Bren-Dell, and Ropp halls in summer 2008.

Centennial Hall, our academic center, features a variety of high tech classrooms that are wired for portable users, and the Technology Center provides a place to develop multimedia projects and access the latest digital tools including video editing. Marbeck Center also offers computing and printing resources.

The Technology Center staff provides assistance with diverse computing applications and digital media during all hours of operation. Technology related academic programs include computer science, information systems, information technology and graphic design. Our goal is for all Bluffton students to graduate with the technology skills needed for professional success and lifetime learning.

Because we recognize the importance of common software tools for a successful academic program, Bluffton has extended our licensing of MS Office and McAfee VirusScan to all currently enrolled students for use on their personal computers. Preferred installation of this software is for students to buy an Office CD from the bookstore for a nominal charge, and thus be able to reinstall the office media if needed. The McAfee VirusScan license is available via a free download. Bluffton University Technology Department is pleased to extend these resources to students. A Help Desk serves as the point-of-contact for all support and troubleshooting during regular business hours. Please contact the Help Desk ([helpdesk@bluffton.edu](mailto:helpdesk@bluffton.edu) or ext. 3600) if you have questions or need support.

### **Learning Resource Center**

The Learning Resource Center provides academic and personal support in the forms of study groups, tutoring, workshops, and individual consultations and follow-up. The center works with students on developing and/or refreshing skills in areas such as time management, note taking, reading, mathematics, test taking and stress management. It is located on the second floor of College Hall.

The director of the center also serves as the counselor for disability services.

### **Disability services**

Bluffton University does not discriminate against qualified students with disabilities. The mission of disability services at Bluffton University is to ensure that qualified students with disabilities are provided access to all programs in order to maximize their educational potential, develop independence to the fullest extent possible and perform at a level limited only by their abilities, not their disabilities. Any qualified student with disabilities who seeks modifications in accordance with the Rehabilitation Act of 1973, such as academic adjustments or auxiliary aids or services, must submit a request to the university's Section 504 Coordinator. The Section 504 Coordinator will work with the student and other persons as necessary to determine the appropriate modifications. The office of the Section 504 Coordinator/Counselor for disability services is located in the Learning Resource Center.

### **Tutoring**

Many departments provide tutoring services free of charge for both departmental and general education courses. Students needing tutoring services should ask their instructors about tutoring services provided for their courses. Students also can consult with the appropriate department chair or the Learning Resource Center.

## Writing Center

The Writing Center provides free, individualized tutoring in college writing for all registered Bluffton University students. Upper-class writing tutors provide help in generating and developing ideas, organizing information and correcting grammatical errors. Students can receive help on assignments from any course and on application letters for jobs or graduate and professional schools. ESL students are also encouraged to use this resource.

## Co-curricular program

The Bluffton University ideal of education recognizes the need for developing the whole person – mind, soul and body. While giving primary emphasis to learning through study and instruction, Bluffton provides a wide variety of activities and organizations designed to develop all aspects of character and personality. Students are encouraged to select carefully among these co-curricular activities and to participate in as many as interest and time permit.

## Campus government

A democratic atmosphere prevails in the Bluffton University campus community. This is illustrated by the campus government, jointly shared by administration, faculty and students. The guiding policies of the university are established by the board of trustees with administration and faculty responsible for carrying out these policies while sharing in campus government with elected student representatives.

### Student Senate

Composed of 17 members, the senate has primary responsibility in the areas of co-curricular activities. It also serves as the official voice for students. The senate consists of four members from each class and the president.

### Hall associations

The residents of each hall are organized into hall associations for purposes of self-government and social activities.

## University publications

**Bluffton, the university magazine**, is published four times a year by the university to keep alumni and friends informed about campus and alumni affairs. It is distributed free.

**Community Connection**, *News for Bluffton Faculty and Staff*, is a weekly e-news letter designed to be *the place* for faculty and staff to find administrative announcements, campus news and updates. The *Community Connection* is a publication from the Public Relations office.

**The Bluffton University Catalog**, presents information on university policies, academic programs, course descriptions, academic policies, faculty, admissions, financial concerns and general information about the university.

**The Witmarsum**, the campus newspaper, is published weekly when classes are in session by a student staff with guidance from a faculty advisor. The newspaper is a part of the communication and theatre department and a member of the Associated Collegiate Press and the Columbia Scholastic Press Association.

**Ista**, the Bluffton University yearbook, serves as a journalistic record of the year's activities. It is published annually by a student staff with guidance from an advisor.

**The Shalith** is a yearly literary magazine sponsored by the English and language department and produced by a committee of students and a faculty advisor. Since 1962 *The Shalith* has published writing and art work by Bluffton students, faculty and staff in a variety of formats. For decades those associated with the magazine believed that "Shalith" to be an Egyptian word meaning "creative fertility," but recent research has shown this is not so, and the origins of the term are shrouded in mystery.

**Student Handbook**, published each summer by the student life office, gives an outline of all campus organizations, activities and regulations for the benefit of new and continuing students as well as faculty and staff.

**Directories of Faculty, Staff and Students** are published online in the fall by the university. They provide an official roster of students, faculty and staff.

## Religious life

Bluffton University seeks to provide a holistic Christian atmosphere. This is encouraged through the lifestyle of faculty, staff and students and through religious activities. Certain settings are provided to give direction and organization to worship, study and service.

**BASIC** is an acronym for Brothers and Sisters in Christ. It is a student-sponsored organization that is Christ-centered and interdenominational. Students, faculty and staff who wish to participate are encouraged to form BASIC groups of eight to 10 people who meet weekly each semester. BASIC groups are meant to provide personal support, fellowship and growth in the context of Christian community.

**Chapel services** are held each Thursday. These voluntary services provide a variety of worshipping styles using the resources of the campus pastor, faculty, staff, students and occasionally off-campus guest speakers and musical groups.

**Diakonia** (a Greek word for “in service for Christ”) is a student-sponsored group which promotes missions and service opportunities for students off-campus. Special on-campus mission awareness days are also planned and implemented.

**Fellowship of Christian Athletes (FCA)** is a group of students, both athletes and non-athletes, who meet regularly to discuss issues and give and receive support in the Christian life. FCA also sponsors occasional group events on and off campus.

**Hall chaplains** live in the residence halls and are available for peer counseling and organizing religious life activities. Activities they might plan include Bible studies, special services, service projects and trips. They also seek to help new students get oriented to the religious aspects of the campus.

**Ministry teams** are teams of students who develop programs to conduct in churches using music, drama, clowning and puppetry. Through these ministry teams, students give witness to their faith in Christ and give encouragement to the larger body of believers.

**Special emphasis days.** Each spring representatives from church mission and service agencies are on campus for Service Emphasis Days and Mission Week. Students can explore specific short-term, long-term or career service and mission opportunities.

**Spiritual Life Week Committee.** The Spiritual Life Week Committee plans for Spiritual Life Week, a bi-annual, week-long experience of spiritual encouragement, enrichment and focus for the campus community. The committee consists of eight to 12 people. Students take a major role in planning for seminars on issues related to the Christian faith. Guest speakers and worship experiences are a part of the week’s activities. There is a separate committee for Fall and Spring Spiritual Life Week.

**Sunday morning on-campus worship.** Student-led worship services are held on alternating Sundays throughout the school year. Students are also encouraged to worship in the community church of their choice.

**Voluntary service.** Information about long- or short-term Mennonite voluntary service opportunities, as well as summer camp positions, is available from the campus pastor. Each year service and mission emphasis days are held to acquaint students with church agencies that provide a variety of domestic and overseas opportunities. An off-campus voluntary service project is organized during vacation break.

## **Musical activities**

Bluffton University has a long tradition of excellence in music. It is known for its vocal and instrumental organizations and the high quality of these programs. Each organization is under the direction of a music faculty member.

**Accent!** is a men's chorus that performs a varied repertoire of choral music at several on-campus performances each year, and occasional off-campus performances. Membership is open to any male student.

**Bel Canto** is a women's chorus that performs a varied repertoire of choral music at several on-campus performances each year, and occasional off-campus performances. Membership is open to any female student.

**Camerata Singers** is a select choir of 32 voices that performs primarily sacred music both on and off campus. The Camerata Singers travel extensively to churches throughout the school year and make an extended tour during spring break.

**Chamber Music.** Small vocal and instrumental ensembles are formed each year, based on student interest and ability. Recent ensembles include String Ensemble, Harp Ensemble, Men's Quartet, Trumpet Trio, and Saxophone Quartet.

**Concert Band** performs both traditional and contemporary band literature in concerts both on and off campus each year. Membership is open to any campus or community instrumentalist.

**The Jazz Ensemble** studies and performs music in various contemporary popular idioms, including improvisatory styles. Membership is by audition.

**Choral Society** is a university-community chorus that annually present portions of Handel's *Messiah* in December and another oratorio/cantata work in March. Membership is open to all students and community members.

**The music department** has regular recitals in which students studying applied music perform. An honors recital is held at the end of the school year featuring selected outstanding music students. Faculty members present a recital each year and music majors present a full-length senior recital as well as a shorter recital in their junior year.

**The Lima Symphony Orchestra** provides opportunity for qualified instrumentalists to perform in an orchestra. Membership is by audition.

**The Bluffton University Artist Series** brings to campus each year a number of outstanding concert artists and ensemble groups.

**Musical.** Each year the communication and theatre department and music department present a musical or opera. Participants are chosen by audition. The musical production is presented each spring as part of May Day activities.

## **Communication and theatre activities**

**Theatre.** Each year the communication and theatre department presents at least one major dramatic production and, in conjunction with the music department, one musical. All students are eligible to audition for the casts and/or serve in various technical capacities in these productions.

## **Departmental clubs**

Bluffton University has a number of departmental clubs that offer students opportunities for study and fellowship in areas of specialized interest.

**Bluffton Design Board** prepares students aspiring to careers in fashion and interiors, design, and retail merchandising by developing experience with professional practices, qualifications, and experiences. It is also the goal of this organization to raise awareness of the importance of the design industry.

**Bluffton Education Organization** seeks to develop in prospective educators an understanding of the education profession, to advance the interests and welfare of students preparing for a career in education and to stimulate the highest ideals of professional ethics, standards and attitudes. There are both formal and informal meetings in which students share ideas and concerns.

**Bluffton University Art Club** seeks to provide students with an opportunity to engage in academic discussions and participate in activities concerning the broad range of topics pertaining to the visual arts outside of the normal sphere of classes.

**Bluffton University Bauman Medical Society** enables students interested in health related vocations to experience and investigate different aspects of the field of medicine and prepare themselves in the best way possible to be candidates for a career in a health related field.

**Bluffton University Economics, Business Administration and Accounting Club** provides its members the opportunity to gain broader perspectives and insights into the business field. This is accomplished through club meetings and gatherings where business-related issues are discussed.

**Bluffton University English Club** offers students a chance to gather for camaraderie and informal discussions about all types of literature. The club sponsors activities pertaining to a broad range of productions and dinners with faculty and students.

**Bluffton University Recreation Club** was formed to provide opportunities to gain broader perspectives and insights into the recreation field. Meetings include activities such as speakers, social events, field trips, community events and information about graduate school and job opportunities. This organization also encourages spiritual fellowship among recreation students and their instructors as well as the entire school.

**Bluffton University Science Club's** purpose is to provide organization and support of science related interests outside of regular courses. The club also provides an informal forum for further exploring current issues related to the natural sciences.

**Bluffton University Sport Management Club** is a student-led group made up mainly of sport management majors. Its purpose is to provide information about internship possibilities, both at Bluffton and at other colleges and professional organizations, as well as to plan and participate in trips and various activities.

**Bluffton University Student Investment Club** is open to any Bluffton University student who is interested in learning how financial markets work. Students get hands on experience in learning about investments through the club's management of one of Bluffton's endowment funds.

**El Club de Español's** purpose is to expose the club members to various Spanish speaking cultures and to enhance their knowledge and understanding of the Spanish culture and language by integrating the Spanish culture into their lives. The club works to bring the organization to the community through various service projects and to enhance the student body perspective of the Hispanic/Spanish culture with opportunities in which they will experience part of the culture first or second hand.

**Family and Consumer Sciences Association (FCSA)** is designed to provide professional development and service activities for students majoring in fashion and interiors, retail merchandising and design, family and consumer sciences (general and education), and food and nutrition. Programming focuses on current issues and trends across the profession and includes state- and district-level meetings. Bluffton is affiliated with the American Association of Family and Consumer Sciences – Student Member Section.

**Ohio Collegiate Music Education Association (OCMEA)** is an organization of students preparing to teach public school music as well as those majoring in music with a liberal arts emphasis. Monthly meetings include programs by teachers in the field. It is affiliated with the Ohio Music Education Association and the Music Educators National Conference. Members of OCMEA attend conventions and conferences of these state and national organizations in addition to local chapter activities.

**People's Movement for the Advancement of History (PMAH)**, or the history club came together for students to explore their mutual interests in studying and talking history. Through various activities—attending films, lectures, social events and history-related games and parties at the homes of history faculty—PMAH students at Bluffton deepen their own fascination with the human experience in history and together reinforce their conviction that studying history is one of the most intellectually enriching possible pursuits on a college campus.

**Social Sciences Society's** purpose is to examine and create interest relating to social issues and concerns. In addition, the purpose is to explore the meaning of justice in the broadest definition and societal context. Members consist of those interested in issues raised by the fields of criminal justice, sociology, pre-law or psychology.

**Social Work Club** is composed of students interested in the profession of social work and related fields. The club's purpose is to provide students with opportunities to affiliate with other social work students and other professional social workers and to build an identity with the profession. Objectives are met through activities geared to learning, service and socialization. Programming generally includes contacts with professionals through speakers, agency visits, videos/films, local/state/national conferences, service projects and social events. Popular events include the annual "pumpkin walk" and the bi-annual learning trip to Chicago.

## **Special interest organizations**

Specialized interests bring students together in the following organizations:

**The African-American Student Organization (AASO)** is established to provide a socialization forum and to promote and share African-American culture with the Bluffton community through various cultural programs.

**The Bluffton Latino Society** emphasizes Hispanic tradition, culture, art, education, music, theater, literature, food, history, language, etc. and allows Hispanic students a chance to unify and reconnect to their culture through the exploration of Hispanic foods, language, the arts, dance, music, dress, and history.

**Bluffton University College Republicans** increase awareness and promote the principles of the Republican Party, aid in the election of Republican candidates at all levels of government and develop political skills and leadership abilities among Republican students as preparation for future service to the party and community.

**Bluffton University Chapter of Habitat for Humanity** is an ecumenical grass-roots organization with the goal of eliminating poverty housing. The Bluffton University Chapter of Habitat for Humanity coordinates work groups and fund-raising efforts to help build or renovate houses in partnership with those in need. All students, faculty and staff are welcome to participate.

**Bluffton University International Connection** draws together students from other lands and American students interested in foreign cultures. It sponsors programs and activities, including the annual international students' week.

**Bluffton University Japanese Anime Club.** The purpose of this organization is to enrich the campus community by offering students the opportunity to learn about Eastern culture through films and DVDs which portray the unique religion, myths, art, history, etc. of the Japanese culture.

**Bluffton University Macintosh Users Club** represents the interest of Bluffton University students, staff, administration and faculty by providing an organization through which interests may be voiced regarding use of the Macintosh platform within the Bluffton University framework.

**Bluffton University Student Alumni Association** representatives are committed to strengthening relationships between current students, alumni and the university and developing an awareness of the importance of supporting Bluffton University and preserving its traditions.

**Bluffton University Ultimate Frisbee.** The purpose of this club is to provide for those individuals who wish to have fun and fellowship, yet play competitively, with peers at Bluffton as well as other schools.

**Bluffton University Women's Issues Circle.** The purpose of this group is to discuss any issues of particular concern to women and to initiate activism on these issues. Activism can take the form of raising students' awareness of women's issues or seeking to improve conditions of women on the Bluffton campus or in any other setting. It is our intention to provide the student body with information on women's issues and opportunities to discuss these issues, as well as to work towards the betterment of women's lives by creating greater awareness of the specific burdens society has placed upon women. Researching, discussing and creating awareness of medical, legal, religious and other cultural issues are within the domain of this group.

**Bluffton University Young Democrats.** The purpose of the Bluffton University Young Democrats will be to pursue the ideals of liberty, justice and freedom for all. The pursuit of these ideas is through support of the Democratic Party and its ideas, ideals and candidates.

**P.E.A.C.E.** stands for Peace Education and Action Community Endeavor. The organization's purposes are to educate students about current peace-related issues and to encourage and organize appropriate action in response to these issues through consciousness-raising endeavors.

**Peer Awareness Leaders (PALS)** is a group of students who work to educate the campus community about prevalent issues affecting university students so students may make responsible decisions. The group is an affiliate of the BACCHUS and GAMMA Peer Education Network and is an extension of the Bluffton student life office and consists of student volunteers who apply for membership.

**Radio station (WBWH)**, the campus radio station, gives students the opportunity to experience all of the responsibilities and privileges of broadcasting, under the guidance of the communication and theatre department. Purposes of the FM station include informing the campus community of international, national, local and campus news, providing a forum for public discourse on issues and matters of significance to the campus community and entertaining the campus community by playing music of diverse genres, histories and heritages. The station is located in Riley Court.

**Student Organizations United in Leadership (SOUL)** is a program intended to facilitate and support opportunities for student involvement. In addition to hosting the annual spring Riley Creek Festival, SOUL also supports leadership workshops, a weekly program series, and an annual banquet recognizing outstanding student involvement.

**Forum.** Meeting each Tuesday throughout the academic year, Forum is a weekly event in which the entire university community—students, faculty and staff—comes together to hear presentations and programs that deal with important themes and issues of the day. The majority of speakers are from outside of Bluffton. They range across the academic disciplines and are chosen because of their expertise in an area of significance for the university curriculum.

Special forums, such as the C. Henry Smith Lecture and the Keeney Peace Lecture, enable the articulation of heritage values central to Bluffton. Programming is determined by the forum director, in consultation with a committee of faculty and students. Forum events are among those in the list of events that qualify for arts and lecture credit.

## **Athletics**

**Intercollegiate athletics** are an exciting and vital part of life at Bluffton University. Men's intercollegiate athletic schedules are maintained in football, basketball, track and field, indoor track and field, cross-country, baseball, soccer and tennis. Sports for women include volleyball, basketball, track and field, cross-country, fast-pitch softball, soccer, indoor track and field and tennis.

To be eligible for intercollegiate athletics, the student must meet the requirements of the NCAA Division III. To be eligible for competition, a student must be enrolled in at least 12 semester hours during the term in which he/she participates and be making normal progress toward graduation. For more details see the director of athletics.

To prepare student athletes for the challenges of life beyond the playing field, the NCAA has developed the Life Skills Program, a program Bluffton University has titled BChamps. This program is designed to help student athletes bridge the gap from college life to professional life, as well as provide opportunities to make meaningful contributions to the community. The Life Skills Program focuses on five areas of personal growth: academic excellence, athletic excellence, personal development, service and career development.

### **Academic credit for participating in varsity athletics:**

Each varsity athlete and student support personnel (trainers, managers and student assistant coaches) is eligible to receive one academic credit per academic year for participating in collegiate athletics with a maximum number of 4 total credits during their athletic career. Two sport athletes may only receive credit for one sport each academic year. Credit should be credit/no credit. Credit must be assigned during the traditional season of each sport. In the event that any sport (for example basketball) goes through two semesters, students may elect which semester to receive the credit. Student athletes can earn this one hour credit each year by the following means:

- A. Completing the entire sporting season by attending practices, meetings, competition and year end banquet.
- B. If an athlete becomes injured during the season, he or she must continue to attend practices, meetings, competition (as required by the head coach) and year end banquet to be eligible for credit.

**Intramurals.** The intramural program is under the direction of the health, physical education and recreation department. Two directors head this program and student assistants help in its coordination. The intramural program contributes to the health and fitness of the participants and provides diversion from academic work. This program provides the opportunity for making participation in sports a meaningful part of a student's total education.

Activities included in the intramural program are flag football, powderpuff football, volleyball, 3 on 3 basketball, 5 on 5 basketball, bowling, softball and coed tournaments in various sports. For more information students should check the *Handbook of Intramural Sports* available from the intramural directors.

## **Marbeck Center**

Marbeck Center serves as the social, recreational, informational and community center of the campus. The center houses campus dining facilities, a snack shop, lounges, bookstore, post office, information services, meeting rooms, student activity services, student organization offices, religious life offices, art gallery, an ATM machine, change machine, stamp machine, copy and duplicating services, lost and found, a mini computer lab with e-mail and Internet access along with a variety of other facilities.



Marbeck Center is used for cultural programming for students, faculty, staff and guests of the university, and it serves as a home base for personal involvement in and commitment to the life of the university.

While the basic function of the center is to meet the needs of the campus community, Marbeck Center also serves an important role as a meeting place for civic, community and religious groups.

**Marbeck Center Board (MCB)**, a student board, is responsible for initiating and implementing a program of activities and involvement for the enrichment of student life on campus. MCB is composed of a student chairperson, 15 students selected from the student body and a staff advisor.

Marbeck Center is a member of the Association of College Unions International (ACUI).

# ADMISSIONS AND FINANCIAL AID

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## Admissions

Admission to Bluffton University is gained through the admissions office, which acts on behalf of the faculty. Admission may be granted to first-year students, transfers, special and transient students and, on a limited basis, to current high school students through the Post-Secondary Enrollment Options Program.

All candidates for admission to the university upon applying do agree to uphold the standards of campus conduct.

### University statement of nondiscrimination

Bluffton University admits students of any race, color, national and ethnic origin, regardless of gender or handicap, to all the rights, privileges, programs and activities generally accorded or made available to students at the institution. It does not discriminate on the basis of race, color, national and ethnic origin, gender or handicap in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

### Admission procedures

Application materials are available from the Bluffton University Admissions Office and on the university Web site. Application should be made late in the junior year or early in the senior year. The deadline for submitting the application is [two weeks prior to the start of each semester](#). (semesters begin in August and January).

After obtaining the necessary forms, the applicant should do the following:

- complete and return the application for admission along with a \$20 application fee;
- have the guidance counselor complete the recommendation and return it with the high school transcript to the college;
- have a teacher complete and return the teacher recommendation form to Bluffton;
- have the ACT or SAT scores sent to Bluffton; and
- plan to visit the campus; call the admissions office to make an appointment. A campus visit, though not required, is strongly encouraged.

Because Bluffton University operates on a rolling admissions plan, the admissions office will make the decision on admission and notify the applicant soon after receiving all of the above items. Students are encouraged to apply early.

Following graduation from high school, final transcripts must be sent to Bluffton prior to actual enrollment.

When accepted, a student will be sent a medical history form. This form must be completed and returned to the university prior to enrollment.

### Home school policy

Bluffton University welcomes applications from home school students. In addition to standardized test scores such as the ACT or SAT and a transcript of courses, a personal interview is required. A reading list and writing sample also may be requested. Contact the admissions office for more information.

### College credit for high school students

Bluffton University participates in the Post-Secondary Enrollment Option of Ohio Bill 140. This program allows a limited number of high school students to enroll in college courses and receive both college and high school credit. Contact the admissions office for details on application and admission requirements.

### Advanced placement

The advanced placement program of the college entrance examination board was developed to give recognition to applicants who take college-level courses in secondary school. Thus, some students may be excused from certain college requirements by satisfactorily passing the advanced placement examination in American history, European history, biology, chemistry and mathematics.

Credit and waiver will be issued to applicants who earn a score of four or five on any of these examinations. Credit and/or waiver may be issued for a score of three upon recommendation of the department concerned and/or the dean of academic affairs.

### Requirements for first-year students

In determining eligibility for admission, Bluffton will carefully consider whether each applicant individually has the proper background for study at a liberal arts university.

Criteria will include high school academic standing, the subjects taken, participation in co-curricular activities, moral character, purpose for college study, counselor and teacher recommendations, and ACT/SAT scores. Requirements for admission to the first-year class are the following:

- graduation from a secondary school or a general education diploma (GED);
- satisfactory secondary school work (preference is given to students ranking in the top half of their class);

- satisfactory amount and distribution of secondary school work. Bluffton University gives preference to students who have taken a planned program of college preparatory courses. The recommended program includes: four units of English, with emphasis on composition; three units of mathematics, at least one of which should be taken in the senior year; three units of social studies; three units of science; and three units of foreign language. These courses will provide a good foundation for the liberal arts curriculum and the major fields; and
- satisfactory performance on aptitude tests. Bluffton University requires either the ACT of the American College Testing Program or the SAT of The College Board. The student should take the ACT or the SAT in the spring of the junior year or fall of the senior year; scores should be sent directly to the college. Registration for ACT or SAT is made through the high school guidance counselor.

### **Requirements for transfer students**

A student who plans to transfer to Bluffton University from another college or university must submit the following:

- Application for admission along with a \$20 application fee;
- official transcript of high school record;
- official transcript from each post high school institution attended;
- signed transfer recommendation from each post high school institution attended.

Full credit will normally be given for all courses completed at any other regionally accredited college or university in which the applicant has earned a grade of C- or better and which are comparable in content to courses offered at Bluffton.

Admission preference is given to applicants who have maintained a C average or better in all college-level work. Students who have been dismissed from another college or university for academic or disciplinary reasons are not eligible for admission to Bluffton University until they are also eligible for admission to the previous institution. Applicants must have met all financial obligations at the former institution.

An accepted applicant who has graduated from an accredited two-year institution of higher learning with an associate in arts degree will be admitted with first-term junior standing.

### **Transfer Articulation Agreements**

Bluffton University has articulation agreements with James A. Rhodes State College, Northwest State Community College, Edison Community College, Owens Community College, and Hesston College whereby students with an Associate of Arts or Associate of Science degree in appropriate majors can finish baccalaureate degrees. Students will normally need the equivalent of two additional years to complete the Bachelor of Arts degree. Hesston College students with Associate of Arts or Associate of Science degrees are assured junior standing and have met all lower level General Education requirements. Students interested in transferring should contact Sue Van Eman in the Admissions Office.

### **Requirements for special or transient students**

Individuals who are not candidates for a degree may be admitted as special or unclassified students and allowed to take courses on a part-time or full-time basis. Applications may be requested from the admissions office.

### **Requirements for readmission**

Bluffton University students who have not been enrolled for one or more registration periods must apply for readmission to the university. The application form is available from the admissions office. A new medical form is required of students not enrolled for more than two years prior to readmission.

The factors considered in readmission include those used in the initial admission decision. The decision will be made by the admissions office, which may consult the administrative officers and/or the Admissions and Scholarship Committee in cases where readmission is questionable.

Students who have outstanding bills will not be readmitted until those obligations are met.

## **Financial information**

Bluffton University is a nonprofit institution. The tuition, fees and other expenses paid by the students cover only a part of the cost. The balance is met by income from endowment, gifts and contributions from churches, alumni, faculty, staff and other friends of the university. The following fees apply to the 2008-09 academic year. Bluffton reviews fees annually and reserves the right to make changes in fees and deposits.

Standard costs vary from student to student because each student is an individual case. Some courses require special fees. Some students can reduce their total cash requirements by working or obtaining a scholarship or a grant-in-aid. The standard cost shown below does not take this into account. Neither does it include the cost of books nor incidental personal items, which vary greatly with individual needs and tastes.

### Tuition and fees for academic year 2008-09

	Per year	Per semester
Tuition (12 to 17 hours per semester)	\$22,470	\$11,235
Board (15 meal plan)	3,936	1,968
Room	3,660	1,830
Technology fee	450	225
Total	\$30,516	\$15,258

Charge per semester hour if less than 12 hours: \$936 per semester hour  
 Charge per semester hour over 17 hours but less than 20.1 hours: \$661 per semester hour  
 Charge per semester hour for 20.1 hours or more: \$936 per semester hour  
 Rooming in Neufeld Hall additional charge: \$200 per semester

### Other fees

Application fee	\$20
Clinical Practice	265
Transcripts, per copy	3
Student health insurance	150
Ista yearbook	42
Room damage deposit	100
Room draw deposit	100
Private music instruction (without accompanist) -- per hour, in addition to tuition	160
Private music instruction (with accompanist) -- per hour, in addition to tuition	260
"Super Single" room, in addition to room charges per semester	915
Neufeld Hall "Super Single" room, in addition to room charges per semester	1015
Parking permit	10
Audit fee, per course	80
Credit by exam, per course	
Examination	75
Credit	75

### Deposits

#### Advance deposit

Upon notification of admission to Bluffton University and the student's decision to attend, a nonrefundable deposit (applied to the first semester fees) of \$100 is due. Students who register after July 1 must pay at the time of registration.

#### Room damage deposit

Rooms are engaged for the college year. A deposit of \$100 is charged each student rooming in a university residence hall. This will be returned after graduation or withdrawal if the room is left in good order and after the value of any damage to the room or furniture has been deducted.

#### Room draw deposit

Returning residential students pay a \$100 room draw deposit in the spring to participate in the room draw process. This amount is applied to the fall semester charges.

### Tuition payment plans

All fees and accounts are payable each semester in advance. Part-time and summer school students are required to pay the entire fee on or before the first day of classes. As a convenience to students and parents, an alternate payment plan may be selected for full-time students.

### Ten-month plan

The student's estimated yearly cost is divided into 10 equal installments. Payments begin in mid-July and continue through April. There is no finance charge.

### Penalty for late payment

A 1-percent monthly interest charge will be assessed to all unpaid accounts not current on the approved payment plan. Interest will be applied to the balance after the due date each month, equaling an annual interest rate of 12 percent.

A student with an unpaid account may not continue or return to classes in a subsequent registration period.

### Refund policies

Students who withdraw during any period of enrollment at Bluffton University and follow the approved withdrawal procedure will receive refunds for instructional fees and room and board according to the then current refund schedule. Students may contact the business office or financial aid office to receive the current schedule.

If a refund amount is owed to the student, but the student has outstanding institutional charges, or if the student owes a repayment of a cash disbursement for noninstitutional costs, the university will automatically apply the refund amount to those charges or repayment. Bluffton will also notify the student in writing if either situation has occurred.

Students who are Title IV (federal aid) recipients will have the return of those funds and repayments calculated and distributed as prescribed by federal law and regulation. These distribution schedules are available to all prospective and currently enrolled students by contacting the business office or the financial aid office.

## Scholarships and financial aid

Students who need financial assistance may find aid through four types of programs: 1) scholarships; 2) grants; 3) loans; and 4) employment. Most loans and grants are awarded on the basis of demonstrated financial need. Most scholarships are awarded on the basis of scholastic achievement or leadership experience and skill.

Since financial needs vary considerably, students are encouraged to discuss their specific needs with the financial aid personnel located in Schultz Hall in Riley Court. Office hours are from 8 a.m. to noon and 1 - 5 p.m. Monday through Friday. The telephone number is 419-358-3266 and the e-mail address is [finaid@bluffton.edu](mailto:finaid@bluffton.edu).

### Guidelines for awards

Parents (of dependent students), to the extent that they are able, have the primary responsibility to pay for their child's education. Students also are expected to contribute to their educational costs. Bluffton University subscribes to the principle that the amount of financial aid granted a student should be based upon financial need. Eligibility for all federal grants and loans and state need-based grants is determined by filing the Free Application for Federal Student Aid (FAFSA). Bluffton University also requires the FAFSA to determine eligibility for need-based institutional aid. In addition, some merit-based financial aid awards are offered in support of the Bluffton University goal of recruiting and retaining a talented and diverse student population.

The student's need is determined by subtracting the sum of the expected parental contribution and the expected student contribution (both derived from the FAFSA) from the cost of attending Bluffton University. In addition to tuition and fees, the following estimated costs are included in determining the student expense budget for 2008-09:

	Resident students	Commuting students
Books	\$ 1,150	\$ 1,150
Personal expenses	2,270	3,360
Room & board	7,596	
<b>Total</b>	<b>\$11,016</b>	<b>\$ 4,510</b>

For independent students, an Independent Student Allowance (ISA) calculated by College Scholarship Service of The College Board is used to determine the student expense budget. This budget includes an allowance for living expenses and dependent care when applicable.

All aid is disbursed to students through the business office by crediting the student's account with the attributed amount of aid at the beginning of each billing period.

## **Satisfactory academic progress**

Bluffton University monitors student progress toward a degree on a per-term and annual basis for academic and financial aid purposes. Students who meet regular academic requirements for continuing their enrollment are eligible for financial aid.

### **Qualitative measure -- reviewed each term**

A student who drops below the requisite GPA appropriate for their grade level and who is placed on academic probation (see Standards of Academic Achievement – Probation) will be notified by the financial aid office that if they do not achieve the requisite GPA by the end of the next semester financial aid will be suspended.

### **Quantitative measures -- reviewed annually**

The University also monitors student progress annually. To be in good standing, a student must successfully complete at least two-thirds of the total hours attempted annually (includes summer term if applicable). A student who does not meet the annual two-thirds requirement will automatically be placed on financial aid probation. Under probation, a student will continue to receive financial aid but must in the next academic year complete at least two-thirds of the total hours attempted (in that year). This probationary period will automatically be offered one time in the student's career at Bluffton University. A student placed on financial aid probation will receive written notification.

### **Quantitative measures -- maximum time-frame**

In addition, to receive a degree, a full-time student may attempt up to 186 hours (150 percent of the 124 semester hours required for graduation) in a six year (12 semester) period. Transfer hours and original hours for repeated courses are included in the calculation of maximum time-frame of 186 attempted hours. For part-time students, the maximum time-frame is prorated.

Financial aid (federal, state, institutional) will not be awarded to students who are not maintaining satisfactory academic progress toward a degree or certificate as outlined above.

### **Appeals**

Any student who has been terminated from financial aid as a result of not maintaining satisfactory academic progress has the opportunity to appeal such action to the financial aid appeals committee consisting of the financial aid director, the vice president for enrollment management and student life, the vice president and dean of academic affairs, and the registrar. The appeal must be in writing and submitted directly to the financial aid director.

The appeal may be on the basis of an undue hardship, such as death of a relative or illness of the student, as the cause of the deficient academic progress. If such an appeal is approved, the student will be placed on financial aid probation for a maximum of 12 months. During this probation period, students will receive the financial aid for which they are eligible. At the end of the probation period, students whose academic progress meets all of the satisfactory academic progress requirements will be removed from financial aid probation. Students who fail to meet all of the satisfactory academic progress requirements will be suspended from receiving financial aid until re-established as outlined below.

**Additional note to students appealing maximum time frame:** the maximum time frame allowance of 186 hours is intended to be long enough to allow for changes in major, loss of credit due to transfer, withdrawn coursework, minors, double majors, etc. Therefore, in addition to appealing as outlined above, students must include an explanation of the need for additional hours, and a degree completion plan approved and signed by the faculty advisor and the registrar. This plan must include courses remaining by semester and the expected graduation date.

### **Re-establishing eligibility**

After financial aid has been withdrawn for failure to maintain satisfactory academic progress, students may re-establish eligibility by improving their completed courses and grade point averages through Bluffton University at their own expense. Students should contact the financial aid office at the end of the next semester in which two-thirds or more of the hours attempted have been completed. Probationary financial aid eligibility will be permitted for an upcoming semester. When two-thirds of the courses attempted have been completed in two consecutive semesters and if all other satisfactory academic progress requirements have been met, the student is taken off of financial aid probation.

## **Application procedures**

Entering students seeking financial aid are required to submit the FAFSA designating Bluffton University as one of the recipients. Electronic submission of the FAFSA, FAFSA on the Web (FOTW), is the recommended method for completing the FAFSA. The Web address is [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students who are not filing on-line have 2 options for completing the FAFSA and sending it via regular mail. 1) Paper FAFSAs will be available to students by calling the Federal Student Aid Information Center at 1-800-433-3243; or 2) a PDF version of the FAFSA can be downloaded at [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov). The federal school code for Bluffton University is 003016

Prior to completing FOTW, both a student and at least one parent are encouraged to apply for a PIN (Personal Identification Number). The PIN serves as the electronic signature, and, if obtained prior to filing FOTW, considerable time can be saved in receiving FAFSA results. The PIN Web site is: [www.pin.ed.gov](http://www.pin.ed.gov).

Returning upper-class students seeking continued financial assistance are required to submit the FAFSA designating Bluffton University as the recipient. Students who filed a FAFSA in the preceding year are encouraged to file electronically and will be asked to pre-fill the FAFSA with certain data from the previous year.

Bluffton University participates in the Electronic Data Exchange (EDE) program established by the Federal Department of Education. A student completes the FAFSA and lists Bluffton University to receive her/his data. The FAFSA data is then transmitted electronically to the financial aid office and merged with other pertinent information. Whether a student filed initially on paper or electronically, corrections can be made on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Corrections can also be made electronically by the financial aid office. Whether made by the student or the financial aid office, correction results are sent both to the student and to the financial aid office. A financial aid award notice is generated and sent to the accepted or continuing student when FAFSA data is received and required documentation is on file.

Returning upper-class students seeking to continue financial assistance must re-apply for need-based grants and student loans by filing the FAFSA. The amount of financial assistance awarded each year will depend upon the student's continuing need for aid and the amount of funds available to the university. (Presidential scholarships, academic honors scholarships, academic distinction scholarships, tuition equalization scholarships, community enrichment grants, incentive scholarships, out-of-state grants, music and art scholarships, international grants, minister/missionary grants, transfer scholarships and leadership/service grants are awarded for a maximum of four years to students who continue to qualify. Need must be re-established annually.) University-funded, non-repayable aid will not be awarded beyond what is needed to meet the total college expense budget.

Presidential scholarships, academic honors scholarships, academic distinction scholarships, tuition equalization scholarships, community enrichment grants, incentive scholarships, out-of-state grants, music and art scholarships, international grants, minister/missionary grants, transfer scholarships and leadership service grants are awarded for a maximum of four years to students who continue to qualify. University-funded, non-repayable aid will not be awarded beyond what is needed to meet the total college expense budget.

### **Deadlines**

Students should be aware of application deadlines established by off-campus sources of aid including state and federal agencies. These deadlines are announced about one year before the beginning of the academic year. Because of limited resources, the State of Ohio maintains an October 1 deadline for Ohio need-based aid (the Ohio College Opportunity Grant). Bluffton University need-based aid is also limited. Therefore, Bluffton University maintains a FAFSA priority deadline of May 1 for both new and returning students. This means that any student filing the FAFSA after May 1 could be denied need-based funds administered by Bluffton University if funds have been depleted. This May 1 priority deadline is in effect for federal campus-based programs (federal Perkins loans, FSEOG grants and federal work-study) and for Bluffton University need-based grants. The final FAFSA deadline for these Bluffton administered programs is October 1 of the current academic year. These funds will not be awarded after this date.

## **Bluffton University scholarships and grants**

Below are the scholarship programs for the 2008-09 academic year. There will be considerable changes to the scholarship programs for students beginning their studies in fall 2009. Current information about any of the programs listed below, as well as information about new scholarship programs for fall 2009, can be found at: [www.bluffton.edu/admission/financialaid/](http://www.bluffton.edu/admission/financialaid/)

### **Scholarship for National Merit Finalists**

National Merit Scholarship finalists who plan to attend Bluffton University will be awarded an academic honors scholarship that ranges from \$7,000 to \$11,000 per year. Continuation of the scholarship is dependent upon maintaining a cumulative grade point average of 3.2, calculated at the end of each academic year.

### **Scholarship for Ohio Academic Scholars**

Ohio Academic Scholars who plan to attend Bluffton University will be awarded an academic honors scholarship that ranges from \$7,000 to \$11,000 per year. Continuation of the scholarship is dependent upon maintaining a cumulative grade point average of 3.2, calculated at the end of each academic year.

### **Tuition equalization scholarship program**

This scholarship program is designed to make a Bluffton University education more affordable to academically talented students. Scholarship recipients are guaranteed that 100 percent of their demonstrated need, up to direct cost, will be met from all available resources (excluding parent or alternative loans).

This scholarship guarantees that qualified students will receive non-repayable aid from Bluffton University, the Student Choice Grant, and a campus job equal to the difference between tuition at Bluffton University and the average tuition at select four-year public institutions in Ohio during the previous academic year. The dollar amount awarded is fixed and will be guaranteed for a maximum of four years of full-time study as long as scholarship requirements are met. Church grants and the university match and outside grants and scholarships are additional and will be added to the initial guarantee. State and federal need-based grants will also be added to the initial guarantee (except that the combination of Bluffton University grants and scholarships and state and federal grants will not exceed tuition).

To qualify, students must meet regular admission requirements, achieve a minimum ACT composite of 23 or a minimum SAT I composite of 1050, and rank in the top 25 percent of their class or achieve a minimum cumulative high school GPA of 3.0 on a 4.0

scale. Students also must submit the FAFSA and register as full-time, first-time residential (living in university residence halls) first-year students. To continue in the program and be guaranteed the non-repayable aid, students must maintain full-time status, be residential and maintain a cumulative GPA of 2.5 or higher calculated at the end of each academic year.

### **Academic distinction scholarship**

The academic distinction scholarship program is an enhanced tuition equalization scholarship program for superior students. Academic distinction scholarship recipients receive an \$1,000 additional scholarship beyond the traditional tuition equalization guarantee. Scholarship recipients are also guaranteed that 100 percent of their demonstrated need, up to direct cost, will be met from all available resources (excluding parent or alternative loans).

To qualify, students must meet regular admission requirements, achieve a minimum ACT composite of 25 or a minimum SAT I composite of 1140, and achieve a minimum cumulative high school GPA of 3.5 on a 4.0 scale. Recipients must also submit the FAFSA, register as full-time students, enroll as first-time students and be residential students. Academic distinction scholarship students must maintain a 3.2 GPA (calculated at the end of each academic year) in order to keep the award.

Academic distinction recipients who are accepted for admission at Bluffton University by January 1 each year are also eligible to compete in the Presidential Scholarship Competition usually held on a Saturday in late January. Two winners from this competition will each receive a full-tuition renewable scholarship.

*Commuting and/or transfer students* who meet the initial and continuing academic criteria for the academic distinction scholarship will be eligible for an academic distinction scholarship award of \$6,000. *Part-time students* who qualify will receive a prorated academic distinction scholarship.

### **Academic honors scholarship**

The academic honors scholarship program is an enhanced tuition equalization scholarship program for superior students. Academic honors scholarship recipients receive a \$2,000 additional scholarship beyond the traditional tuition equalization guarantee. Scholarship recipients are also guaranteed that 100 percent of their demonstrated need, up to direct cost, will be met from all available resources (excluding parent or alternative loans).

To qualify, students must meet regular admission requirements, achieve a minimum ACT composite of 27 or a minimum SAT I composite of 1220, and achieve a minimum cumulative high school GPA of 3.75 on a 4.0 scale. Recipients must also submit the FAFSA, register as full-time students, enroll as first-time students and be residential students. Academic honors scholarship students must maintain a 3.2 GPA (calculated at the end of each academic year) in order to keep the award.

Academic honors recipients who are accepted for admission at Bluffton University by January 1 each year are also eligible to compete in the Presidential Scholarship Competition usually held on a Saturday in late January. Two winners from this competition will each receive a full-tuition renewable scholarship.

*Commuting and/or transfer students* who meet the initial and continuing academic criteria for the academic honors scholarship will be eligible for an academic honors scholarship award of \$7,000. *Part-time students* who qualify will receive a prorated academic honors scholarship.

### **Presidential scholarship**

A minimum of two full-tuition scholarships are awarded annually to students who are the winners of a scholarship competition held at Bluffton University.

Full-tuition is comprised of scholarship/grant aid from Bluffton University and any state programs that must be used for tuition (e.g., Ohio Choice and Ohio College Opportunity Grant programs). Other need-based grant programs and outside grants and scholarships, including church grants, will be added on to the full-tuition guarantee up to the full cost of attendance at Bluffton University. In the event that scholarship and grant awards exceed the full cost of attendance, scholarship money from Bluffton University must be reduced.

The competition is held during the spring semester, by invitation only, for high school seniors who have been accepted by Bluffton University and meet published minimum requirements for the competition. A presidential scholarship student must maintain a 3.2 GPA (calculated at the end of each academic year) in order to keep the award.

### **Transfer scholarship (also called the Phi Theta Kappa Transfer Scholarship)**

Students transferring to Bluffton University with a college 3.0 cumulative GPA with at least 23 quarter hours or 15 semester hours will be awarded a scholarship of \$5,000. To continue in the program, students must maintain a cumulative GPA of 2.5 or higher calculated at the end of each academic year.

### **Transfer honors scholarship (also called the Phi Theta Kappa Transfer Honors Scholarship)**

Students transferring to Bluffton University with a college 3.5 cumulative GPA with at least 23 quarter hours or 15 semester hours and a minimum ACT composite of 23 or SAT I composite of 1050 will be awarded a scholarship of \$6,000. To continue in the program, students must maintain a cumulative GPA of 3.2 or higher calculated at the end of each academic year.

### **Alumni scholarship program**

Scholarships funded by the National Alumni Association are awarded annually to students who: 1) present evidence of need; and 2) maintain a grade-point average of 2.0, or in the case of an entering first-year student, are in the upper half of their high school class. The number and value of scholarships are determined each year.



**Bluffton incentive scholarship**

A scholarship of \$5,000 is automatically awarded to any first-time, first-year student who has a high school GPA of 2.8 and 21 ACT/970 SAT. To continue in the program, students must maintain a cumulative GPA of 2.5 or higher calculated at the end of each academic year. A unique feature of this program is the opportunity to have the scholarship increase. If the student maintains a cumulative GPA of 3.0 or higher, calculated at the end of an academic year, the total scholarship will be increased by \$500. Note that the incentive scholarship program cannot be combined with other university scholarship programs.

**Bluffton opportunity grant**

This grant augments other financial aid sources and self-help when need is substantial and other sources do not adequately cover the need. Eligibility for this need-based grant is automatically calculated when the student files the FAFSA each year. A Bluffton opportunity grant for an individual student may vary from year to year because it is based on FAFSA results. Funds are limited and new and returning students are encouraged to file the FAFSA by May 1 to ensure availability of funds. Please note that a Bluffton opportunity grant will not be awarded after the October 1 FAFSA filing deadline established by the university. If eligibility requirements are met as a result of filing the FAFSA, a Bluffton opportunity grant will be awarded as long as satisfactory academic progress is maintained.

**Bluffton out-of-state grant**

This grant is awarded automatically to new students and transfer students who reside in a state other than Ohio. The grant is equivalent to the value of the Ohio Student Choice Grant. To receive and maintain the grant, the student must be full-time and maintain satisfactory academic progress. The dollar amount is fixed and is awarded for a maximum of four years. No application forms are required for an eligible student to receive this grant.

**Canadian students program**

Canadian students receive a "Canadian exchange discount" for tuition, room and board based on the current exchange rate. Additional scholarship funds may be available based on secondary school academic achievement. Contact the admissions office for more information.

**Church-college scholarship**

A number of churches provide financial assistance for their members who are attending Bluffton University. Churches participating in this program send money to the university to be applied toward a student's expenses. For students whose churches have approved programs, the university will match each dollar up to \$1,000, and one dollar for every four dollars above \$1,000 (not to exceed tuition when combined with other university, state and/or federally funded grants or scholarships). Part-time students receiving church scholarship grants will be awarded a pro-rated Bluffton University match.

**Community enrichment scholarship program**

Each year a maximum of 10 new students from backgrounds which are under-represented at Bluffton University are guaranteed \$3,000 in non-repayable aid (excluding a campus job) and may receive up to full tuition (may include a campus job), depending on need (the FAFSA must be filed). If the grant minimum of \$3,000 is met from other sources, a community enrichment scholarship of \$500 will be awarded. Details about this program are available from the Bluffton University admissions office.

Applicants must be regularly admitted and must submit the community enrichment scholarship program application form, which may be obtained from the admissions office.

**Dean's scholarship**

This program recognizes students who excel academically after entering Bluffton University as first-time or transfer students. A scholarship of \$1,000 will be awarded in the upcoming year to any full-time student who achieves a cumulative Bluffton University GPA of 3.5 at the end of a complete academic year. A dean's scholarship can only be awarded to a student who does not already have a Bluffton University scholarship or grant award (exceptions: out-of-state choice grant, church match, minister/missionary grant, music or art scholarship, or opportunity grant).

The scholarship is renewable for a maximum equivalent of two years because a student can only qualify after one year of enrollment. To renew the scholarship, a recipient must maintain a minimum cumulative GPA of 3.2, calculated at the end of each academic year.

**Dependent child or spouse of ministers/missionaries**

A grant of \$1,000 will be awarded to a student who is: 1) a dependent child or spouse of a minister/missionary in active service; and 2) pursuing a degree program at the university. *Minister* is usually defined as someone who is responsible for a congregation and whose principal income is provided by the church; *missionary* is usually defined as someone in foreign service whose primary source of income or support comes from a recognized mission board or agency. A minimum of three years service or commitment to service is required. To receive or continue to receive the award, active service is required in the year(s) the grant is awarded.

**International student**

Bluffton University is able to offer financial aid to international students, generally no more than half-tuition. This can be a combination of need-based and merit-based aid. Need-based aid is determined through the *declaration of finances* form, which is included in Bluffton's application material. Merit-based aid is awarded based on high school/university performance and SAT scores. A student receiving any international scholarship or grant is required to live on campus.

### **Leadership/service grant**

This program, with an annual award of \$4,500, recognizes those students - first-year and transfer - who show promise to positively contribute to Bluffton University in the areas of leadership and service. Service is one of the four enduring values of Bluffton. Current students practice service to others through leadership roles in campus organizations and activities. This award is given to students to encourage them to explore leadership and service skills while attending Bluffton. All new students, first-year and transfer, who are not receiving other university-funded scholarships and are regularly admitted are eligible for leadership/service grant consideration. Award decisions are made at the time of admission. No additional application is required.

### **Renewal policy for Bluffton University scholarships/grants**

Enrolled students, receiving Bluffton University scholarships that have a GPA requirement for renewal, are reminded in writing each January regarding GPA requirements for their scholarship. A student who loses his/her scholarship for an upcoming academic year because of falling below a GPA requirement can regain the scholarship if at the end of the next academic year (or the next two semesters of full-time enrollment) the student has attained the required GPA .

Bluffton University grants and scholarships will be awarded for a maximum of four years (eight semesters) except where noted.

### **Endowed scholarships**

Through the generosity of friends of Bluffton University, a number of endowed scholarships have been established. Unless designated otherwise by the donors, these are awarded on the basis of academic merit. Income from most of these scholarship funds is used to support in part the university's regular scholarship programs. Students need not apply for these scholarships; all students are considered in determining scholarship eligibility. For a list of endowed scholarships, visit [www.bluffton.edu/catalog/undergrad/aid/endowed/](http://www.bluffton.edu/catalog/undergrad/aid/endowed/)

### **Student employment**

Bluffton University has a wide variety of student employment opportunities open to students through the Learn and Earn Program. These include office and secretarial work, laboratory work, library work, food service work, custodial work and building and grounds work. Students can earn approximately \$1,750 by working eight hours per week at minimum wage. Returning students who remain in their current job for the following year or work in a job related to their major field may be eligible for a merit-based pay increase each year of \$.25 per hour. Inquiries about the Learn and Earn program may be directed to the financial aid office.

Students are paid monthly for working on campus. Complete information about terms of employment is provided with the student employment work agreement. The federal programs including federal work-study, community service, America Reads and America Counts are all administered under the Learn and Earn Program at Bluffton University.

Some students also find part-time employment in the town of Bluffton. The Career Development Center posts local job openings on a bulletin board in Marbeck Center.

### **State grant and scholarship programs**

A complete list and description of Ohio financial aid programs can be found at: [www.regents.ohio.gov/sgs/](http://www.regents.ohio.gov/sgs/).

#### ***Ohio College Opportunity Grant (OCOG)***

This grant was awarded beginning in 2006-07 to first-time students and will replace the Ohio Instructional Grant in the 2009-2010 academic year as the single need-based program in Ohio. Ohio residents must file the FAFSA to have eligibility determined. Part-time awards are also available. The OCOG grant is awarded to students with an Expected Family Contribution (EFC) of between 0000 and 2190 (as long as the total family income is not greater than \$75,000). Award amounts vary by sector (private, public or career institutions). Benefits are restricted to the student's instructional and general fee charges. Students apply for the Ohio College Opportunity Grant by filing the Free Application for Federal Student Aid (FAFSA) by the State of Ohio's deadline of October 1 each year. The OCOG program will not be awarded for more than five years of full-time study or part-time equivalent. The OCOG program supports a *continuous enrollment provision*. An OCOG recipient can receive the grant for two full semesters and for the summer term prior to the award year in which eligibility is determined. Note that any student enrolled prior to the 2006-2007 award year will have eligibility determined for the Ohio Instructional Grant (OIG).

#### ***Ohio Instructional Grant***

The Ohio Instructional Grant Program (OIG) provides need-based tuition assistance to full-time undergraduate students from low and moderate income families. This program will only be awarded to eligible students who began their college career prior to the 2006-07 academic year. Recipients must be Ohio residents. This program is intended to expand access to higher education by bringing the cost of college within reach of more Ohio families. Awards are based on family income with consideration given to the number of dependents in the family. Award amounts vary by sector (private, public, or career institutions). Awards at Bluffton University for the 2008-09 academic year range from \$444 to \$5,466. Students apply for the OIG grant by completing the FAFSA. The application deadline is October 1 of each year. The OIG will not be awarded for more than five years of full-time study. The OIG program supports a *continuous enrollment provision*. An OIG recipient can receive the grant for two full semesters and for the summer term prior to the award year in which eligibility is determined. Full-time status is required to receive OIG benefits in any term.

### ***Ohio Student Choice Grant***

This grant provides financial assistance to full-time students enrolled for baccalaureate study in Ohio private non-profit colleges and universities. Recipients must be Ohio residents. This program assists in narrowing the tuition gap between the state's public and private non-profit colleges and universities.

Eligibility for the Ohio Student Choice Grant is not based on need or academic merit. The amount of the Ohio Student Choice Grant for the 2008-09 academic year is \$660. No application is required for this program. To be eligible, the student cannot have previously been enrolled in a college/university full-time prior to July 1, 1984. This grant is awarded for a maximum of five years of full-time study.

### ***Ohio Academic Scholarship program***

This program provides competitive, merit-based financial assistance to the state's most academically outstanding high school graduates who enroll for full-time undergraduate study in Ohio institutions of higher education. This program provides an incentive for students to remain in Ohio. Each year, at least one Ohio Academic Scholarship is awarded to a student from each participating chartered high school in the state. Eligibility for these awards is determined by a selection formula which considers a student's high school grade-point average and scores from the ACT assessment. Scholarships provide \$2,205 for 2008-09 and are awarded for up to four years of study. Application is made through the student's high school guidance office.

### ***Ohio War Orphans Scholarship program***

This program awards tuition assistance to the children of deceased or severely disabled Ohio veterans who served in the armed forces during a period of declared war or conflict. To receive War Orphans Scholarship benefits, a student must be enrolled for full-time undergraduate study. Ohio residency is required. Applicants must be under the age of 25. Scholarship benefits go toward instructional fee charges at Bluffton University.

Application is made to the Ohio Board of Regents/State Grants and Scholarships Department. Applications are available from the Ohio Board of Regents/State Grants and Scholarships Department, high school guidance offices, veterans service offices and the Bluffton University financial aid office. The application deadline is July 1 of each year. The award amount for recipients at Bluffton University in the 2008-2009 award year is \$5,100.

### ***Ohio Safety Officers College Memorial Fund***

This program provides tuition assistance to the children and spouses of Ohio peace officers, fire fighters and certain other safety officers who are killed in the line-of-duty, anywhere in the United States. Recipients may enroll for full-time or part-time study at Bluffton University. The fund provides benefits which cover a portion of instructional fees. The amount is \$5,238 at Bluffton in 2008-09. Interested students should contact the Bluffton University financial aid office or the Ohio Board of Regents/State Grants and Scholarships Department.

### ***Robert C. Byrd Honors Scholarship program***

This program awards financial assistance to students who demonstrate outstanding academic achievement in high school. Recipients are selected on the basis of class rank, high school grades, test scores and participation in leadership activities. Scholarships are awarded equally across each of Ohio's congressional districts and are renewable for up to four years.

Application is made in the senior year of high school. Applications are available from high school guidance counselors. The nomination period is announced annually and is from mid-March through the end of April. Each selected recipient may receive up to \$1,500 each year for up to four years of undergraduate studies.

## **Federal programs**

### **Federal Pell Grant**

The federal government funds these need-based grants ranging from \$890 to \$4,731 per year assuming full funding. Students apply for this grant by filing the FAFSA.

### **Federal Supplemental Education Opportunity Grant (FSEOG)**

The FSEOG program is funded by the federal government to provide educational opportunity to qualified college students with exceptional financial need. A limited number of grants ranging from \$700 to approximately \$1,200 per year are awarded by the financial aid office. Students must be eligible for the Federal Pell Grant to also be considered for the FSEOG.

### **The Higher Education Reconciliation Act of 2005 (HERA)**

The HERA created two new grant programs for full-time students who are at degree-granting institutions, are U.S. citizens, and are eligible for the Federal Pell Grant. Congress has funded the grants for eligible students since July 1, 2006.

### **The Academic Competitiveness Grant (ACG)**

The ACG is one of the two new grant programs and is available for first-year students who graduated from high school after January 1, 2006, and for second-year students who graduated from high school after January 1, 2005. This grant is in addition to the student's Federal Pell Grant.

#### ***What are the Eligibility Requirements?***

To receive the ACG each academic year, a student must:

- Be a U.S. citizen

- Be a Federal Pell Grant recipient
- Be enrolled full-time in a degree program
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second-year student)
- If a first-year student, not have been previously enrolled in an undergraduate program
- If a second-year student, have at least a cumulative 3.0 grade point average (GPA) on a 4.0 scale for the first academic year

**How Much Can a Student Receive?**

The ACG will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who meet all eligibility requirements.

**The National Science & Mathematics Access to Retain Talent Grant (National SMART Grant)**

The National SMART Grant is one of the two new grant programs. It is available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade point average (GPA) of at least 3.0 in their eligible program. This grant is in addition to the student's Federal Pell Grant award.

**What are the Eligibility Requirements?**

To receive the National SMART Grant each academic year, a student must:

- Be a U.S. citizen (beginning in January 2009 eligible noncitizens can receive a grant if all other requirements are met.)
- Be a Federal Pell Grant recipient
- Be enrolled full-time in a degree program (half-time eligibility begins January 1, 2009)
- Be enrolled in a four-year degree-granting institution
- Major in physical, life, or computer science, engineering, mathematics, technology, or a critical foreign language
- Have at least a cumulative 3.0 GPA on a 4.0 scale in the student's eligible program.
- Be enrolled in at least one course required for the student's eligible major.

**How Much Can A Student Receive?**

A National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who meet all eligibility requirements.

**TEACH Grant**

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program. The first TEACH Grants may be awarded to eligible students for the 2008-09 academic year. Final regulations regarding the administration of this program were not available in time for this publication. For more information regarding the TEACH Grant, please access the following link: [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov)

**Student and family loans**

Through the Higher Education Act (1965), the federal government has embarked on an extensive loan program for college students. As a result of reauthorization (July 1992), virtually any student can borrow under the Federal Stafford Loan program, regardless of need.

Students who file the FAFSA receive information on eligibility and how to apply for the student Stafford and parent PLUS loans with their initial award letter. Bluffton University participates in these programs using both electronic loan processing and electronic funds transfer (EFT). EFT allows the loan servicer to electronically transfer the proceeds from the lender to Bluffton University where they are automatically credited to the student's account.

**Federal Stafford Loan program**

*(formerly the Guaranteed Student Loan program)*

Students are eligible to borrow up to the following levels as long as the cost of attendance is not exceeded when coupled with other financial aid. Fees for the federal Stafford loan may apply and are subject to change. The following eligibility amounts are in effect for a student borrower regardless of when he or she began his or her college career:

200	8-09
First year	\$3,500
Sophomores \$4,50	0
Juniors or seniors	\$5,500

A new bill, H.R. 5715 increases loan amounts for loans disbursed on or after July 1, 2008. For more information go to: [www.nasfaa.org/PDFs/2008/5715AnnualLoanLimits.pdf](http://www.nasfaa.org/PDFs/2008/5715AnnualLoanLimits.pdf)

To secure loan funds from the Federal Stafford Loan program, new students are encouraged to apply online, following instructions sent with the initial award letter. The Bluffton University financial aid office will receive notification that the student has applied for the loan. The Master Promissory Note (MPN) may be signed using the federal PIN number, the same PIN used when filing the FAFSA. A paper MPN may also be requested. The student will also be required to complete an entrance interview covering rights and responsibilities, which can be completed online. Funds cannot be disbursed to a new student's account until both the MPN and entrance interview are complete.

Returning students who file the FAFSA and who have borrowed under the Stafford loan program previously at Bluffton will have their loan eligibility listed on their award letter. Students are given the option to decline some or all of their eligibility but otherwise the loans(s) are certified automatically.

The funds will be disbursed to the student's account at the beginning of each semester or in a timely manner if the loan has been certified after a term has started. In the event a student is no longer enrolled when a loan request is received, the loan cannot be processed according to federal regulations. Bluffton University utilizes the serial aspect of the MPN which requires only one MPN to secure future loans for a student after the date it is originally signed. As long as a student does not change lenders, she/he will only have to complete a MPN one time while at Bluffton University.

To be eligible to borrow under this program, a student must file the FAFSA, be enrolled at least half-time and maintain satisfactory academic progress toward a degree. Payment on the principal is deferred until the student leaves college. Repayment of Stafford loans begins 6 months after the student graduates, withdraws or drops below half-time enrollment status. Subsidized Stafford loans disbursed between July 1, 2008 and June 30, 2009, will have a fixed interest rate of 6.0%. Unsubsidized Stafford loans disbursed after July 1, 2008 will have a fixed interest rate of 6.8%. Stafford loan proceeds will be disbursed to the student's account at the beginning of each semester.

If need is determined, eligibility will be in the *subsidized* Stafford program with the interest paid by the federal government during the in-school period and during a six-month grace period after the student leaves college or drops below half-time enrollment.

Students who do not demonstrate need will be eligible for the *unsubsidized* Stafford loan with the principal deferred (as with the subsidized Stafford) but interest is the responsibility of the student during the entire life of the loan. Students may inquire about these loans by contacting the financial aid office.

#### **Federal Perkins Loan**

Bluffton University also participates in the low interest, need-based Federal Perkins Loan program. To be considered for eligibility, a student must file the FAFSA and have demonstrated financial need.

The interest rate on the Federal Perkins loan is 5 percent. Repayment begins following a nine-month grace period after a student ceases to be enrolled at least half-time. The minimum quarterly payment is \$120 and borrowers have a maximum of 10 years to repay.

#### **Federal Parent PLUS Loan**

The federal PLUS Loan for parents of dependent students was also revised and expanded during the 1992 reauthorization. As a result, parents of dependent undergraduate students can borrow up to the student's cost of attendance, minus other financial aid.

Parents must fill out a separate Master Promissory Note (MPN) for each dependent student for whom they are applying. The PLUS loan is subject to a 3% origination fee and a 1% default fee when disbursed.

#### **Plus repayment**

PLUS repayment usually begins within 60 days after the final disbursement, with a 10-year repayment period. Interest begins accumulating at the time of the first disbursement. All loans disbursed after July 1, 2006, will have a fixed rate of 8.5%. The variable interest rate will remain in effect for all prior loans. This interest rate is adjusted each year on July 1 and can never exceed 9%. A PLUS Loan request, although sent to and certified by Bluffton, is approved or denied by the lender. Electronic Funds Transfer (EFT) is available for the PLUS loan program. Instructions about how to borrow under the federal parent PLUS loan program and eligibility amounts are sent with the initial award letter of both new and continuing dependent students. Additional information about the PLUS loan can be obtained by contacting the financial aid office at Bluffton University.

Under H.R. 5715, a parent with a PLUS loan disbursed after July 1, 2008, will have the option to defer payments on their loans until six months after their student graduates or ceases to be enrolled at least half time. If choosing this new option, interest will accrue on the loan and be capitalized quarterly, or the parent borrower can choose to pay interest while the student is in school and during the six month grace period.

#### **Alternative loans**

Several lending institutions offer alternative loans to students and families. Various options and terms apply which should be weighed carefully before any commitment is made. The MPN is not available for many of the alternative loan programs, so borrowers will usually be required to complete a new application/ promissory note for each loan requested. The availability of EFT for alternative loans will vary according to the policies and procedures of each program. The financial aid office can provide information upon request or students can contact their local lenders for information.

Except where noted, all above figures are for 2008-09 and are subject to change for subsequent years. For current information, visit the Bluffton University financial aid Web site.

## UNDERGRADUATE ACADEMIC LIFE

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### Academic procedures

#### Expectations and course registration

##### Student responsibility

The responsibility for planning the academic program rests largely with the student. Information in the undergraduate academic life section of this catalog and other academic announcements must be reviewed carefully in order for the student to take the required courses at the right time. The counseling services of faculty advisors, department chairpersons, the registrar and the deans are available to assist students.

##### Academic advising

The academic advising program at Bluffton is based on the premise that significant learning and growth can occur within the context of a close relationship between students and advisors. At the beginning of the fall semester, first year students indicate whether they want as their advisor their first year seminar instructor or a member of the department in which they intend to major. Upon declaring their major, all students are assigned an advisor in their department. Transfer students who have decided on a major are assigned to an advisor in the appropriate department. The registrar advises transfer students who have not yet chosen a major. It is recommended that students declare a major by the second half of their sophomore year.

##### Academic calendar

Bluffton University operates on a semester calendar. All course credit is given in semester hours.

##### Minimum enrollment for a course

Bluffton reserves the right to cancel any course if fewer than seven students enroll.

##### Course load

A full-time student load is considered to be at least 12 hours per semester. Students enrolled for fewer than 12 hours in a semester are classified as part-time students. These students may not participate in intercollegiate activities nor hold office in co-curricular activities. Part-time students may reserve a room in the residence halls only with special permission of the dean of student affairs. Part-time students are strongly urged to contact the director of financial aid to see if their status affects their financial aid.

Students must obtain permission from the registrar to enroll in more than 17 semester hours in one term.

##### Auditing courses

Most courses may be audited with permission of the instructor. Courses which may not be audited include applied music, directed studies, practicums, internships and independent studies.

Students registering to audit a course must indicate at the registrar's office that the course is to be audited. An audit fee is assessed to all students who audit courses. Students, having audited a course, may not change their registration to receive credit after the end of the add period. An audited course may be taken a second time for credit. Credit by examination is not allowed for courses that have been audited.

##### Adding, dropping, and withdrawing from courses

The deadline for adding courses is generally the end of the first week of the semester, with the specific date indicated on the academic calendar. After the add period has ended, students may not add courses unless they have exceptional reasons to do so. The deadline for dropping courses is generally the end of the second week of the semester, with the specific date indicated on the academic calendar. After the drop period has ended, students may withdraw from a course and receive a grade of W up to a point halfway through the course. The deadline for non-emergency withdrawals is set on the academic calendar. After that time, withdrawal is allowed only for medical or other exceptional reasons. Permission to withdraw after the deadline must be obtained from the registrar. The instructor will assign a grade of WP (withdrawn passing) or WF (withdrawn failing). A W and a WP does not affect a student's grade point average, but a WF has the same effect on the grade point average as an E.

##### Class attendance

Upon enrollment in a course, students at Bluffton become accountable for all the requirements of the course. Thus, they are directly responsible to each instructor for all required work in each course, including work missed because of absence. The instructor is responsible for informing students at the beginning of each course of the course requirements, including the class attendance policy.

##### Grading system

A permanent record of students' grades is maintained by the registrar. Grades are entered in the permanent record as follows:

A, A-:	excellent achievement;
B+, B, B-:	good achievement;
C+, C, C-:	fair achievement;
D+, D, D-:	poor achievement, but passing;
E:	failing, the course must be repeated if credit is desired;
CR:	credit, student earned a C- or higher in the course;
NC:	no credit, student earned a D+ or lower in the course;
DF:	deferred grade, course in progress;
W: w	ithdrawn;
WP:	withdrawn with passing work at the time of withdrawal;
WF:	withdrawn with failing work or without official approval, considered as an E;
I:	an incomplete course. An "incomplete" means that a student, because of illness or other emergency, has been granted an extension of time to complete a course. To receive an "incomplete" a student must apply for and obtain permission from the course instructor.

It is expected that an incomplete will be removed within the first two weeks of the semester following the one in which it was given. If this is not the case, the student may be advised to drop one of the classes in which he or she is currently enrolled. If not removed by the end of the semester following the one in which it was given, the incomplete becomes an E.

#### Grade points

Points are assigned to grades as follows:

	A 4.0	A- 3.7
B+ 3.3	B 3.0	B- 2.7
C+ 2.3	C 2.0	C- 1.7
D+ 1.3	D 1.0	D- 0.7
	E 0.0	

To graduate from Bluffton University, a student must have a grade point average (GPA) of not less than 2.0. This average is calculated by dividing the total number of grade points by the number of semester hours attempted. Courses graded on credit/no credit basis are not included in this calculation. Students transferring to Bluffton from other institutions do not receive grade points for the grades earned at the previous institutions. Cumulative grade point averages are based only on work completed under the auspices of Bluffton University.

#### Credit/no credit

A student may elect to take a course for "credit" or "no credit" rather than the traditional letter grades, subject to the following restrictions:

This option may not be used in courses required for the major **or for a minor** nor for the Liberal Arts and Sciences Program;  
 No more than 20 semester hours taken under this option may count toward the graduation requirement of 124 hours;  
 This option may not be exercised until a student has successfully completed 15 hours of traditional letter grades.

The procedure for declaring this option is for the student to report to the registrar at the beginning of the term the course in which to exercise the option; the request must be made before the end of the drop period. Students who, after the drop period, withdraw from a course taken with the credit/no credit option will receive a NC grade. Courses that are offered for credit/no credit grades only must fall within the limitations of point two above, but there may be exceptions to points one and three.

The grade “credit” is interpreted to mean any grade within the traditional range of grades A through C-. A “no credit” is the equivalent of the traditional D and E. The grades “credit” and “no credit” will not carry a point value and thus will not be computed in the grade point average.

### Minimum grade requirements

Any course taken as a prerequisite for a general education course must be passed with at least a grade of D-. Any course taken as a prerequisite for any other course must be passed with at least a grade of C-. Circumstances may, on occasion, justify the waiver of this requirement by the instructor of the subsequent course.

Any course in which the grade of D+ or lower is earned will not be counted toward any major or minor. Circumstances may, on occasion, justify the waiver of this requirement by the department in which the student completes the major or minor.

### Policy for repeated courses

Students earning a D or E in a course may repeat the course to improve their grade and grade point average, as well as their understanding of course content. In a repeated course, only the most recent grade will be calculated in the grade point average, although all grades will appear on the permanent record.

It should be understood that with only the most recent grade of a repeated course counted in the grade point average the student is not receiving double credit for the course; only the credit from the course as repeated counts in the total semester hours passed and the GPA. The student is expected to pay for the course each time it is taken. Students wanting to take advantage of this must declare their intention to the registrar’s office at the time of registration for the course.

### Standards of academic achievement

Unsatisfactory academic performance at Bluffton University, as defined here, will result in one of the following three possible actions.

**Probation.** Any time, after having received grades in a minimum of two courses at Bluffton University, that a student’s cumulative grade point average falls below the requisite level indicated below, the student is placed on academic probation until the cumulative grade point average reaches the required level for the appropriate classification:

First year (fewer than 27 semester hours completed)	1.5
Sophomore year (at least 27, fewer than 58)	1.7
Junior year (at least 58, fewer than 88)	1.9
Senior year (at least 88 semester hours completed)	2.0

Reclassification of class level will be made at the end of each semester.

**Suspension.** At the end of each semester, the academic performance of all students in attendance during the semester will be reviewed. Those on probation for the previous semester and whose cumulative grade point average is still below the requisite level for their classification will be subject to suspension through the following semester. Moreover, any student having attempted 24 semester hours whose grade point average for the semester is below 1.0 and any student having attempted less than 24 semester hours whose grade point average is 0.0 will be subject to suspension.

Students who have been suspended must apply for readmission and provide evidence that it is in their best interest to be readmitted. Their application will be reviewed by the Admissions and Scholarship Committee. Work taken at another college or university during the period of suspension will not be accepted for credit at Bluffton University.

It should be noted that Bluffton University reserves the right to suspend any student at any time when in the judgment of the university authorities the student has grossly neglected studies or has been guilty of serious misconduct. A student suspended in this fashion receives no credit for work done during the term in which the suspension occurs.

**Dismissal.** Any student having been suspended twice shall be considered dismissed. Students having been dismissed will not be eligible for readmission.

It should be noted that Bluffton University reserves the right to dismiss any student at any time when in the judgment of the university authorities the student has grossly neglected studies or has been guilty of serious misconduct. A student dismissed in this fashion receives no credit for work done during the term in which the dismissal occurs.

### Appeals of Academic Suspensions and Dismissals

All students subject to suspension or dismissal have the right to appeal. In order to appeal an academic suspension or dismissal, a student must submit a letter to the registrar stating the basis for the appeal and a letter from a faculty member supporting the appeal. On the designated date, the Suspension/Dismissal Committee will meet to review any appeals received by that date. The



Suspension/Dismissal Committee, a subcommittee of the Undergraduate Academic Programs Council, consists of the registrar (who chairs the committee), the dean of student life, the dean of academic affairs and/or his/her designate, the chairperson of the Undergraduate Academic Programs Council, and another faculty member designated by the Undergraduate Academic Programs Council. The role of the dean of student life will be to represent nonacademic considerations that may have affected a student's ability to achieve a satisfactory level of academic work. Information which appropriately belongs within the campus judicial system will not be introduced to the Suspension/Dismissal Committee unless it is in support of the student. (The suspension or dismissal power of the Suspension/Dismissal Committee will not be used to displace the normal procedure for disciplinary cases.) The committee will seek input from other faculty and staff members as seems appropriate. In making its determination, the committee will consider the best interests of the student and the university. In most cases, if the appeal is approved, the student will be placed on academic probation.

**Withdrawal from Bluffton University**

Students who wish to withdraw from the university during a term or at the end of a term must inform all offices involved. Information on withdrawal, indicating the offices in which withdrawing students are to be interviewed, is available from the registrar's office. Students who withdraw before the deadline for nonemergency withdrawals will receive W's for all courses. Students may withdraw after the deadline for nonemergency withdrawals and before the end of the semester only for medical or other exceptional reasons. Permission to withdraw after the deadline must be obtained from the registrar. When permission is given, instructors will assign grades of WP (withdrawn passing) or WF (withdrawn failing). A WP does not affect a student's grade point average, but a WF has the same effect on the grade point average as an E.

**Academic forgiveness policy**

Academic forgiveness allows a student returning to Bluffton University after at least a five year absence the option of keeping the credit for courses in which a grade of C- or better was earned (as well as courses with grades of CR), while removing from the grade point average all grades earned at Bluffton University prior to readmission.

The academic forgiveness policy and its conditions are as follows:

- At least five years must have passed since the student last attended Bluffton University.
- Academic forgiveness applies only to courses taken before readmission.
- The previous GPA is eliminated.
- After a student elects academic forgiveness and eligibility is verified, a notation will be added to the student's transcript indicating that this policy has been applied.
- Credit earned at Bluffton prior to readmission with a grade of D+ or lower is forfeited.
- Credit earned at Bluffton prior to readmission with a grade of at least C-, or with a grade of CR, will be carried over at the time of re-entry.
- Grades from all coursework taken at Bluffton will be used in calculating eligibility for Pi Delta membership.

**Class standings**

All students enrolled for at least 12 hours in a semester are considered full-time students. All students are classified by the registrar in one of the four classes – first year, sophomore, junior, and senior – or as special students.

Class standing is determined by the number of hours completed, as shown below:

First year	fewer than 27 semester hours completed
Sophomore	at least 27, fewer than 58
Junior	at least 58, fewer than 88
Senior	at least 88 semester hours completed

**Declaration of major**

Students may declare their majors as early in the college program as they feel ready. Early declarations are advantageous in that students' advisors are then selected from within the major field. Normally students declare a major by the end of their sophomore year at the latest. Students who have not declared a major prior to registering for the fall semester of their senior year are not permitted to register until they have completed the declaration process.

To declare a major, a student must return a signed copy of a major declaration form to the registrar's office. The declaration form must be signed by the chairperson of the major department and the faculty advisor within the department (assigned by the chairperson of the department). If the student is seeking a license to teach, the form must also be signed by the director of teacher education. Declaration forms are available from the registrar's office.

Students who declare more than one major are expected to meet in full all requirements of both majors, including the departmental comprehensive exams.

At the time of declaring a major or a minor, students choose to declare the major or minor that was in effect when they entered Bluffton University or the one that is in effect when they declare the major or minor. Students must complete the general education program that is in effect at the time they enter Bluffton University.

## **Evaluation**

### ***Evaluation of instruction***

Student evaluation of instruction is coordinated through the registrar's office. It is expected that students will be given the opportunity to evaluate courses using forms distributed through the registrar's office, unless other plans have been approved in advance by the dean of academic affairs.

The forms are to be distributed in class and class time is to be used for students to complete them. They are then to be returned, by a student, to the registrar's office. They will be tabulated and the dean of academic affairs will report to each instructor with an evaluation summary for each course as well as a summary for all courses taught by all faculty members. No reports will be given to faculty until grades are turned in. Except for courses with low enrollments, faculty members receive the original forms completed by students.

### ***Assessment of university achievement of goals***

Assessment is an ongoing effort by Bluffton University to monitor student work in order to determine the degree to which Bluffton is meeting its goals for educating its students. The information gained through assessment is crucial to the university's efforts to improve its educational programs. To that end, student papers and other assignments may be read by university employees other than the immediate classroom teacher. When student work is used for assessment purposes, precautions are taken to insure the anonymity of the student, and the student's confidentiality will be respected.

## **Special studies**

### **Directed studies**

Directed studies allow students to do the work of a regular, specified course by studying the material without regular classroom attendance. This may be done either during the semester the class is offered or when the class is not currently offered. The same learning must be demonstrated as that achieved by students attending the regular class; alternative arrangements for exams and other requirements are subject to approval of the instructor.

Approval to take a course as a directed study must be obtained from the instructor, the department chair, and the academic affairs office. Approval will be granted when there is undue hardship to the student because of transferring into Bluffton University or because of unexpected health concerns. Other extraordinary circumstances as determined by the academic affairs office may warrant approval. Approval will not be given for a student to complete a second major or a minor; for a student to graduate sooner than his/her cohort; for a student's convenience; because a student failed the course earlier; or, for the student to raise his/her GPA.

### **Independent study program**

Qualified students shall be allowed to complete up to four courses through departmentally supervised independent studies. Such independent study options shall be open to either majors or nonmajors in the departments involved. Students are expected to obtain written permission from the supervising faculty member and obtain departmental approval by completing a form available from the registrar's office. The student then returns the completed form to the registrar at the time of registration.

### **Credit by examination**

Students may earn a maximum of 20 semester hours of credit toward graduation through examination. This includes external examination programs as well as credit-by-examination offered through the university. In general, the level of the course being tested may not be lower than course work previously completed in the field.

Students may request permission to seek credit for a course through examination. The request, accompanied by some indication that the student possesses sufficient background for credit, is made to the chairperson of the department in which credit is sought and to the dean of academic affairs. Upon receiving permission and after paying the credit-by-examination fee, the student may take a special examination. A second fee will be charged upon successful completion of the exam.

The examination itself is to expect of the student at least the equivalent competence of what would be expected of students actually completing the course. On the basis of the examination results, a letter grade is to be recommended by the tester. The notation of "credit" (CR) will be made on the student's permanent academic record if the grade recommended is C- or higher; otherwise the notation "no credit" (NC) will be made.

Credit by examination is not allowed in a course which previously has been audited or for which tutorial assistance has been obtained unless the student pays the full tuition charge.

Students aged 23 or older may also earn credit through nationally recognized examination programs for examinations in which passing scores are earned. These programs include CLEP, PEP and DSST which were developed to give recognition to adults who have acquired knowledge outside the traditional classroom situation and who wish to receive college-level credit for this work.

The CLEP and DSST examinations are administered on the campus through the office of adult and graduate education. Additional information is available through that office at 1-800-488-3257, option 4 or [adulted@bluffton.edu](mailto:adulted@bluffton.edu).

### **Transfer credit**

Full credit is normally given for all courses completed at any properly accredited college or university in which the applicant has earned a grade of C- or better. All transcripts submitted by any student will be reviewed individually. Credit will be awarded only for work shown on an official transcript, that is, a transcript sent directly from the originating institution to the registrar's office. Neither individual grades for classes nor GPA is transferable.

All students enrolled at Bluffton University who want to take course work at another institution to transfer back to Bluffton University are asked to complete a form requesting advance approval for the course (the form is available from the registrar's office). If the course work is to meet a general education requirement or is for elective credit, the registrar will grant or deny approval; if it is to be applied to the student's major, the department chair will grant or deny approval. In all cases, the minimum grade requirement for transfer work is C-.

### **Study abroad and off-campus study**

Study abroad opportunities are available around the world. Bluffton University has a semester-long study abroad program in Northern Ireland. In consultation with the academic advisor, students may choose from a number of programs in a variety of academic disciplines in other study abroad programs, including programs offered by the Council for Christian Colleges and Universities, Brethren Colleges Abroad, and CASAS. These programs afford excellent opportunities for study and travel in a foreign culture and language area. In addition, Bluffton sponsors an urban studies semester in Pittsburgh. The Council for Christian Colleges and Universities also has several off-campus semester programs in the United States. For additional information, please refer to descriptions under the off-campus programs and to the director of cross-cultural programs.

## **Student records**

### **Transcript of record**

Upon the written request of the student, an official transcript of the student's academic record will be sent from the registrar's office to any recipient the student designates. The student is entitled to one transcript free of charge. In addition, transcripts needed for scholarship applications are free. A fee of \$3, payable in advance, is charged for each additional transcript. The written request should include the student's name, current address, telephone number, address(es) to which the transcript should be sent, social security number, payment and signature.

### **Institutional policy for student education records**

The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Bluffton University respects all of these rights. In accordance with FERPA, students are notified of the following rights:

- Right to inspect: Students have the right to inspect and review all their personal education records maintained by or at this institution.
- Right to request amendment: Students have the right to seek to have corrected any parts of an educational record believed to be inaccurate, misleading or otherwise in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the education records according to requests.
- Right to prevent disclosure: Students have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of Bluffton University to limit the disclosure of information contained in education records to:
  - those instances when prior written consent has been given to the disclosure.
  - items of directory information for which a student has not refused disclosure. For a complete list of items designated as directory information and for instructions to prevent disclosure of this information, see below.
  - or items for which, under the provisions of FERPA, disclosure cannot be restricted. Information which cannot be restricted from disclosure includes: student name, full or part-time status, degree(s) granted and dates of attendance.
- Right to file a complaint with the U.S. Department of Education: Students have the right to file a complaint with the Family Policy and Compliance Office, U.S. Department of Education, 600 Independence Ave. S.W., Washington, DC 20202-4605, concerning this institution's failure to comply with the requirements of FERPA.
- Right to obtain policy: Students have the right to obtain a copy of the Bluffton University student records policy. This policy is available from the registrar's office.

### **Directory information**

Bluffton University has designated the following items as directory information: student name, campus address, home address, campus telephone number, home telephone number, e-mail address, date and place of birth, major field(s) of study, class standing, full or part-time status, hours registered, hours completed, class schedule, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, dates of attendance, degrees, honors and awards granted, date of graduation and previous schools attended. Bluffton University may disclose any of these items without prior written consent unless notified in writing to the contrary.

To authorize Bluffton University to withhold specific items of directory information, indicate the information to be withheld, sign and date the request and submit it to the registrar's office. This will remain in effect until the registrar's office is directed otherwise in writing.

Students should consider very carefully the consequences of a decision to withhold any item from directory information. Should a student decide to request that Bluffton University not release certain items of directory information, requests for such information from individuals or organizations outside Bluffton University will be refused. This information could then only be released to a specific individual or organization with the student's written permission.

Bluffton University will honor student requests to withhold any of the items listed as directory information other than student name, full or part-time status, degree(s) granted and dates of attendance, but cannot assume responsibility for subsequent permission to release them. Regardless of the effect upon the student, Bluffton University assumes no liability for honoring student instructions that such information be withheld.

## Academic honors

Superior scholastic ability among students is given recognition in several ways:

### The dean's list

is published at the end of each semester. It includes the names of all students of at least half-time status whose GPA for the period is no lower than 3.6. Students on the dean's list whose cumulative GPA, as based on at least 20 semester hours, is no lower than 3.75 will be indicated as receiving "distinction for continued high achievement." Students with incompletes are disqualified.

### The Pi Delta Society

is an honorary scholastic society established to promote high standards of scholarship. Admission is by vote of the faculty from those seniors who, at the time of their graduation, have met the following criteria:

- Students who have completed 30 or more but less than 62 semester hours at Bluffton University at the time of graduation and have a GPA of 3.90 or better.
- Students who have completed 62 or more but less than 93 semester hours at Bluffton University at the time of graduation and have a GPA of 3.80 or better.
- Students who have completed 93 or more semester hours at Bluffton University at the time of graduation and have a GPA of 3.75 or better.

### Academic awards

are given annually to the best scholar in each major. Special awards may be given to the foreign student with the highest scholarship record, to the best independent study of the year, and to students with special achievement in other areas.

### The honors program

at Bluffton is a four-year program designed to challenge intellectually ambitious, highly motivated students in all disciplines. While pursuing their major field of study, students enroll in honors sections of certain general education courses plus a junior honors course. Students also engage in service learning and cultural events.

### The C. Henry Smith Scholars program

is designed to recognize students of high ability who affirm the concept of liberal arts education and to make more visible students of high academic performance as a stimulant to student attitudes toward higher scholastic attainments.

C. Henry Smith Scholars are selected by the Undergraduate Academic Programs Council or its designated committee each spring from among next year's juniors and seniors who have a GPA of 3.3 or above. Only 15 scholars are chosen each year. Criteria include: 1) high academic performance, including GPA, performance in independent studies and academic substance of courses taken; 2) recommendations from two faculty members (one from within the student's major and one from outside the student's major); and 3) participation in and contribution to the community at large.

C. Henry Smith Scholars may be utilized in course planning, teaching and/or special tutoring. If the student helps with course preparation and has regular instructional contact with students, remuneration may be at a rate higher than that for regular campus employment. Alternately, C. Henry Smith Scholars may receive credit for duties performed within the scope of an organized learning project instead of remuneration. C. Henry Smith Scholars participate in regularly scheduled student-faculty seminars.

### Departmental honors

are awarded by the faculty at commencement to a student who has met the following requirements for a program of independent study in her/his major field:

- A student must have a grade point average of 3.0 or higher in major courses in order to submit a departmental honors proposal.
- The student registers for a 1-2-hour independent study no sooner than the junior year. During this independent study, the student develops, with supervision from a sponsoring professor in the student's major, a proposal for his/her honors project. (Guidelines for the proposal should be obtained from the registrar.) At the end of the independent study, the student presents the proposal to a sponsoring committee consisting of the major professor assisted by two other faculty members, one of whom is from outside the major department. Additional resource persons, such as staff members and persons from outside the Bluffton University community, may be asked to advise.
- The proposal, signed by members of the sponsoring committee and by the appropriate department chair (or chairs), is submitted by the sponsoring professor to the Special Studies and Honors Committee before April 1 of the junior year. The student defends the merits of the proposal before the Special Studies and Honors Committee.
- If the Special Studies and Honors Committee approves the proposal, the student registers for an additional 3-6 credit hours of independent study to complete the proposed study. (The total number of required hours for Departmental Honors, including the 1-2 hours granted for researching and writing the proposal, is 5-7 semester hours of independent research spread over at least two semesters.) Departmental courses, such as one taken as a research seminar, will not fulfill the independent research

requirement. (Note: If the proposal is not approved by the Special Studies and Honors Committee, the student cannot pursue Departmental Honors; however, the student has the option of completing the proposed study by registering for standard independent study hours.)

- The student submits progress reports to the sponsoring professor periodically throughout the course of the study.
- Near the end of the study, the sponsoring committee gives an oral examination to the student concerning the project and the immediately related area of study. The sponsoring committee then submits to the Undergraduate Academic Programs Council a recommendation for or against granting honors. The major professor is responsible for assigning a grade to the independent study hours.
- Following the oral examination, but no later than two weeks before the final faculty meeting of the final term of the study, the student makes accessible to the faculty the product of the study. Copies of written documentation, provided by the student, are to be placed in the library.
- The Undergraduate Academic Programs Council makes a recommendation to the faculty for or against granting honors. Faculty approval of the Undergraduate Academic Programs Council's recommendation is necessary to grant the student Departmental Honors.

## **Graduation requirements**

### **Senior examinations**

All seniors are to take a comprehensive examination in their field(s) of major study. The purpose of the examinations is to give students opportunity to demonstrate their ability to correlate and apply knowledge they have obtained in their studies in major and related fields. The evaluation of students' performance becomes part of their permanent records.

The form of the comprehensive examination may vary among departments. In most it is a written examination; some departments may choose to require some other method to evaluate a student's performance. Some departments may choose to utilize standardized tests for this purpose. The comprehensive examination may include, but is not to be limited to, an oral interview.

### **Graduation requirements**

Students seeking a degree must meet the requirements for graduation stated in this *Catalog*. If requirements affecting a student have changed since entrance to the university, the faculty will decide whether the new requirements are binding. Exceptions to requirements may be made by the academic affairs office.

Following are general requirements for the baccalaureate degree:

- completion of 124 hours of academic work;
- completion of the requirements for the liberal arts and sciences program;
- completion of the arts and lecture requirement;
- participation in institutional assessment activities;
- completion of a program of study in a major with a GPA of 2.0 within the major program (in some majors 2.5 is required);
- a GPA of at least 2.0 overall;
- a minimum of 30 semester hours at Bluffton University;
- a minimum of 24 of the last 30 hours completed at Bluffton University;
- satisfactory achievement in the departmental senior comprehensive exams;
- an affirmative recommendation of the faculty based on the student's academic record and personal character; and
- participation in the baccalaureate and commencement services, unless exception is granted by the dean of academic affairs.

### **Candidacy for degree**

Degrees are granted three times a year, at the end of each semester and at the end of the summer term. To be assigned a particular graduation date students must have completed graduation requirements within 21 days after that graduation date. Candidates for degrees must complete an Application for Graduation provided by the registrar's office. This form must be completed no later than the beginning of the semester preceding the one in which the degree is to be secured. There is only one commencement service, which is in the spring. Diplomas are distributed only to students who have participated in graduation ceremonies or have been exempted from participation by the dean of academic affairs. For detailed graduation information please see our Graduation Procedures for Students at [bluffton.edu/registrar](http://bluffton.edu/registrar).

## **Summer semester**

The summer program at Bluffton University is designed to meet the needs of college students (from Bluffton or other colleges), nontraditional learners, and recent high school graduates who are interested in a head start on college courses. The summer calendar provides a May term of intensive study both on and off campus and two six-week sessions in June through August.

### **Admission procedures**

Students who have not taken course work at Bluffton University during the preceding period must apply for admission through the admissions office or Office of Adult and Graduate Education. To gain admission to Bluffton a student must be a graduate of a recognized high school and have earned a minimum of 16 units of high school work, or have successfully completed a home school program.

All candidates for admission to Bluffton, whether to the first-year class or to advanced standing, must present satisfactory evidence of good moral character and must, upon registering, subscribe to the standards of campus conduct. Admission application forms are available from the admissions office.

Bluffton has housing and food service accommodations available to summer session students.

### **The academic program**

The Bluffton University summer semester program provides a flexible pattern of study. In addition to regular courses, the summer semester session provides opportunity for directed studies – individually designed schedules (comparable to tutorials) with fewer contact hours for greater flexibility. These arrangements require a contract which specifies required reading and additional requirements. The minimum contact time for faculty and students in directed studies is 6 hours for each semester hour of credit.

Directed studies within the May term or summer semester sessions must be approved by the dean; the request is to be made jointly by the instructor and the student.

No student may receive credit for more than 4 hours during the May term and more than 12 hours during the two summer sessions, either through enrollment in regular courses, directed studies, or a combination, without approval from the registrar.

For further information, contact the registrar's office at 419-358-3321.

## **Academic departments**

### **Degrees granted**

Bluffton University currently grants four degrees: the bachelor of arts, the master of arts in education, the master of arts in organizational management and the master of business administration.

### **Academic departments**

The faculty is organized into the following departments:

- Art
- Communication and theatre
- Economics, business administration and accounting
- Education
- English and language
- Family and consumer sciences
- Health, physical education and recreation
- History and religion
- Mathematics, computer science and technology
- Music
- Science
- Social and behavioral sciences

### **Abbreviations**

The following abbreviations are used for the various academic areas:

Art (ART)	Management (MGT)
Biology (BIO)	Mathematics (MAT)
Chemistry (CEM)	Music (MUS)
Communication (COM)	Natural science (NSC)
Computer science (CPS)	Organizational management (OMP)
Criminal justice (CRJ)	Peace and conflict studies (PCS)
Economics, business administration and accounting (EBA)	Philosophy (PHI)
Education (EDU)	Physics (PHY)
English (ENG)	Political science (PLS)
Family and consumer sciences (FCS)	Psychology (PSY)
Geography (GEO)	Recreation management (REC)
German (GER)	Religion (REL)
Greek (GRK)	Spanish (SPA)
Health, physical education and recreation (HPR)	Special education (SED)
Hebrew (HEB)	Social sciences (SSC)
History (HIS)	Social work (SWK)
Honors (HON)	Sociology (SOC)
Humanities (HUM)	Technology (TEC)
Liberal arts and sciences (LAS)	Theatre (THE)

## Course numbers

Courses are numbered to correspond with the recommended sequence in which they should be taken. Normally numbers also correspond with the college level at which they are taken. Courses numbered 300 or higher are upper-level courses primarily for juniors and seniors, though open to other qualified students; courses numbered lower than 300 are primarily for first-year students and sophomores. Courses numbered above 500 are graduate level courses. Students are advised to note prerequisites listed in course descriptions and to confer with their academic advisors or the registrar concerning sequence and level of specific courses.

## Course Credit

Bluffton University operates on a semester calendar. All course credit is given in semester hours. The number of semester hours for each course is indicated in parentheses.

## Liberal arts and sciences

Bluffton University is a liberal arts college. The liberal arts and sciences program provides an integrated program of general education for all students that complements and supports the courses in their major field of study. This core program strives to place the student in an ever-expanding context from individual identity in the First Year Seminar to the global citizen of the senior capstone course.

The program is designed to acquaint the student with current thought and advances in all of the traditional academic disciplines. The liberal arts and sciences program models how an Anabaptist-Mennonite vision of community can be used to develop responses to issues and concerns. The courses listed below are designed to give students the knowledge and basis for life-long learning needed for the challenges of the 21st century.

The general sequence of courses is outlined below, but the precise sequence of general education and major courses will be determined by each student in consultation with the academic advisor.

## General education

*(The number of semester credit hours is indicated in parentheses.)*

### Required:

LAS 100 First Year Seminar (3)

ENG 110 College English (3) *or* ENG 120 Advanced College English (3)

MAT 105 Understanding Numerical Data (2) *or* COM 185 Public Speaking and Persuasion (3)

REL 100 Introduction to Biblical Worldview (3)

LAS 111 Integrated Arts (3)

Two natural sciences from different areas (including one lab science) (7)

Two introductory social science courses (6)

HUM 221, 222 Humanities 1, 2 (3 each)

One upper level religion course

LAS 301 Issues in Modern America (3)

LAS 342 Cross-cultural Experience (4) *or*

6 hours of one foreign language taken at college level (6) *or*

participation in an approved semester abroad program

LAS 400 Christian Values in a Global Community (3)

## Courses

### ***LAS 100 First Year Seminar*** (3)

The course explores what it is that makes us who we are from a variety of perspectives. Class, ethnicity and race, religious background, gender, and many other factors help create identity. Primary texts drawn from psychology, sociology, economics, and literature help students locate themselves in these many contexts. Required of all first-year students during the fall semester of the first year. All students who earn an E must retake the course during the following spring semester. Those who earn a D may retake it during the spring semester.

### ***ENG 110 College English*** (3)

Designed to help students improve writing and critical thinking skills needed in college. Students analyze and critique written texts in the process of writing several analytical essays. Students work through the research process and write a research essay.

### ***ENG 120 Advanced College English*** (3)

Designed to help students improve writing and critical thinking skills needed in college. Students analyze and critique challenging written texts in the process of writing several analytical essays. Students work through the research process and write a research essay. Placement in this class is based on college entrance scores and high school record.

### ***MAT 105 Understanding Numerical Data*** (2)

Designed to help students understand, interpret and think critically about numerical information. The main focus of the course is concept development rather than mathematical manipulation. Use of graphing calculators gives students experience in handling numerical data. Prerequisite: MAT 050 or placement into MAT 100 or above.

### ***COM 185 Public Speaking and Persuasion*** (3)

Strengthens students' ethical and social effectiveness in public speaking settings through theoretical and practical knowledge of oral communication and public reasoning practices. The course is designed to provide students with the opportunity to become better public

speakers, attentive audience members, and engaged citizens by increasing their awareness of the ethical, technical, and performative dimensions of oral communication, by strengthening their understanding of the logical and persuasive validity of public arguments, and by exercising this knowledge during informative, deliberative, transformative, and ceremonial public speaking occasions.

**REL 100 Introduction to Biblical Worldview (3)**

An introduction to each of the four main ways that modern theologians have attempted to understand the Bible (Biblical Studies, Ethics, Theology and Spirituality) through the exploration of the biblical foundations of each approach. Students consider the distinctiveness and the relationships among these different approaches to the biblical text in an Anabaptist context. The course emphasizes the ability to read and understand the biblical texts in a discerning way and to explore the text's potential for shaping a contemporary worldview. The Sermon on the Mount provides a focal text for the course.

**LAS 111 Integrated Arts (with lab) (3)**

The course presents an introduction to the arts as a discipline, as a reflection of the culture and as an expression of the artist. Practice and theory in music, drama and the visual arts and their relationships are explored. Cross-cultural influences and contemporary themes in art are considered. In addition to lecture sessions, each student chooses one of the three arts in which to pursue participatory laboratory work.

**BIO 105 The Biological World (4)**

This course is a survey of the fundamental concepts of biology for the non-science major. It also explores topics in chemistry that are relevant to understanding the life sciences, such as the basic structure of the atom, covalent and ionic bonds, the structure of biologically-relevant organic molecules, acids/bases and the pH scale, and oxidation/reduction reactions. Biological topics range from biomolecules and cells to environmental issues and the complexity of ecosystems. Laboratory sessions give students hands-on experience, which illuminates topics explored in the lecture sessions. Throughout, the presentation includes the history of the science, the present-day understanding of the science, and the impact of scientific knowledge on humankind.

**PHY 105 The Physical World (4)**

This course is designed to introduce non-science majors to the fundamental concepts of physics. It also presents some earth and space science topics. Laboratory sessions give students hands-on experience, which illuminates topics explored in the lecture sessions. Throughout, the presentation includes the history of the science, the present-day understanding of the science, and the impact of scientific knowledge on humankind.

**NSC 105 The Chemistry of Everything (non-lab) (3)**

The elements of chemistry will be explored, with an emphasis on "household chemistry" involving materials that might be found at home. Topics to be covered include acid-base and oxidation-reduction chemistry, organic and inorganic chemistry, and how chemists move between the macroscopic and microscopic. Environmentally relevant topics will be integrated in the discussion.

**NSC 106 Human Biology Today (3)**

This course covers issues related to human biology. Possible topics emphasized include genetics and genetic engineering, how humans fit into the historical scheme of life, human variation, human health and nutrition, the systems of the human body, cell division and cancer, human population dynamics, emerging infectious diseases, and human impact on the Earth's ecosystems. The specific topics emphasized may vary from term to term.

**NSC 107 The Science of Global Climate Change (3)**

This course offers insight into the science behind our current understanding of the earth's climate system both past and present. By examining the workings of earth's climate, students are offered insight into the potential for current human activities to alter climate with its biological and economic consequences. The major topics covered include an explanation of the current functioning of Earth's climate and its impact on biota. We also investigate long term fluctuations in climate driven by orbital factors, shorter term fluctuations (glacial events), and recorded/historical climate changes. The relationships between climate and flora, fauna and human activity is examined. Throughout, the presentation includes the history of science, present day understandings of science, linkages between branches of science and the impact of scientific knowledge on humankind. This course may be taken as part of the Peace and Conflict Studies minor.

**NSC 109 Energy (3)**

One of the most important challenges facing society in the 21st century involves the development of new ways to obtain energy from our environment and technologies to transform and use this energy. This course explores the topic of energy in many of its important forms. The course starts by examining the classical physics of energy. Various forms of potential and kinetic energy, such as motion, heat, light, and electricity, and the energy of atoms are studied, as well as the theories and techniques of energy transformation. The course leads to an investigation of alternative energy sources, such as solar, biomass, and wind power and will look at questions of sustainability, economics and societal impact of these new energy technologies.

**HUM 221, 222 Humanities 1, 2 (3 each)**

The humanities courses are interdisciplinary in character, drawing on the disciplines of history, English, philosophy, art and music. The sequence examines the history of Western civilization to the present and acquaints students with questions of fundamental human concern such as: What dynamic has shaped western civilization? What is the "good life?" What is the "good society?" How should individuals think in terms of their relationship to God, the state, other people? Are individuals responsible for their actions? Music and art history are used to illustrate important cultural themes. The student, it is hoped, will acquire an intelligent frame of reference for Western civilization and confront important issues related to human values.



HUM 221, the first course in the sequence, begins with origins of civilization and follows the history of the West through the Renaissance. The second course in the sequence begins with the Reformation and follows the history of western civilization up to the present. Prerequisite: ENG 110 or 120; HUM 221 is a prerequisite for HUM 222.

**LAS 301 Issues in Modern America (3)**

Thematic approach to current problems in U.S. society. The goals of the course are to help students understand the complexity of issues, to see how various disciplines analyze problems and arrive at solutions, to learn to read critically and sensitively and to consider ethical implications of the way society chooses to deal with the issues. Prerequisite: 15 hours of general education credit.

**EDU 332 Social and Philosophical Issues in Education (3)**

A critical examination is made of selected historical, philosophical and social problems and promises relevant to contemporary education. The intent is to provide students with readings and discussions which will encourage and enable them to establish a set of personal beliefs and commitments. The course is built around the idea that being reflective and critical is of strategic value as we seek to become enlightened about the problems and promises of modern education. Ten hours of field experience are required. Prerequisites: EDU 200, EDU 205 and junior or senior standing.

**LAS 342 Cross-cultural Experience (4)**

This course develops a framework for understanding and appreciating diversity and different cultures and provides a cross-cultural learning experience. Through this experience of immersion in another geographic and cultural setting, students are expected to 1) more fully understand and appreciate a culture other than their own and then reflect critically upon their own location within their cultural context, and 2) examine what it means to be a responsible citizen in the global community and grow in developing an ethic of justice, service and peacemaking. Normally completed during the student's sophomore or junior year.

**LAS 400 Christian Values in a Global Community (3)**

Provides a forum for interdisciplinary examinations of ethics, community and the environment. Using a seminar format, it aims to help develop a framework for practicing global citizenship as informed by the peace church tradition. Designed to serve as the capstone for Bluffton University's general education curriculum, this course asks students to integrate their liberal arts studies, cross-cultural experiences and disciplinary perspectives in order to find ethical responses to community problems. Prerequisites: LAS 301 or EDU 332, LAS 342 and senior status.

**Social Science Requirement (6)**

Students are required to take two social science courses with two different prefixes. They can do this either by taking two courses from group A, or by taking one course from Group A and one course from group B. Group A consists of survey courses of the various social science disciplines. Group B consists of focused introductory social science courses.

**Group A**

- EBA 141 Principles of Macroeconomics (3)
- GEO 111 Principles of Geography (3)
- PLS 215 Introduction to Politics (3)
- PSY 110 Introduction to Psychology (3)
- SOC 152 Introduction to Sociology (3)
- SOC 162 Anthropology (3)

**Group B**

- CRJ 180 Law, Justice and Society (3)
- PLS 251 American Political Process (3)
- PSY 254 Educational Psychology and Classroom Assessment (3)
- SWK 141 Understanding Social Welfare (3)
- SOC 225 Race and Ethnicity in American Society: History and Current Realities (3)

**Natural Science Requirement (7)**

Students are required to take at least seven hours (2 courses) of natural science by choosing one course from two of the four columns below. At least one course must have a laboratory component.

	<b>Life Science</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Earth/Space Sciences</b>
Lab Courses Designed for general education	BIO 105 The Biological World (4)		PHY 105 The Physical World (4)	
Lab Courses Suitable for general education	BIO 135 Botany (4) BIO 205* Invert. Zoology (4) BIO 230 Anat. & Phys. (4)	CEM 121 Gen. Inorg. Chem (5)	PHY 211 Physics 1 (5)	PHY 202* Astronomy (4)  PHY 203* Earth Science (4)
Non-Lab Courses	NSC 106	NSC 105	NSC 109	NSC 107

Designed for general education	Human Biology (3)	The Chemistry of Everything	Energy (3)	Global Climate (3)
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\*Alternate-year course

### **Upper Level Religion Course Requirement**

**Choose one of the following:**

- REL 250 Introduction to Old Testament (3)
- REL 252 Introduction to New Testament (3)
- REL 273 Christian Theology (3)
- REL 274 Christian Ethics (3)
- REL 373 War, Peace and Nonviolence (3)
- REL 334 Foundations of Christian Ministry (3)
- REL 350 History of Christianity (3)

### **Cross-cultural Requirement**

Students meet this requirement in one of four ways: (1) completing LAS 342 Cross-cultural Experience; (2) participating in the Peace and Conflict Resolution Program in Northern Ireland or the Pittsburgh Semester Program; (3) participating in an approved semester abroad program; or (4) electing a minimum of six hours of one foreign language. International students may complete the requirement by completing SOC 162 Anthropology.

The majority of students meet their cross-cultural requirement through experiences offered during the May term. These experiences take place in international locations (e.g., Central America, Europe, Israel/Palestine, Jamaica, China, Trinidad, Botswana) and in domestic settings (Chicago, San Antonio, New Orleans, Los Angeles, Native American communities in the Southwest). The experiences available each May are announced in the class schedule or in the course listing found on Jenzabar.

### **Arts and Lecture Credit Requirement**

Bluffton University provides a rich program of lecture series and arts events. These arts and lecture events provide an opportunity for shared academic and cultural experiences among faculty, staff, and students across departments and disciplines. All Bluffton undergraduate students, except for those in BCOMP, are required to complete two semester hours of arts and lecture credit. Students earn arts and lecture credit by attending events that are part of the Forum series and Artist Series, Friday Colloquia, drama productions and other events designated as eligible for arts and lecture credit by the Forum advisory committee.

Students earn .5 hours of credit for each 15 events attended. Five of these 15 events must be events that are part of the Forum series.

### **LAS 101, 102, 103, 104 Arts and Lecture Credit (.5 each)**

This credit is awarded to students who attend 15 events approved for arts and lecture credit. Five of the events must be part of the forum series. Students are not billed for arts and lecture credit.

### **Additional Liberal Arts and Sciences Courses**

#### **LAS 050 Applied College Skills (3) (only 2 count toward graduation)**

This course stresses reading and writing comprehension and skills. Students learn how to gain support from instructors and classmates, increase knowledge and improve skills needed for success in college, and are helped in their transition to college. *The student must earn a grade of C- or above in order to be eligible to enroll for the following semester.*

#### **LAS 140 Portfolio Development (2)**

This course guides students in preparing a portfolio for submission for college credit based on learning occurring outside the college or university environment.

#### **LAS 205 Voluntary Service**

Students who have participated in voluntary service for a significant period of time prior to attending college or during their college career may apply for academic credit for this experience. Maximum credit granted 12 semester hours.

#### **LAS 390 Independent Study**

(variable number of hours)

## **Honors program**

The honors program at Bluffton is a four-year program designed to challenge intellectually ambitious, highly motivated students in all disciplines. In keeping with the mission of Bluffton University, the honors program has a special emphasis on integrating academics, spiritual growth, individual growth and service. The program includes “active learning” service components that ask honors students to apply what they have learned in their honors classrooms to needs identified on campus and in the community. Finally, in addition to coursework, the program sponsors special cultural events and social events for honors students and individualized help with advising and applications to graduate and professional schools.

While pursuing their major field of study, students enroll in honors sections of five of the liberal arts and sciences courses.

ENG 120 Advanced College English  
COM 185 Public Speaking and Persuasion  
HUM 221 Humanities 1

One of: REL 252 Introduction to New Testament  
REL 273 Christian Theology  
REL 274 Christian Ethics

LAS 400 Christian Values in a Global Community

In addition, these students complete a special, three credit hour honors seminar in the junior year:  
HON 310 Junior Honors: Community Transformed

Students may enter this program having met these criteria: 1) acceptance into Bluffton University, 2) submission of a separate honors program application and two letters of recommendation from teachers, 3) a minimum 3.5 GPA; and 4) minimum ACT and SAT scores, respectively, of 26 and 1140. Students may also enter the program during their first year of study at Bluffton University. These students must 1) submit a separate honors program application demonstrating commitment to all aspects of the program, 2) submit two letters of recommendation from Bluffton professors, and 3) have a minimum 3.3 GPA.

Continuation in the program requires a 3.3 GPA and participation in honors events.

Honors program students receive an education full of challenge, opportunity, service-learning, relationships with faculty and peers and serious consideration of cross-boundary living in a complex world. In turn they render important service, leadership and academic standards that are consonant with Bluffton's mission.

## Courses

### ***HON 310 Junior Honors: Community Transformed (3)***

This seminar allows students to develop individual or collaborative service-learning research proposals in their own majors or other areas under the supervision of a faculty facilitator. In some cases the scope of the proposal may allow it to be implemented during the course term. The proposal may develop from service-learning that students have done with other honors program participants or present a new avenue for service-learning and research. Through sharing their experiences and discoveries, students will participate in guided discussions that address such questions as: "What does it mean to have original ideas?", "What is the vocation of an academic?", "How/where do advanced academics, service and faith intersect?", "What are distinctive characteristics of various disciplines?" and "Why/how should one approach graduate school and/or a professional career?" Another portion of this seminar will address strategies for graduate school opportunities, finance and pre-entrance preparation. Guest speakers from across the college campus and beyond will be invited to complement discussions in this seminar.

## Semester abroad and other off-campus programs

The following off-campus programs of study are available to Bluffton students:

### **Peace and Conflict Resolution Program in Northern Ireland**

This program is offered through University College at Magee College of the University of Ulster in Londonderry, Northern Ireland. This 15-week residential program seeks to increase understanding of the complexities of the conflict in Northern Ireland and to use the knowledge gained to analyze and understand conflict in other societies. The program has academic, experiential and service components, including housing with local families; meetings with community leaders, church groups, constitutional political parties, community youth workers and security forces; and cross-community projects.

Students who successfully complete the Northern Ireland study program will have met their cross-cultural requirement, and HUM 222 Humanities 2 will be waived. It is sometimes possible for the program to meet other major or general education requirements. Students should consult with their advisors and the associate dean.

Below is a listing of courses offered. Contact the director of cross-cultural programs for more information.

LAS 220 Northern Ireland Program Orientation (1)  
LAS 225 Peace Building through Reconciliation (3)  
PLS 260 Government and Politics of Northern Ireland (3)  
HIS 271/PCS 271 History of Northern Ireland and Background to the Troubles (3)  
LAS 300 Practical Work Placement - Northern Ireland (2)  
PCS 301 International Conflict Resolution: Northern Ireland - A Case Study (3)  
PCS 303 Practical Mediation Skills and Conflict Transformation (3)

## **Courses**

### ***LAS 220 Northern Ireland Program Orientation (1)***

This required orientation will prepare students for the Ireland experience. The course includes meetings during spring semester before the fall semester of the trip. Background readings and cultural information are offered to ease "culture shock," facilitate cross-cultural communication and prepare students for study in a different academic system.

### ***LAS 225 Peace Building through Reconciliation (3)***

This course covers a general introduction and discussion on the different meanings of reconciliation, defining some important terms, e.g. stereotyping, prejudice, scapegoating, alienation, polarization, conflict and violence, conflict resolution and conciliation. The class includes seminar meetings with speakers from all of the political parties in Northern Ireland, a field trip to meet the security forces and meetings with religious and community leaders. As an example, the 1995 group met with senior politicians from all of the four constitutional parties and speakers from the Sinn Fein and the Loyalist fringe parties to explain their party positions and to discuss their current and future role in Northern Ireland.

### ***PLS 260 Government and Politics of Northern Ireland (3)***

This course covers the background to "The Troubles," examines Partition, significant political leaders in Irish politics, the different types of government in Ireland, Northern Ireland and Britain, the different political parties in Northern Ireland, inter-governmental relations between Britain and the Irish Republic, and relevant issues, groups, parties, and paramilitary organizations. Some sample essay questions for this course have included: Why was the Unionist government unable to resolve the political crisis in Northern Ireland between 1968 and 1972? Assess the record of the Anglo-Irish Agreement as a strategy for promoting political consensus in Northern Ireland. Why has there been a growth of U.S. involvement in Northern Ireland politics since 1985?

### ***HIS 270/PCS 271 History of Northern Ireland and Background to the Troubles (3)***

This course covers Modern Irish History from 1800-1923. Class topics include: Daniel O'Connell and his campaigns for Catholic Emancipation for Repeal of the Union; social, economic, and demographic problems in pre-famine Ireland and the Great Famine and its impact on Irish society; emigration from Ireland in the course of the 19<sup>th</sup> century; the campaign for Home Rule under Butt, Parnell, Redmond and Dillon; the land problem and its resolution and the end of landlordism, the Easter Rebellion and its political consequences. It focuses also upon the political issues and events out of which the Troubles arose in the 1960s and early 1970s.

### ***PCS 300 Practical Work Placement – Northern Ireland (2)***

Students will be placed in community service agencies involved in community building and conflict resolution in a cross-cultural context. The placement contains elements of observation as well as the student practicing within the agency, under supervision. The overall aim of the placements to help the student identify some of the problems and understand more clearly the difficulties and complexities of living in a society in the midst of violent conflict and to determine the everyday problems of people using the agency and how the violence has an impact on their selves. Criteria for evaluation include: attendance, comprehension of agency goals, successful completion of a range of tasks agreed upon in writing, daily journaling, written reflection of the placement and written evaluation by agency supervisor.

### ***PCS 301 International Conflict Resolution—A Case Study (3)***

This course uses the theoretical peace and conflict/ethnic studies literature to explore some of the key concepts used in this area of study. Session one examines the debates about how to define peace and introduces students to Galtung's definitions of direct structural and cultural violence. Session two tries to define the concepts of ethnicity and nationalism, key terms in any study of inter-communal violence. Sessions three and four attempt to develop a structure of conflict that can aid in determining what types of intervention may work at particular stages of violence. Sessions five and six examine some innovative ideas in the areas of alternative dispute resolution and conflict transformation. The final sessions explore how different peace traditions approach the idea of conflict transformation. Four such traditions are identified: religion, liberalism, socialism and feminism. Throughout this course, reference will be made to the Northern Ireland conflict as the key case study, but other cases of protracted ethnic conflict will be examined.

### ***PCS 303 Practical Mediation Skills and Conflict Transformation (3)***

This course is designed to introduce students to the practical application of mediation skills through a process of experiential learning. The course will look at different models of mediation and the different skills that need to be applied during a mediation session. Students will become familiar with how mediations work in cultural, neighborhood, relationship and commercial disputes, in both local and international conflict situations.

### ***Non-credit Course on Basic Irish Language, Music and Dance***

There is an extra-mural evening class opportunity for students to study basic Irish language, music and dance. Students who successfully complete this course will be awarded a certificate. The basic Irish Language course can only take place if there are enough students interested (usually a minimum of eight).

## **Pittsburgh Semester**

Pittsburgh Semester is an off-campus program that brings juniors and seniors to Pittsburgh for intensive and experiential study of Christian vocation within the context of urban America. Bluffton students will join undergraduates from other Christian colleges for a semester of classes, service, and internships.

Two days a week, students will take classes analyzing urban America, examining different understandings of the good life, and articulating a vision of Christian vocation. The curriculum will involve rigorous and critical reading and discussion augmented by numerous field trips throughout the city and guest speakers from a variety of professions. The coursework will be interdisciplinary, drawing on history, sociology, urban studies, theology and literature. One afternoon each week, students will participate in service

projects. These projects will include a reflective component and grow out of collaborative, long-term relationships with community partners so the efforts can be mutually beneficial. The other two days, plus an additional morning, students will fan out across the city for internships with businesses and non-profits. Internships will be available in a wide variety of fields.

Students who successfully complete Pittsburgh Semester meet the following general education requirements: LAS 342 Cross-cultural Experience and LAS 301 Issues in Modern America. It is sometimes possible for the program to meet other major or general education requirements. Students should consult with their advisors and the associate dean.

In addition to nine semester hours of credit for the three courses listed below, students will earn six semester hours of internship credit. Contact the director of cross-cultural programs for more information.

## **Courses**

### ***PTS 301 The Search for Meaning (3)***

Focuses on different perspectives of the good life. In short, how can one live a life of meaning and moral purpose in the contemporary world (especially in cities)? In addition to core reading assignments, students do a research project related to their internship. Each person highlights a moral dilemma from her or his work and explores resolutions. (How might a bank resist redlining and invest in poor communities? How can companies include the environment as a silent stakeholder in their business plans?) The project culminates in group presentations.

### ***PTS 302 The Human Experience in Urban Society (3)***

Examines contemporary urban society with particular attention to Pittsburgh. Topics include racial and ethnic diversity, economic disparities, history, geography, politics and patterns of globalization.

### ***PTS 303 Christian Vocation (3)***

Explores how believers can connect faith to the breadth of their lives. In addition to core reading, students spend the last two weeks on individual projects developing a vocational vision for their lives. The project blends reading and reflection. Students are encouraged to consider Christian vocation broadly, including paid labor, volunteer work, the family, the local community, the broader human community and the environment. The project culminates in a paper.

### ***PTS 304 Internship (6)***

Students work 20 hours per week (Mondays and Wednesdays all day, plus Friday mornings) at a professional internship in their field. The internship is unpaid, but students get invaluable work experience. With an unpaid internship, students typically have more freedom to explore different roles and responsibilities on the job.

## **Council for Christian Colleges and Universities**

Off-campus, interdisciplinary learning opportunities are available to upper-class students at Bluffton University and offer 16 semester hours of credit. For further information, contact the director of cross-cultural programs. All programs offered through the Council for Christian Colleges and Universities meet the cross-cultural service learning experience requirement, except the Los Angeles Film Studies Center, the Contemporary Music Center, the American Studies Program and the Washington Journalism Center.

### ***Australia Studies Centre (ASC)***

Since Spring 2004, the CCCU has partnered with the Wesley Institute in Sydney, Australia to offer the Australian Studies Centre. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Every student is required to take the courses *The View from Australia: Issues in Religion, Politics, Economics & Cultural Values* and *Indigenous History, Culture & Identity*. Additionally, students choose from electives in theology/ministry, music, drawing/graphic design, dance and/or drama. Home stays, service learning and travel around Australia are important components of the ACS. Students observe Australia's beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multi-cultural ghettos, and engage the political capital Canberra and its power players. Students also come to know the traditions of Aboriginal people during an Outback excursion and spend the last week of each semester traveling to New Zealand to meet with Maori people.

### ***American Studies Program (ASP)***

Founded in 1976, the American Studies Program has served hundreds of students as a "Washington, D.C., campus." ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the students' talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ.

### ***China Studies Program (CSP)***

The China Studies Program enables students to engage China's ancient history and intrigue from an insider's perspective. While being immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. Students choose between completing a broad Chinese Studies concentration or a Business Concentration including an internship in an international business in China. Students will also study standard Chinese language and apply their skills by serving in an orphanage or tutoring Chinese students in English. The program introduces students to

the diversity of China, including Beijing, Shanghai, Xi'an and Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ centered perspective.

### ***Contemporary Music Center (CMC)***

The Contemporary Music Center provides students the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum.

### ***Latin American Studies Program (LASP)***

Based in San Jose, Costa Rica, the Latin American Studies Program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Through service learning and living with a local family, students become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Depending on their concentration, students travel to nearby Central American nations including Nicaragua, Guatemala, Cuba and Panama.

### ***Los Angeles Film Studies Center (LAFSC)***

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester students live, learn and work in LA. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective.

### ***Middle East Studies Program (MESP)***

Based in Cairo, Egypt, this program offers students a unique opportunity to explore and interact with the complex and strategic world of the modern Middle East. Students explore diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel in the region (typically Israel, Palestine, Lebanon, Jordan, Syria and Turkey), students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ-centered manner.

### ***Russian Studies Program (RSP)***

RSP strives to give students a broad learning experience in the largest nation in the world. RSP students are exposed to the depth and diversity of Russian culture through encounters with the Federation's three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. Students are offered three seminar courses (entitled History and Sociology of Religion in Russia; Russian Peoples, Culture and Literature; and Russia in Transition) and receive instruction in the Russian language, choosing either four or six semester hours of language coursework. For those choosing four hours of Russian, a seminar course, International Relations and Business in Russia, is available. The majority of the semester is spent in Nizhni Novgorod, where students complete intensive language instruction, participate in service learning and live with a Russian family. Additionally, students study in Moscow, the heart of both medieval and modern Russia, and the intriguing city of St. Petersburg, the Russian "window to the West."

### ***The Scholars' Semester in Oxford (SSO)***

The Scholars' Semester in Oxford is designed for students interested in completing intensive scholarship. Working with academic tutors, students advance their academic writing and research skills and explore the disciplines and interests of their choice. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course *Christianity and Cultures*. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students and must have a 3.5 GPA to be considered for the programme.

### ***Uganda Studies Program (USP)***

Winston Churchill is credited with nicknaming Uganda the "Pearl of Africa," and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with many cultures and people of East Africa. Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the British tutorial tradition will immerse students in a uniquely African education. Topics such as *Christianity and Islam in Contemporary Africa*, *African Literature and East African History* will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. Students select between the Uganda Studies Emphasis and the Intercultural Ministry and Missions Emphasis. IMME students live in semester-long homestays and explore the role of missionaries and development workers from an in-depth perspective. Uganda Studies students explore the changing Africa from a variety of perspectives.

### **Washington Journalism Center (WJC)**

The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C. created for students interested in the field of journalism. While in Washington, students will take classes focusing on their personal writing skills and on the history and future of the media. These classes - *Foundations for Media Involvement*; *Reporting in Washington*; and *Washington, News and Public Discourse* - combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience.

### **Oxford Summer Programme (OSP)**

The Oxford Summer Programme (OSP) is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The programme is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West. Students are given the opportunity to learn under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors and seniors, graduate and seminary students, non-traditional students, teachers and those enrolled in continuing education programs.

### **Brethren Colleges Abroad (BCA)**

Brethren Colleges Abroad operates academic study centers in 14 countries for students from U.S. institutions of higher education. BCA Study Centers offer semester and year-long programs in the liberal arts tradition at universities in the following locations: Australia, Belgium, China, Ecuador, England, France, Germany, Greece, India, Ireland, Japan, Mexico, New Zealand, and Spain. For further information, contact the director of cross-cultural programs. These programs meet the cross-cultural experience requirement.

### **Central American Study and Service (CASAS), Guatemala**

Central American Study and Service, part of the Latin American Anabaptist Seminary (SEMILLA), gives North Americans the opportunity to live, study and volunteer in a Latin American context. The core of the CASAS program is a 12-week, cross-cultural study term designed for students interested in studying Spanish while cultivating a broader awareness of the issues facing people in Guatemala. The term begins with eight weeks of intensive study while living with a Guatemalan family in a marginal area of Guatemala City. Students study Spanish (often, in a one-on-one setting) with experienced Guatemalan teachers and participate in visits and lectures with organizations or individuals who are experts on Guatemalan history, culture, politics and religion. During the final four weeks students have the opportunity of working in a voluntary service setting. Students may earn university credit in several areas including Spanish, anthropology and religion. Also available is an intensive Spanish-only program. For further information, contact the director of cross-cultural programs. This program meets the cross-cultural experience requirement.

## **Academic majors, minors and programs**

### **INDIVIDUALLY DESIGNED MAJORS**

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Qualified students may design their own majors. All individually designed majors must meet liberal arts and sciences and graduation requirements. Students seeking such options shall submit comprehensive proposals outlining and justifying their plans to the Special Studies and Honors Committee or to the associate dean. The proposal must be evaluated and signed by all departments involved. This proposed program shall be subject to the approval of the Special Studies and Honors Committee, the Undergraduate Academic Programs Council, and the faculty. The individually designed major proposal should be made prior to junior status. Guidelines for such individually designed majors are available in the registrar's office.

## **ART**

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The art department's program is structured to enable all students to gain a comprehensive knowledge of all aspects of visual art, to define individual aesthetic attitudes, and to develop personal goals with an emphasis in the studio disciplines set in a liberal arts tradition.

The liberal arts form an integral part of the artist's education, giving access to our culture's past and present and helping students understand themselves as individuals, as artists, and as members of a complex and changing society.

While vital avocational art enrichment is offered to all Bluffton University students, the art department is structured to prepare its majors for elementary, secondary and supervisory teaching positions and for graduate study leading to professional careers in art and design. The graphic design minor, in conjunction with the art major, prepares students for work in print and Web design. It may also complement majors in business or communication, among others. Bluffton art graduates are currently working as elementary and secondary school art teachers, college professors, arts administrators, design artists for publications, freelance artists, silk screen printers, interior designers, and production craftspersons.

Students interested in teaching art should pursue the professional education multi-age visual arts license.

**Art major** (46 hours)

Foundation year:

ART 202 Design 1 (3)  
ART 207 Design 2 (3)  
ART 204 Drawing (3)  
ART 205 Figure Drawing (3)

ART 213 Painting (3)  
ART 217 Ceramics 1 (3)  
ART 223 Sculpture 1 (3) *or* ART 233 Sculpture 2 (3)  
ART 327 Art History 1 (3)  
ART 328 Art History 2 (3)  
ART 329 Art History 3 (3)  
ART 390 Independent Study in Art (2)  
ART 400 Art Now Seminar (1)  
ART 405 Portfolio Organization and Review (.5)  
ART 410 Senior Exhibition (.5)

One of the following:

ART 225 Printmaking 1 (relief) (3)  
ART 226 Printmaking 2 (intaglio) (3)  
ART 227 Printmaking 3 (silkscreen) (3)  
ART 228 Printmaking 4 (lithography) (3)

Three additional studio courses are required (9)

**Professional Education Multi-Age Visual Arts License (K-12)** (54 hours)

ART 202 Design 1 (3)  
ART 207 Design 2 (3)  
ART 204 Drawing (3)  
ART 205 Figure Drawing (3)  
ART 213 Painting (3)  
ART 214 Watercolor (3)  
ART 217 Ceramics 1 (3)  
ART 317 Ceramics 2 (3)  
ART 223 Sculpture 1 (3)  
ART 233 Sculpture 2 (3)  
ART 240 Film Photography (3) *or*  
ART 242 Digital Photography  
ART 320 Foundations for Teaching Visual Arts (3)  
ART 327 Art History 1 (3)  
ART 328 Art History 2 (3)  
ART 329 Art History 3 (3)  
ART 390 Independent Study in Art (1)  
ART 400 Art Now Seminar (1)  
ART 405 Portfolio Organization and Review (.5)  
ART 410 Senior Exhibition (.5)

Two of the following: (6 hours)

ART 225 Printmaking 1 (relief) (3)  
ART 226 Printmaking 2 (intaglio) (3)  
ART 227 Printmaking 3 (silkscreen) (3)  
ART 228 Printmaking 4 (lithography) (3)

**Required professional education courses:** (30 hours)

EDU 103 Computers and Technology in Education (2)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 215 Human Growth and Development (3)  
PSY 254 Educational Psychology & Classroom Assessment (3)  
EDU 332 Social & Philosophical Issues in Education (3)  
EDU 302 Reading in the Content Areas: Middle Childhood (3) *or* EDU 305 Content Area Literacy (3)  
EDU 345 Multi-age Classroom Organization (2)  
EDU 452 Clinical Practice (10)



### **Art minor** (21 hours)

ART 202 Design 1 (3)  
ART 204 Drawing (3)  
ART 213 Painting (3)  
ART 217 Ceramics I (3)  
ART 223 Sculpture 1 or ART 233 Sculpture 2 (3)

One of the following:

ART 327 Art History 1 (3)  
ART 328 Art History 2 (3)  
ART 329 Art History 3 (3)

One of the following:

ART 225 Printmaking 1 (3)  
ART 226 Printmaking 2 (3)  
ART 227 Printmaking 3 (3)  
ART 228 Printmaking 4 (3)

### **Graphic Design minor** (21 hours)

ART 202 Design 1 (3)  
ART 245 Introduction to Computer Graphic Design (3)  
ART 255 Graphic Design I: Desktop Publishing (3)  
ART 265 Graphic Design II: Photo Editing (3)  
ART 270 Graphic Design III: Illustrating (3)

Two of the following:

ART 345 Typography (3)  
ART 350 Internet Design (3)  
ART 360 Corporate Identification (3)  
ART 430 Advanced Studies in Computer Graphic Design (3)

## **Courses**

### **ART 202 Design 1** (3)

Concentration on the theories and use of color, analysis of historical compositions and devices, and assigned problems that strengthen the student's ability to compose.

### **ART 204 Drawing** (3)

A series of problems designed to develop confidence in drawing while examining a number of ways of implying space in a two-dimensional surface. Theory is supported by work in the studio and extended through traditional and contemporary visual references. Students are encouraged to develop a personal approach through the use of a sketchbook.

### **ART 205 Figure Drawing** (3)

Drawing from the human figure in both conventional and imaginative ways using various media, manners of treatment, and modes of modeling forms. Discussion and viewing of historical as well as contemporary work expands perspectives, and through studio assignments, students develop a personal approach.

### **ART 207 Design 2** (3)

Theory and practice of the fundamental principles of design as applied to three-dimensional art and crafts. Introduction to and practical experience in a variety of traditional three-dimensional media including clay, wood, metal, fabric and glass. Projects may include clay relief sculpture, functional wood objects, centrifugal casting, stained glass, and batik. The understanding and practical experience gained here is intended to prepare the student for more complex three-dimensional art experiences. ART 202 recommended but not required.

### **ART 213 Painting** (3)

An introduction to the material and subject possibilities of painting. The emphasis is on construction, composition, paint handling, and color. Individual and group criticism, combined with field trips and discussion of painting ideology, expands the students' perspectives of themselves within historical and professional contexts. Prerequisites: ART 202 and ART 204.

### **ART 214 Watercolor** (3)

Specific compositional problems exploring the possibilities of design and expression in watercolor technique. Use of the figure, still-life, and landscape as initial references. Prerequisites: ART 202 and ART 204. Offered alternate years.

### **ART 217 Ceramics 1** (3)

Introduction to work in clay including hand building techniques, use of the potter's wheel, decorating and glazing methods, kilns, and firing processes. Practical experience through participation in all phases of ceramic production. Survey of traditional and contemporary approaches to clay focused on promoting individual student response to the medium.

**ART 223 Sculpture 1 (3)**

Development of three-dimensional form using processes of addition and subtraction. Construction in wood using basic carpentry skills, lamination, and joinery. Involves instruction in cutting, welding, and brazing metals. Covers stone and wood carving and mixed media assemblage. Survey of historical and contemporary sculpture with special attention to additive and subtractive approaches to media. Prerequisite: ART 207 recommended but not required. ART 223 and ART 233 may be taken in any order. Offered alternate years.

**ART 225 Printmaking 1 (relief) (3)**

An introduction to relief printmaking employing basic relief techniques including linoleum cuts and woodcuts. The initial emphasis is on black and white images executed through studio assignments. Introduction to color reduction block printing. Discussion and viewing of historical as well as contemporary work expand perspectives, and the student is encouraged to develop a personal approach. ART 225, 226, 227, and 228 may be taken in any order. Offered every fourth year.

**ART 226 Printmaking 2 (intaglio) (3)**

Introduction to the medium of intaglio through demonstration. Various methods of making plates, hard and soft ground, drypoint, mezzotint, aquatint, and embossment, are explained and demonstrated. Prerequisites: ART 202 and ART 204. ART 225, 226, 227, and 228 may be taken in any order. Offered every fourth year.

**ART 227 Printmaking 3 (silkscreen) (3)**

Basic techniques in screen printing including direct and indirect stencils. Building and stretching screens as well as darkroom work with enlarger and Kodalith film are demonstrated. Prerequisites: ART 202 and ART 204. ART 225, 226, 227, and 228 may be taken in any order. Offered every fourth year.

**ART 228 Printmaking 4 (lithography) (3)**

An introduction to the techniques of direct lithography from stones and metal plates. Various traditions of printmaking and historical contexts are examined. Prerequisites: ART 202 and ART 204. ART 225, 226, 227, and 228 may be taken in any order. Offered every fourth year.

**ART 233 Sculpture 2 (3)**

Development of three-dimensional form using processes of manipulation and substitution. Includes modeling of clay, plaster, wax, and Styrofoam with replacement in metal using the lost wax process and other foundry procedures. Mold-making techniques are introduced with further casting in a variety of materials. Survey of historical and contemporary sculpture with special attention to modeling and casting techniques. ART 207 recommended but not required. ART 223 and ART 233 may be taken in any order. Offered every third year.

**ART 240 Film Photography (3)**

An introduction to photography including camera handling, film exposure and processing, composition, black and white print production, and presentation of photographs. Exploration of specialized equipment and techniques. Brief history of photography. Offered alternate years.

**ART 242 Digital Photography (3)**

This class will serve as an introduction to basic camera and digital darkroom procedures. Discussion of digital camera functions, lens, and digital media selection and usage will lead the student into an understanding of camera usage in a wide variety of shooting circumstances. With a progressively expanding understanding of basic photography the student will have the opportunity to explore the use of Photoshop on the computer to render and print final images. High quality printing as well as placing images as appropriately sized e-mail attachments and on Internet sites will be examined. Field assignments require that the student find creative photographic solutions to problems in form and content.

**ART 245 Introduction to Computer Graphic Design (3)**

This course provides a thorough investigation of the computer as a primary tool for the graphic designer. Conceptual emphasis is placed on the elements and principles of design as they apply to the digital platform. Course content follows the evolution of desktop publishing into its practical application in advertising, public relations, and other creative communications. The student is introduced to the most current iteration of the Adobe Creative Suite which includes InDesign, Photoshop and Illustrator.

**ART 255 Graphic Design I: Desktop Publishing (3)**

This course is designed to further develop the graphic designer's proficiency in desktop publishing techniques. Emphasis is placed on the integration capabilities of the Adobe Creative Suite. Photoshop and Illustrator materials are brought together with text in InDesign to create custom flyers, trade ads, newsletters, brochures and other communication materials. Class discussion focuses efforts on the technical aspects and aesthetic judgments made in the production of creative assignments. Prerequisite: ART 245, or permission of instructor. ART 255, ART 265 and ART 270 may be taken in any order.

**ART 265 Graphic Design II: Photo Editing (3)**

This course provides an introduction to digital capturing methods which include digital photography and image scanning. The primary focus for the graphic designer is on photo editing processes centered in the use of Adobe Photoshop. Techniques covered in the course include special photographic effects and custom typographic treatments. Class discussion focuses efforts on the technical aspects and aesthetic judgments made in the production of creative assignments. Prerequisite: ART 245, or permission of instructor. ART 255, ART 265 and ART 270 may be taken in any order.

**ART 270 Graphic Design III: Illustrating (3)**

This course is designed to help the graphic designer achieve professional studio results through the use of Adobe Illustrator. Computer drawing techniques are covered in the course along with the use of custom typographic treatments. Topics covered in the class include: editing anchor points and paths, working with layers, painting, using gradient fills, special type effects, importing, and masking photographs and using filters. Class discussion focuses efforts on the technical aspects and aesthetic judgments made in the production of creative assignments. Prerequisite: ART 245, or permission of instructor. ART 255, ART 265 and ART 270 may be taken in any order.

**ART 317 Ceramics 2 (3)**

Advanced ceramic forming and decorating methods are introduced. Students are challenged to refine selected techniques in pursuit of a personal aesthetic in the medium. Clay bodies, glaze chemistry, and kiln design are considered with emphasis on their integral role in the creative process. Prerequisite: ART 217 or permission of the instructor.

**ART 320 Foundations for Teaching Visual Arts (3)**

Provides lecture, studio, and fieldbased experiences for teaching art in public schools using methods and materials in the public school art program. Involves laboratory experiences in art resources and program planning. Includes a review of studio art development and art education knowledge to identify the student's proficiency for performance as an art teacher. Prerequisite: sophomore standing.

**ART 327 Art History 1 (3)**

Survey of art history from the prehistoric through medieval periods. Offered every third year.

**ART 328 Art History 2 (3)**

Survey of art history from the Renaissance through the 18th century. Offered every third year.

**ART 329 Art History 3 (3)**

Survey of 19th- and 20th-century art. Offered every third year.

**ART 345 Typography (3)**

The focus of this course includes the basic principles, practices, and history of typography and typographic design. Attention is given to the importance of type as both a functional and expressive element in visual communication. Students are given practical assignments in order to apply learned typographic fundamentals to visual communication problems. Prerequisite: ART 245.

**ART 350 Internet Design (3)**

Studio course in the design of electronic communications for the Internet and, specifically, the World Wide Web. This course emphasizes current technology for information delivery, with significant consideration being given to visual and design issues. Prerequisite: ART 245.

**ART 360 Corporate Identification (3)**

This course includes desktop publishing projects with the full understanding of the role of the corporate "logo keeper." Covers designing of logos and corporate ID campaigns for for-profit and not-for-profit organizations. Prerequisite: ART 245.

**ART 380 Studies in Art (3)**

Studio or art history course dealing with specialized medium or topic. With an appropriate theme, this course may be taken as part of the Women's Studies minor.

**ART 385 Internship (10 hours maximum)**

By arrangement.

**ART 390 Independent Study in Art (1-3)**

Supervised individual problems in selected studio areas, art education, or art history research for students who show proficiency and marked degree of independence in other course work. May be repeated. Prerequisite: must have prior work in the course area.

**ART 400 Art Now Seminar (1)**

A survey of contemporary trends in the visual arts through on-site study of the art resources of a major urban area. Visits to museums, galleries, works of public art, and architectural landmarks included. Current criticism examined in preparation for the tour with follow-up focusing on individual observations and insights.

**ART 405 Portfolio Organization and Review (.5)**

Development of a professional portfolio through selection and refinement of previous studio work with emphasis on organization and presentation.

**ART 410 Senior Exhibition (.5)**

Graduating art majors are required to present an exhibit of their work in their senior year. Students put together a retrospective selection of their best work.

**ART 430 Advanced Studies in Computer Graphic Design (3)**

Involves advanced studies of computer graphic design programs. Projects include the integration of reproduction quality Photoshop/Illustrator files. Prerequisite: ART 245 and two of the following: ART 255, ART 265 or ART 270.

## BIOLOGY

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A student majoring in biology receives a broad preparation consisting of a core of biology plus the chemistry, physics, and mathematics vital to the field of biology. This preparation will serve as a basis for entering fields such as teaching, biological research, medical, and life science-related professions.

Pre-medicine students should seek advice during the first year to help them decide if they should major in chemistry, biology, both or pre-medicine.

Students interested in high-school teaching must pursue a "life science" teaching license. This license is the only license available for biology teachers in Ohio. Most students can expect to add a semester to the four-year program to meet clinical practice requirements. Prospective teachers must begin the teacher-education program early by taking some education courses during the first or sophomore year. Therefore students should indicate to the science department their desire to teach as early as possible so they can receive scheduling advice.

### **Major** (65 hours)

#### **Required biology courses:**

BIO 135 Botany (4)  
BIO 200 Genetics (4)  
BIO 205 Invertebrate Zoology (4)  
BIO 230 Anatomy and Physiology 1 (4)  
BIO 231 Anatomy and Physiology 2 (4)  
BIO 235 Cell Biology (4)  
BIO 301 Microbiology (4)  
BIO 310 Developmental Biology (4)  
BIO 330 General Ecology (4)

#### **Required chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)

#### **Required physics courses:**

PHY 211 Physics for Science and Engineering 1 (5)  
PHY 212 Physics for Science and Engineering 2 (5)

#### **Required mathematics course:**

MAT 135 Calculus 1 (5)

*The above courses include one-half year each of organic chemistry and calculus. Many graduate programs would expect the biology student to have taken the full year of organic chemistry and the full year of calculus. Biochemistry is also often recommended.*

### **Adolescent/young adult licensure in life science** (104 hours minus 7 LAS hours)

#### **Life Science Courses:**

BIO 205 Invertebrate Zoology (w/ lab) (4)  
BIO 135 Botany (w/ lab) (4)  
BIO 200 Genetics (4)  
BIO 230 Human Anatomy and Physiology 1 (4)  
BIO 231 Human Anatomy and Physiology 2 (4)  
BIO 235 Cell Biology (4)  
BIO 301 Microbiology (4)  
BIO 310 Developmental Biology (4)  
BIO 330 General Ecology (4)

#### **Chemistry Courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)

#### **Physics courses:**

PHY 211 Physics for Science and Engineering 1 (5)  
PHY 212 Physics for Science and Engineering 2 (5)

#### **Earth/Space Courses:**

PHY 202 Astronomy (4)

PHY 203 Earth Science (4)  
MAT 135 Calculus 1 (5)

**Required professional education courses:**

EDU 200 Introduction to Teaching (3)  
EDU 205 Field Experience (1)  
SED 220 The Adolescent: Development and Diversity (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 103 Computers and Technology in Education (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 305 Content Area Literacy/General Methods (3)  
EDU 344 Adolescent/Young Adult Classroom Organization (2)  
EDU 402 Adolescent/Young Adult Special Methods: Science (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

**Courses**

**BIO 135 Botany (4)**

An introduction to the diversity of organisms belonging to the plant kingdom. Organisms are studied from perspectives of structure, function, evolution, ecology, and importance to humans. Three lectures, one two-hour laboratory per week. Prerequisite: none.

**BIO 200 Genetics (4)**

A study of the transmission, structure, and functions of genes. Three lectures, one two-hour laboratory per week. Prerequisite: CEM 221 or permission of instructor. Not open to first-year students without permission.

**BIO 205 Invertebrate Zoology (4)**

A survey of the diversity of invertebrates, from single-celled protozoa to complex insects. Structure, behavior, and ecology will receive special focus. Three lectures, one two-hour laboratory per week. Prerequisite: CEM 121. Offered alternate years.

**BIO 230 Human Anatomy and Physiology 1 (4)**

An introduction to structure and function of cells and tissues. The focus is on skin, bones and muscles, and how people use and maintain them. Three lectures, one two-hour laboratory per week. Prerequisite: CEM 121, PHY 105 or permission of instructor. Not open to first-year students.

**BIO 231 Human Anatomy and Physiology 2 (4)**

A study of the function and interrelationships of human internal organs. Three lectures, one two-hour laboratory per week. Prerequisite: BIO 230 and CEM 221 or permission of instructor. Not open to first-year students.

**BIO 235 Cell Biology (4)**

A study of cells including structure and function of membranes, structure and function of organelles, metabolism and energy transformations in cells, hereditary molecules, cell division, the cell cycle, and cancer. Three lectures, one three-hour laboratory per week. Prerequisite: CEM 221. This course is also listed as *CEM 235*.

**BIO 299 Special Topics in Biology (credit varies)**

By arrangement.

**BIO 301 Microbiology (4)**

A study of microorganisms emphasizing their structure, metabolic processes, genetics, importance as producers of disease, as well as their many useful functions in the biotic community. The lab emphasizes learning how to work with microorganisms. Three lectures, one two-hour laboratory per week. Prerequisite: BIO 235 or CEM 235.

**BIO 310 Developmental Biology (4)**

A study of the mechanisms of development of such animals as sea urchins, frogs, birds and mammals. Organismal and cellular reproduction, intercellular communication, cellular specialization and elaboration of organs and body regions will be analyzed. Three lectures, one two-hour laboratory per week. Prerequisite: BIO 200 or permission of instructor. Offered alternate years.

**BIO 330 General Ecology (4)**

A study of the relationship among plants and animals and their interactions with the physical environment. The role of humans in nature and effect on the ecosystem is also emphasized. Three lectures, one two-hour laboratory per week. Prerequisites: BIO 135 and junior or senior standing. Recommended: PHY 211, PHY 212. Offered alternate years.

**BIO 340 Animal Behavior (4)**

Social contexts of the nature and nurture of learning and behavior among monkeys and apes. Dominance hierarchies and cooperation, conflict and reconciliation within societies will be some of the topics of analysis. Three lectures, one two-hour laboratory per week.

Prerequisites: BIO 105, NSC 106 or other college-level biology course, and junior or senior standing. Offered alternate years. This course may be taken as part of the Peace and Conflict Studies minor.

**BIO 390 Independent Study in Biology (1-3)**

By arrangement. Prerequisite: junior or senior standing in biology.

## CHEMISTRY

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A student majoring in chemistry receives strong background in the core areas of chemistry: analytical, inorganic, organic and physical chemistry. Chemistry graduates have success in industry, graduate school, high school teaching, medical school, engineering school, etc.

Pre-medicine students should seek advice during their first year to decide if they should major in chemistry, biology, both or pre-medicine.

Students interested in high-school teaching must pursue a "physical science" teaching license. This license combines both chemistry and physics teaching and is the recommended license for chemistry teachers in Ohio. Most students can expect to add a semester to the four-year program to meet clinical practice requirements. Prospective teachers must begin the teacher-education program early by taking some education courses during the first or sophomore year. Therefore, students should indicate to the science department their desire to teach as early as possible so they can receive advice about scheduling.

**Major (52 hours)**

**Required chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)  
CEM 222 Organic Chemistry 2 (4)  
CEM 230 Analytical Chemistry (4)  
CEM 311 Advanced Organic Chemistry (2)  
CEM 326 Physical Chemistry 1 (5)  
CEM 327 Physical Chemistry 2 (5)  
CEM 330 Advanced Inorganic Chemistry (4)  
CEM 360 Instrumental Analysis (4)

**Required physics courses:**

PHY 211 Physics for Science and Engineering 1 (5)  
PHY 212 Physics for Science and Engineering 2 (5)

In addition, students must take sufficient work in mathematics to ensure a working knowledge of differential and integral calculus. These topics usually comprise the first year of college-level calculus. Therefore, all chemistry majors should take MAT 135 and MAT 136. Students planning careers in physical chemistry or engineering will need more math, typically MAT 225 and MAT 350.

The chemistry major at Bluffton University follows most but not all of the recommendations of the American Chemical Society. Some recommendations in addition to the courses listed above would include: MAT 225, MAT 350, CPS 108, statistics, additional advanced chemistry courses such as CEM 341 and an independent study in chemistry.

**Adolescent/young adult licensure in physical science (91 hours minus 7 LAS hours)**

**Life Science Courses (choose one):**

BIO 200 Genetics (4)  
BIO 235 Cell Biology (4)

**Chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)  
CEM 222 Organic Chemistry 2 (4)  
CEM 230 Analytical Chemistry (4)  
*Two additional hours of chemistry required (2)*

**Earth/Space courses:**

PHY 202 Astronomy (4)  
PHY 203 Earth Science (4)

**Physics Courses:**

PHY 211 Physics and Science for Engineering 1 (5)

PHY 212 Physics and Science for Engineering 2 (5)  
PHY 326 Modern Physics 1 (5)  
PHY 327 Modern Physics 2 (5)  
PHY 360 Linear Electronics (4)

**Required professional education courses:**

EDU 200 Introduction to Teaching (3)  
EDU 205 Field Experience (1)  
SED 220 The Adolescent: Development and Diversity (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 103 Computers and Technology in Education (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 305 Content Area Literacy/General Methods (3)  
EDU 344 Adolescent/Young Adult Classroom Organization (2)  
EDU 402 Adolescent/Young Adult Special Methods: Science (2)

All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

## Courses

### **CEM 121 General Inorganic Chemistry 1 (5)**

The year-long sequence CEM 121 and CEM 122 comprise the standard "freshman chemistry" course for science majors and students pursuing medicine or other health-related fields. Topics in CEM 121 include: chemical formulas and equations, stoichiometry, energy relationships, atomic structure, periodicity, bonding and properties of solids, liquids, gases and solutions. Four lectures, one three-hour laboratory per week. Prerequisite: most students will have completed high school chemistry.

### **CEM 122 General Inorganic Chemistry 2 (5)**

The continuation of CEM 121. Topics: equilibria, acids and bases, precipitation, complex ions, qualitative analysis, rates of reactions, thermodynamics, electro-chemistry, nuclear chemistry, transition metals, nonmetals. Four lectures, one three-hour laboratory per week. Prerequisite: CEM 121.

### **CEM 221 Organic Chemistry 1 (4)**

An overview of organic chemistry, with emphasis on nomenclature, structure-reactivity relationships and applications. The laboratory portion of the course emphasizes basic techniques of separation and analysis used in organic chemistry. Proper procedure and waste disposal will be included in the laboratory portion of the course so that the student may become familiar with standard laboratory safety practice. Three lectures, one three-hour laboratory per week. Prerequisite: CEM 122.

### **CEM 222 Organic Chemistry 2 (4)**

This course is more in-depth than CEM 221, concentrating on two important skills in organic chemistry: organic structure determination and basic organic synthesis. The first several weeks introduce the use of spectroscopic methods to identify organic compounds. The remainder of the course focuses on understanding organic reactions and using them to construct new molecules. Three lectures, one three-hour laboratory per week. Prerequisite: CEM 221.

### **CEM 230 Analytical Chemistry (4)**

Quantitative chemical analysis including acid/base, redox, precipitation and complexation equilibria in real solutions. Gravimetric, volumetric, spectroscopic and electrochemical methods are employed in the related laboratory work. Three lectures, one three-hour laboratory per week. Offered alternate years. Prerequisite: CEM 122.

### **CEM 235 Cell Chemistry (4)**

A study of cells including structure and function of membranes, structure and function of organelles, metabolism and energy transformations in cells, hereditary molecules, cell division, the cell cycle, and cancer. Three lectures, one three-hour laboratory per week. Prerequisite: CEM 221. This course is also listed as *BIO 235*.

### **CEM 299 Special Topics in Chemistry (credit varies)**

By arrangement.

### **CEM 311 Advanced Organic Chemistry (2)**

This course presents advanced topics in chemical bonding and reactivity, emphasizing molecular orbital theory and how it explains the relationship of molecular structure to reaction mechanism. Students will be introduced to computational chemistry as a way of solving chemical problems. Two lectures per week. Prerequisite: CEM 222. Offered in alternate years.

### **CEM 326 Physical Chemistry 1 (5)**

The full-year sequence of CEM 326 and CEM 327 is a combination of physical chemistry and modern physics. Topics include thermodynamics, relativity, blackbody radiation, photoelectric effect, Compton scattering, wave nature of particles, atomic and nuclear spectroscopy, nuclear physics/chemistry, and introductory quantum mechanics. Five lectures, one two-hour laboratory per week. Prerequisites: CEM 122, PHY 211, MAT 136 required; MAT 225 and MAT 350 recommended. Offered alternate years. This course is also listed as *PHY 326*.

**CEM 327 Physical Chemistry 2 (5)**

The continuation of CEM 326. Five lectures, one two-hour laboratory per week. Prerequisite: CEM 326. Offered alternate years. This course is also listed as *PHY 327*.

**CEM 330 Advanced Inorganic Chemistry (4)**

An advanced study of the chemistry of inorganic compounds with emphasis on those in the first transition metals. Lectures stress bonding theory and symmetry. Laboratory work includes synthesis and spectroscopy of transition and main group compounds. Three lectures, one three-hour laboratory per week. Offered alternate years.

**CEM 341 Biochemistry (3)**

A study of the physical and chemical properties of biological compounds and their function in living systems. Topics include: protein structure, enzymology, carbohydrate metabolism, amino acid metabolism, lipid chemistry and molecular physiology. Three lectures per week. Prerequisite: junior or senior status, CEM 221, and one of BIO 230, BIO 235 or CEM 222.

**CEM 360 Instrumental Analysis (4)**

A study of scientific instrumentation including input transducers, linear electronics and output transducers. Students design and build simple instruments and study the design and operation of commercial instruments. Three lectures, four-hours of laboratory work per week. Prerequisite: CEM 122 and PHY 212. Offered alternate years. This course is also listed as *PHY 360*.

**CEM 390 Independent Study in Chemistry (1-3)**

By arrangement. Prerequisite: junior or senior standing in chemistry.

**CEM 410 Seminar (2)**

Chemical topics of current interest are discussed. Formal presentations by the students are required. Students not only examine the topics critically but also learn to present them in a professional manner. This course is offered on demand to seniors only.

## COMMUNICATION & THEATRE

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The communication and theatre department recognizes that we live in an age of unprecedented change in human communication. Such change brings much possibility and some risk for humanity and its constituent human communities.

The communication and theatre department takes as its task the education and training of Bluffton University students towards rigorous understanding, thoughtful production and ethical critique of human communication in this promising yet daunting context. Therefore, the communication and theatre department seeks to develop in students awareness of the ancient origins of rhetoric and theatre, knowledge of classical to contemporary theories of human communication, understanding of rhetorical criticism and critical approaches to communication processes, and insight into our current and changing communication context. Because of the practical nature of human communication, we are committed to providing our students with skills in crafting informative, persuasive, celebrative and sermonic texts for public presentation to a variety of audiences; proficiency in the critique and production of communication across media including print, radio, television, film and computer; and familiarity with the history, principles and basic techniques of theatre production. Finally, we intend to cultivate in our students an appreciation of the ethical complexities inherent in any communicative exchange, commitment to compassionate listening, clarity in critical thinking and attention to the inextricable connection between religious faith and human communication.

The communication and theatre department offers two majors: communication and broadcasting and journalism, and two minors: communication and theatre. In addition, the communication and theatre department cooperates with the religion department in offering the communication in church organizations program. Students who are interested in leadership in Christian church, mission and other ministry institutions may combine this program with a major in communication or religion.

**Communication Major (47 hours)**

The communication and theatre department offers a major in communication that provides a broad foundation for students interested in graduate study or professional vocations. The major offers instruction in five areas: rhetoric, broadcasting and journalism, public relations, interpersonal and organizational communication, and media and cultural studies. Courses in the core introduce students to each of these five areas as well as theatre. More advanced courses help students to become critical thinkers within the discipline through focused study of theory, criticism and ethics. Beyond the core, students may choose from a variety of electives based on their interests and aspirations. Students aiming at professional goals may pursue study in one of the three concentrations: public relations, organizational communication or theatre.

**Required: (30 hours)**

- COM 105 Introduction to Journalism (3)
- COM 185 Public Speaking and Persuasion (3)
- COM 195 Interpersonal Communication (3)
- COM 240 Media and Culture (3)
- COM 275 Organizational Communication (3)
- COM 320 Classical Theories of Rhetoric (3)



COM 325 Contemporary Theories of Rhetoric (3)  
COM 417 Communication Ethics (3)  
THE 257 Oral Interpretation (3)  
THE 258 Acting or THE 201 Play Production

**Activity credits:** (2 hours)

COM 110 Theatre Activity (.5)  
COM 111 Student Newspaper Activity (.5)  
COM 112 Radio Activity (.5)  
COM 114 Yearbook Activity (.5)

**Electives:** (A minimum of 15 hours from the following list)

COM 210 Small Group Communication (3)  
COM 212 Argumentation and Advocacy (3)  
COM 277 Public Relations (3)  
COM 305 Writing for the Media (3)  
COM 312 Studies in Cinema (3)  
COM 334 Radio Production (3)  
COM 336 Advanced Public Relations Writing (3)  
COM 338 Gender, Race and Communication (3)  
COM 340 Religious Communication (3)  
COM 345 Video Production (3)  
COM 360 Leadership in Church-Related Organizations (3)  
COM 365 Feature Writing (3)  
COM 370 Visual Culture and Communication (3)  
COM 390 Independent Study in Communication (1-3)  
COM 412 New Media (3)  
COM 422 Special Topics (3)  
COM 425 Internship in Communication (2-4)  
CRJ 340 Conflict Transformation and Mediation (3)  
THE 224 Drama in Education (3)  
THE 258 Acting or THE 201 Play Production (3)  
THE 302 Play Direction (3)  
THE 326 History of Theatre (3)

**Public Relations concentration** (15 hours)

*Required (6 hours)*

COM 277 Public Relations (3)  
COM 336 Advanced Public Relations Writing (3)

*Plus 9 hours minimum from the following:*

COM 305 Writing for the Media (3)  
COM 334 Radio Production (3)  
COM 345 Video Production (3)  
COM 365 Feature Writing (3)  
COM 412 New Media (3)  
COM 425 Internship in Communication (3)

**Organizational Communication concentration** (15 hours)

COM 210 Small Group Communication (3)  
COM 212 Argumentation and Advocacy (3)  
COM 277 Public Relations (3)  
COM 338 Gender, Race and Communication (3)  
COM 340 Religious Communication (3)  
COM 360 Leadership in Church-Related Organizations (3)  
CRJ 340 Conflict Transformation and Mediation (3)  
COM 425 Internship in Communication (3)

**Theatre concentration** (15 hours)

*(must take 1 hour of COM 110 Theatre Activity)*

ENG 367 Shakespeare (3)  
THE 224 Drama in Education (3)  
THE 258 Acting or THE 201 Play Production (3)  
THE 302 Play Direction (3)  
THE 326 History of Theatre or FCS 364 Historical Costume (3)

## Broadcasting and Journalism Major (47 hours)

Students interested in pursuing careers in print journalism, radio and television broadcasting, or new media can declare a major in broadcasting and journalism. Foundational courses in public presentation, journalism, and media and culture provide the groundwork for advanced courses in journalistic writing and broadcasting across various media. Majors are expected to contribute to the campus newspaper, radio station, yearbook, and theatre productions, and have the opportunity to take additional electives within the department. Capstone experiences include Bluffton's distinctive communication ethics course and an internship in an area of broadcasting or journalism.

### Required: (33 hours)

COM 105 Introduction to Journalism (3)  
COM 185 Public Speaking and Persuasion (3)  
COM 240 Media and Culture (3)  
THE 257 Oral Interpretation (3)  
COM 305 Writing for the Media (3)  
COM 334 Radio Production (3)  
COM 345 Video Production (3)  
COM 365 Feature Writing (3)  
COM 412 New Media (3)  
COM 417 Communication Ethics (3)  
COM 425 Internship in Communication (3)

### Activity credits: (2 hours)

COM 110 Theatre Activity (.5)  
COM 111 Student Newspaper Activity (.5)  
COM 112 Radio Activity (.5)  
COM 114 Yearbook Activity (.5)

### Electives: (A minimum of 12 hours from the following list)

COM 195 Interpersonal Communication (3)  
COM 210 Small Group Communication (3)  
COM 212 Argumentation and Advocacy (3)  
COM 275 Organizational Communication (3)  
COM 277 Public Relations (3)  
COM 312 Studies in Cinema (3)  
COM 320 Classical Theories of Rhetoric (3)  
COM 325 Contemporary Theories of Rhetoric (3)  
COM 336 Advanced Public Relations Writing (3)  
COM 338 Gender, Race and Communication (3)  
COM 340 Religious Communication (3)  
COM 360 Leadership in Church-Related Organizations (3)  
COM 370 Visual Culture and Communication (3)  
COM 390 Independent Study in Communication (1-3)  
COM 422 Special Topics in Communication (3)  
CRJ 340 Conflict Transformation and Mediation (3)  
THE 224 Drama in Education (3)  
THE 258 Acting (3)  
THE 201 Play Production (3)  
THE 302 Play Direction (3)  
THE 326 History of Theatre (3)

## Minors

### Communication minor (19 hours)

The communication minor enables a student to explore an interest in communication while majoring in another academic discipline. The minor is made up of the following courses:

### Required:

COM 105 Introduction to Journalism (3)  
COM 185 Public Speaking and Persuasion (3)  
COM 195 Interpersonal Communication (3)  
COM 240 Media and Culture (3)  
COM 275 Organizational Communication (3)

### Activity credits: (1 hour)

COM 110 Theatre Activity (.5) or  
COM 111 Student Newspaper Activity (.5) or  
COM 112 Radio Activity (.5) or  
COM 114 Yearbook Activity (.5)

**Electives:** (3 hours)  
Any COM course

### **Theatre minor** (19 hours)

The theatre minor enables a student to explore an interest in dramatic arts while majoring in another academic discipline. The minor is made up of the following courses:

#### **Required:**

COM 110 Theatre Activity (1)  
ENG 367 Shakespeare (3)  
THE 257 Oral Interpretation (3)  
THE 201 Play Production (3)  
THE 302 Play Direction (3)

#### **Electives:** (6 hours selected from the following)

THE 224 Drama in Education (3)  
FCS 364 Historical Costume (3)  
THE 258 Acting (3)  
THE 326 History of Theatre (3)  
THE 390 Independent Study (3)

## **Courses**

### **COM 105 Introduction to Journalism** (3)

Cultivates basic skills and knowledge necessary for a career in print or broadcast journalism. The course covers the history of journalism in the United States, the changing shape of news organizations, basic developments in media law and the essential forms of writing and reporting. Students will learn such basic skills as interviewing, covering meetings and public events, writing news leads and using the inverted pyramid form.

#### **Activity credit** (.5 each)

A maximum of two hours of graduation credit for non-majors and up to 4 hours for majors; a maximum of two hours may be taken in any given area. Student must be enrolled in the activity during the semester for which the credit is received.

Activity credits count as elective credit toward graduation requirements for majors. Supervising faculty determine the requirements needed to receive the activity credit based on individual student need and prior participation of the student. Credit/no credit.

### **COM 110 Theatre Activity** (.5)

Participation in technical and/or performance roles in Bluffton University productions.

### **COM 111 Student Newspaper (The Witmarsum) Activity** (.5)

Participation on the student newspaper staff in both technical and reporting capacities.

### **COM 112 Radio Activity** (.5)

Participation in the production, directing and performance of a radio show on WBWH.

### **COM 114 Yearbook Activity** (.5)

Participation in the publication of the *Ista* yearbook in photography, reporting and graphic design capacities using yearbook resources.

### **COM 185 Public Speaking and Persuasion** (3)

Strengthens students' ethical and social effectiveness in public speaking settings through theoretical and practical knowledge of oral communication and public reasoning practices. The course is designed to provide students with the opportunity to become better public speakers, attentive audience members, and engaged citizens by increasing their awareness of the ethical, technical, and performative dimensions of oral communication, by strengthening their understanding of the logical and persuasive validity of public arguments, and by exercising this knowledge during informative, deliberative, transformative, and ceremonial public speaking occasions.

### **COM 195 Interpersonal Communication** (3)

Explores the principles and practices of effective communication in interpersonal relationships. The course will examine such topics as communication apprehension, self-disclosure, listening, conflict and nonverbal communication as well as provide opportunities to develop specific interpersonal communication skills. This course may be taken as part of the Peace and Conflict Studies minor.

### **COM 210 Small Group Communication** (3)

Explores the theory and practice of small group communication, including such aspects as leadership, critical thinking, listening, decision making, problem solving, agenda setting, conversation management, and conflict resolution. Students will consider the relationship between group decisions and democratic practices.

**COM 212 Argumentation and Advocacy (3)**

Provides theoretical and practical training in argumentation with particular attention to political and organizational contexts that demand advocacy, including deliberative and forensic occasions. The role of practical argument in addressing social conflict peacefully and fairly will be considered throughout the course. Prerequisite: COM 185.

**COM 240 Media and Culture (3)**

The course offers an investigation of the history, technologies and cultural implications of all forms of commercial media in American society. This course is designed to develop in students an appreciation for the cultural significance of the media, an understanding of key theoretical issues in media studies and awareness of key approaches of reading media texts.

**COM 275 Organizational Communication (3)**

Assists students in developing those communication skills needed to succeed in the contemporary organizational environment. In addition to examining the dynamics and ethics of professional communication in business and nonprofit organizations, students will learn how to work on cross-functional teams, lead public meetings, conduct personal interviews and prepare a variety of public presentations such as letters, reports and speeches. Throughout the course, attention will be given to such contemporary organizational issues as institutional power, cultural diversity and professional identity. This course may be taken as part of the Peace and Conflict Studies minor.

**COM 277 Public Relations (3)**

Introduces strategic issues and effective practices of communication between organizations and their constituencies. Includes the study of public opinion research, media relations, public communications campaigns, consumer identity and representational ethics. Students gain practical experience in writing news releases, conducting surveys and designing integrated campaigns. Prerequisite: COM 185.

**COM 305 Writing for the Media (3)**

Focuses on news gathering and writing for print and broadcast media. In addition to learning journalistic research and writing techniques, students become acquainted with practical aspects of publishing including an introduction to desktop publishing. Philosophical and ethical issues are addressed in the course. Lab experiences include field trips, guest lectures and writing for *The Witmarsum*.

**COM 312 Studies in Cinema (3)**

Surveys the history, elements, common themes and the art of watching films. The course examines the role cinema plays in our culture and how our culture shapes cinema, explores ethical and spiritual considerations in relation to a variety of film genres and offers different methods of film analysis for study.

**COM 320 Classical Theories of Rhetoric (3)**

Introduces students to the ancient foundations of the discipline of communication. In it students explore rhetoric in ancient Athens as a social and political practice that both reinforced and contested the longstanding privilege of Athenian aristocracy. They will also study Plato's philosophical critique of what he considered to be rhetoric's essential immortality as well as the first philosophical treatise on rhetoric by his student, Aristotle. Students will then take a look at Isocrates' revision of rhetoric as a force for unity and the common good. Finally, students will engage St. Augustine's argument that rhetoric ought to be used by Christians to make the case for Christian faith in the most persuasive way possible. Throughout the course students will inquire into the relevance of these important divergent views on the uses and moral status of rhetoric today.

**COM 325 Contemporary Theories of Rhetoric (3)**

Explores theories of rhetoric and methods of rhetorical criticism that have been shaped by the modern and postmodern context. Theories and methods examined in the course include neo-aristotelianism, dramatism, postmodernism, cultural studies and deconstruction. Throughout the course particular attention is given to the relationship between discourse and social transformation.

**COM 334 Radio Production (3)**

Provides students with the opportunity to gain the knowledge, skills and techniques needed to produce professional and effective radio programming. Specifically, students learn how to establish a station's identity, organize a broadcasting and production studio, edit program material, produce entertainment and news programming both in-studio and on-location, think through the economics of both commercial and non-commercial radio, and broadcast sporting events. Throughout the course students are not only given the chance to develop skills in each of these areas but also to inquire into the issues related to these specific areas as well as to the whole enterprise of radio broadcasting today.

**COM 336 Advanced Public Relations Writing (3)**

Provides advanced writing instruction for students intending to become public relations professionals with particular attention to writing for the World Wide Web and other mixed and new media venues. Prerequisite: COM 277.

**COM 338 Gender, Race & Communication (3)**

Explores the ways by which gender and race shape understandings of ourselves and others in a variety of communication settings, including mass media, interpersonal relationships, organizational structures, and educational practices. This course seeks to develop in students an appreciation for differences in communication across gender and race lines toward the transformation of social relations and the reconciling of antagonisms.

**COM 340 Religious Communication (3)**

Introduces students to the theory and practice of religious communication in its sermonic, liturgical, deliberative and promotional forms.

The course surveys homiletic theory and explores the role of religious language in congregational worship, decision-making and public relations. Attention is given to such current communication issues as the impact of electronic media on religious messages, the use of gendered language in religious texts and the tension between intimacy and inclusiveness in public worship contexts. Students in the class prepare sermons, write letters of admonition, plan congregational worship services and business meetings, and design church promotional materials.

**COM 345 Video Production (3)**

An introduction to video production through exercises and video productions. Emphasis is placed on understanding video production elements such as story telling, framing, camera angles, scripting, production, post production, sound and lighting. Students will become familiar with the role that software and hardware play in the structuring of visual, auditory, and motion elements to communicate through video. Preequisites: COM105 & COM 334

**COM 360 Leadership in Church-Related Organizations (3)**

In large, formal church-related organizations (i.e. World Vision and Habitat for Humanity) and small, informal ones (i.e. local congregations and neighborhood associations) persons of goodwill join together in the name of Christ to voluntarily serve those in need. This course will suggest to students: 1) the composition of the church-related not-for-profit sector; 2) the contextual variables within that sector which suggest a need for Christian vision and leadership; and 3) the specific competencies required for involvement and leadership in church-related organizations. The following objectives will be pursued: 1) to differentiate by mission and structure the various types of organizations which constitute the not-for-profit sector in general and church-related organizations in particular; 2) to investigate numerous opportunities for involvement in not-for-profit church organizations; and 3) to practice Christian communication and leadership within the not-for-profit sector through selective involvement with voluntary organizations. Throughout the course, such concepts as awareness, empathy, foresight, persuasion and stewardship will be introduced and evaluated. This course is also listed as REL 360.

**COM 365 Feature Writing (3)**

Provides training in conceiving, researching and writing features for newspapers and magazines. Students will learn how to research features in the age of the internet, gather information through personal interviews and construct articles that shape public understanding of significant contemporary issues, personalities and events. The class will also consider legal and ethical questions that accompany such journalistic leadership. Prerequisite: COM 105.

**COM 370 Visual Culture and Communication (3)**

Explores the breadth, characteristics and significance of our increasingly visual culture for human communication. Through the study of visual culture theory and criticism, this course enables students to ask questions about what it means for consciousness, sense of self, relationship to community, encounters with others, etc., to live amidst visual culture. Prerequisite: COM 240.

**COM 390 Independent Study (1-3)**

By arrangement.

**COM 412 New Media (3)**

The course centers on coalescing print journalism and broadcast journalism and repurposing content for the internet. Key principles of broadcast and print journalism are explored. Other areas of inquiry include the challenges and opportunities that the internet as new media presents for traditional print and broadcast journalism. Prerequisites: COM 105 & COM 334.

**COM 417 Communication Ethics (3)**

Explores the ethical issues and dilemmas facing communication professionals and scholars through Anabaptist, other Christian and non-Christian traditions of social ethics. Prerequisite: senior standing.

**COM 422 Special Topics in Communication (3)**

Provides an opportunity for sustained study of a particular theoretical, critical or professional topic within communication.

**COM 425 Internship in Communication (1-4)**

Provides an opportunity to apply communication skills either in a for-profit organization or a non-profit agency. In consultation with an advisor from the communication and theatre department, the student is assigned an organizational supervisor/evaluator at an appropriate business or agency to work at a level commensurate with the student's knowledge and experience. The student works with the organizational representatives to develop a plan that accommodates the needs of the organization and recognizes the level of the student. Communicative skills that may be utilized in this experience include: public speaking, interviewing, writing, editing, human resource management, journalism, broadcasting and leadership in meetings or developing audio/video tools for the organization.

## Theatre Courses

**THE 224 Drama in Education (3)**

The focus will be on incorporating drama skills and activities into programming and curriculum for children and youth. We will use process-oriented drama to explore subject matter, strengthen drama skills, strengthen conflict resolution skills, and enhance critical thinking. After participating in professor-led dramas, students will design their own drama labs and lead them with the class as well as with a group of elementary school children.

**THE 257 Oral Interpretation (3)**

Offers practice in the art of reading aloud. The course is designed to develop understanding of literature and the ability to share this insight with listeners. It also gives students an opportunity to plan an oral reading.

**THE 258 Acting (3)**

Introduces the theory and technique of acting. Students participate in the use of the voice and body in short scenes from plays.

**THE 201 Play Production (3)**

Aids the student in preparing a play for performance. The course deals with script selection and analysis, character analysis, set, lighting, costume and makeup design. The student will select a one-act play on which to apply the various principles necessary for production preparation. Laboratory experience required through technical work on the current campus theatre production.

**THE 302 Play Direction (3)**

Guides the student through the creative process of preparing a one-act play for performance. Course includes casting, rehearsing and performance, followed by a written evaluation of that experience including audience response. Student directors create a prompt book and direct scripts of choice approved by instructor. One-act plays are performed for college audience during "Night of One-Acts."

**THE 326 History of Theatre (3)**

Surveys stagecraft and acting from the Greek theatre to the present. This includes a study of one or more plays from each major era.

**THE 390 Independent Study (1-3)**

By arrangement.

## COMMUNICATION IN CHURCH ORGANIZATIONS

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The purpose of the communication in church organizations program at Bluffton University is to prepare students for leadership in Christian church, mission and other ministry institutions through an interdisciplinary program combining training in the communication arts and the disciplines of church history, theology and ministry. Of central importance to this training at Bluffton University is the peace-building commitment rooted in a Christian theology of love for enemies and solidarity with outsiders. This particular theological identity is developed in a thorough study of the scriptures, of Anabaptist theology, and of the ethics of nonviolence and is then applied to the practical communication problems associated with contemporary organizations in their various missional settings.

The communication in church organizations program will train persons for a variety of leadership roles in Christian organizations while not replacing either the need for graduate education in preparation for pastoral leadership or the need for managerial training in preparation for other advanced leadership roles.

All students enrolled in the communication in church organizations program will declare a major in either communication or religion. By completing the requirements for their major, they will also complete the requirements in one of the lists below. To complete the program, then, they will also need to successfully complete each of the courses listed in the department in which they are not pursuing the major.

**Core course:**

(for all students completing the program, 3 hours)  
COM/REL 360 Leadership in Church-related Organizations (3)

**Communication courses:**

(for religion majors, 20 hours)  
COM 185 Public Speaking and Persuasion (3)  
COM 195 Interpersonal Communication (3)  
CRJ 340 Conflict Transformation and Mediation (3)  
COM 275 Organizational Communication (3)  
    or COM 277 Public Relations (3)  
COM 320 Classical Theories of Rhetoric (3)  
COM 340 Religious Communication (3)  
COM 417 Communication Ethics (3)

**Religion courses:**

(for communication majors, 21 hours)  
REL 230 Christian Worship (2)  
REL 311 Jesus (3)  
    or REL 320 Historical and Theological Studies (3)  
REL 322 Methods of Biblical Interpretation (3)  
    or REL 312 Exegetical Studies (3)  
REL 350 History of Christianity (3)  
    or REL 359 Mennonite History and Thought (3)  
REL 325 Sacred and Civil Religion in America (3)

## COMPUTER SCIENCE AND TECHNOLOGY

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In an information age characterized by rapid and powerful change, Bluffton University recognizes the need for flexibility in delivering academic programs in the area of computer science and information technology. These programs are delivered through the mathematics, computer science and technology department. The department uses a collaborative approach designed to prepare majors for advanced study and high tech professions and to ensure a program design that anticipates changes in knowledge requirements and professional opportunities for graduates.

Three majors are available: computer science, information technology, and information systems. Minors are offered in computer science, information technology, and graphic design (offered through the art department).

### Computer Science

The computer science major is designed to provide students with a current, comprehensive knowledge of computer science and with a strong problem-solving orientation designed to prepare students for professional careers or graduate study in this ever-growing field. This is accomplished by placing the fundamental computer science core subjects within a framework of mathematics, science and the standard liberal arts program.

The computer science core subject curriculum is aimed at developing competency through hands-on experiences. The mathematics and science components allow development of the technical background one expects a computer scientist to possess. The liberal arts component of the program provides the essential non-technical skills necessary for a successful career.

### Computer Science major (59 hours)

#### Computer science courses: (36 hours)

CPS 108 Computer Programming (3)  
CPS 112 Data Structures & Algorithms (3)  
CPS 220 Introduction to Object-oriented Programming (3)  
CPS 221 Applications in Object-oriented Programming (2)  
CPS 320 Numerical Analysis (3)  
CPS 322 Database Systems (3)  
CPS 331 Programming Languages and Compilers (3)  
CPS 333 Systems Programming (3)  
CPS 341 Operating Systems (3)  
CPS 343 Network and Systems Administration (3)  
CPS 350 Computer Organization and Assembly Language (3)  
CPS 352 Digital Electronics and Computers (4)

#### Mathematics courses: (13 hours)

MAT 135 Calculus 1 (5)  
MAT 136 Calculus 2 (5)  
MAT 220 Discrete Mathematics (3)

#### Physics courses: (10 hours)

PHY 211 Physics for Science and Engineering I (5)  
PHY 212 Physics for Science and Engineering 2 (5)

### Computer Science minor (20-21 hours)

The computer science minor allows students desiring a computer background within another major to obtain a solid foundation in the field. Following the required core courses, students minoring in computer science are able to take as electives those upper level computer science courses that best fit their professional needs. This minor is not available to those students majoring in information systems.

#### Required computer science courses: (11 hours)

CPS 108 Computer Programming (3)  
CPS 112 Data Structures & Algorithms (3)  
CPS 220 Introduction to Object-oriented Programming (3)  
CPS 221 Applications in Object-oriented Programming (2)

Three additional courses must be taken from the following list: (9-10 hours)

CPS 320 Numerical Analysis (3)  
CPS 322 Database Systems (3)

CPS 331 Programming Languages and Compilers (3)  
CPS 333 Systems Programming (3)  
CPS 341 Operating Systems (3)  
CPS 343 Network and Systems Administration (3)  
CPS 350 Computer Organization and Assembly Language (3)  
CPS 352 Digital Electronics and Computers (4)

## Information Technology

The information technology major stresses the understanding of computer-based media, programming through an intermediate level, and critical judgment and communication skills. The information technology major prepares students for jobs as project managers, Web masters, and computer experts in small business, education, or creative design environments. The core courses overlap with the computer science and information systems majors, while emphasizing Web-programming environments like scripting language, database structure, and media. The information technology major has a core of courses and allows students to select 12 hours from technology, business, and graphic art courses according to their interests.

### Information Technology major (63 hours)

#### Core courses: (51 hours)

TEC 100 Information Technology and Media (3)  
TEC 102 Using Microcomputers 2 (2)  
TEC 200 Scripting Languages (3)  
TEC 385 Technology Practicum 1 (2)  
TEC 485 Technology Practicum 2 (2)  
TEC 400 Technology, Ethics and Society (3)  
ART 202 Design 1 (3)  
ART 245 Introduction to Computer Graphic Design (3)  
ART 350 Internet Design (3)  
COM 185 Public Speaking and Persuasion (3)  
COM 305 Writing for the Media (3)  
    or ENG 207 Professional and Technical Writing (3)  
CPS 108 Computer Programming (3)  
CPS 112 Data Structures and Algorithms (3)  
CPS 220 Introduction to Object-oriented Programming (3)  
CPS 322 Database Systems (3)  
EBA 325 E-Commerce (3) (Prerequisites waived)  
EBA 356 Principles of Marketing (3) (Prerequisites waived)  
EBA 369 Introduction to Information Systems (3) (Prerequisites waived)

#### Electives selected from the following: (12 hours)

ART 255 Graphic Design I: Desktop Publishing (3)  
ART 265 Graphic Design II: Photo Editing (3)  
ART 270 Graphic Design III: Illustrating (3)  
ART 345 Typography (3)  
ART 360 Corporate Identification (3)  
COM 240 Media and Culture (3)  
COM 352 Gender, Race and Media (3)  
COM 370 Visual Culture and Communication (3)  
CPS 221 Applications in Object-oriented Programming (3)  
CPS 341 Operating Systems (3)  
CPS 343 Network and Systems Administration (3)  
EBA 354 Principles of Management (3)  
EBA 376 Business Intelligence (3)

### Information Technology minor (20 hours)

TEC 100 Information Technology and Media (3)  
TEC 200 Scripting Languages (3)  
TEC 385 Technology Practicum 1 (2)  
TEC 400 Technology, Ethics and Society (3)  
ART 245 Introduction to Computer Graphic Design (3)  
CPS 108 Computer Programming (3)  
EBA 369 Introduction to Information Systems (3)

## Information Systems

The information systems major is a blend of computer science, economics/business/accounting, and information systems courses. Graduates would be expected to pursue careers involving the use and management of information within a business or organization.



## **Information Systems major** (56 hours)

### **Required computer science courses:**

CPS 108 Computer Programming (3)  
CPS 112 Data Structures and Algorithms (3)  
CPS 220 Introduction to Object-oriented Programming (3)  
CPS 221 Applications in Object-oriented Programming (2)  
CPS 322 Database Systems (3)  
CPS 341 Operating Systems (3)  
CPS 343 Network and Systems Administration (3)  
CPS 350 Computer Organization & Assembly Language (3)

### **Required EBA courses:**

EBA 141 Principles of Macroeconomics (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 152 Principles of Accounting 2 (3)  
EBA 245 Business Law (3)  
EBA 354 Principles of Management (3)  
EBA 355 Production & Operations Management (3)  
EBA 356 Principles of Marketing (3)  
EBA 364 Human Resource Management (3)

### **Required information systems courses:**

EBA 369 Introduction to Information Systems (3)  
EBA 376 Business Intelligence (3)

### **Required mathematics course:**

MAT 220 Discrete Mathematics (3)

In addition to the above courses, some graduate programs will expect the student to have courses in calculus and statistics, as well as more courses in computer science and business administration. Information systems majors should work closely with their advisor(s) to be sure they fulfill all the expectations for the next phase of their education.

## **Computer Science courses**

### ***CPS 108 Computer Programming*** (3)

This course is an introduction to computer programming which emphasizes the application of fundamental principles to problem solving and programming techniques. Structured programming concepts using a C-type programming language are stressed. Some familiarity with computers is assumed.

### ***CPS 112 Data Structures and Algorithms*** (3)

This course is a study of the design of data structures and the analysis of the algorithms used to manipulate them. The fundamental concepts studied in this course serve as a foundation for the advanced computer science concepts studied in later courses. Topics include data types, records, recursion, queues, stacks, linked lists, trees, graphs, searching, sorting, algorithm complexity and classes of algorithms. Software engineering principles are introduced. Prerequisite: CPS 108.

### ***CPS 220 Introduction to Object-oriented Programming*** (3)

This course is an introduction to the object-oriented programming paradigm. Emphasis is placed on methods, objects, graphics, graphical user interfaces and components, applets and applications, and program development tools. Prerequisite: CPS 112.

### ***CPS 221 Applications in Object-oriented Programming*** (2)

This course focuses on the application of the object-oriented programming paradigm using Java. Areas covered include multithreaded applications, internationalization and security issues, graphics and animation, and simulation. Students work on a term project in their area of interest. Prerequisite: CPS 220.

### ***CPS 320 Numerical Analysis*** (3)

This course focuses on the applications of the computer in science and mathematics. Topics include calculation of functions, roots of equations, integration, Fourier analysis, differential equations, Monte-Carlo methods, and curve fitting. Lectures present the concepts of the numerical analysis topics covered and their corresponding algorithms; students are expected to be familiar with the underlying mathematical concepts and the programming methodology necessary for algorithm implementation. Prerequisites: CPS 108 and MAT 136. Offered alternate years.

### ***CPS 322 Database Systems*** (3)

This course has its primary focus on the relational model for database organization. Topics include the relational data structure, relational algebra, normalization, integrity, recovery, concurrency and distributed databases. Assignments include team projects involved in the various stages of information systems development: definition, design, implementation, testing, and documentation. Prerequisite: CPS 112. Offered alternate years.

**CPS 331 Programming Languages and Compilers (3)**

This course studies the design and implementation of modern programming languages, compilers, and interpreters. Concepts of data representation, storage allocation, scope, code generation, lexical analysis, and parsing of context-free grammars are examined. Students design and implement a simple compiler. Prerequisite: CPS 221. Offered alternate years.

**CPS 333 Systems Programming (3)**

This course focuses on the writing of programs that utilize web, network, and operating system services in order to perform a task. Topics include Internet protocols, CGI, RPC, XML, DOM, SOAP, and AJAX. Operating shell programming is also introduced. Prerequisite: CPS 221. Offered alternate years.

**CPS 341 Operating Systems (3)**

Students are provided with an examination of the characteristics of modern operating systems and its related software. Topics include process and memory management, scheduling issues, performance metrics, and concurrent programming. Case studies of various operating systems are conducted. Prerequisite: CPS 220 or junior standing. Offered alternate years.

**CPS 343 Network and Systems Administration (3)**

This course deals with issues involving both network configuration and systems administration. The OSI layered reference model serves as an outline to the course. Topics include the physical architecture of computer networks, networking protocols and services, resource management, directory services, system and network security/privacy, and network and system monitoring. A special emphasis is placed on understanding TCP/IP and various related services (DNS, DHCP, SMTP, HTTP, LDAP). In addition, Windows NT Server is frequently used as a case study. Prerequisite: CPS 341. Offered alternate years.

**CPS 350 Computer Organization and Assembly Language (3)**

Students are provided with an introduction to computer hardware organization, the instruction execution cycle, and the relationship between machine/assembly languages and high-level programming languages. The Intel 8086 family of microprocessors is used to provide opportunities for machine and assembly language programming. Architectural and organizational issues are also addressed. Prerequisite: CPS 220 or junior standing. Offered alternate years.

**CPS 352 Digital Electronics and Computers (4)**

This course presents a study of digital electronics and an overview of its use in computers. Topics include logic, logic integrated circuits, processors, memory, processor-peripheral communication, and instrument interfacing. Prerequisites: CPS 350 and PHY 212. Offered alternate years.

**CPS 390 Independent Study in Computer Science (credit varies)**

By arrangement.

**CPS 399 Special Topics in Computer Science (credit varies)**

By arrangement.

**Technology courses****TEC 100 Information Technology and Media (3)**

This course provides students with the skills and knowledge needed to use digital technology and media creatively and effectively. Students work in small groups with defined responsibilities and create multimedia projects both within the group and as individuals. Media tools and resources presently available to the student are explored, and electronic communications skills are emphasized throughout the course. The course builds on basic computer skills with an emphasis on media and communications tools such as PowerPoint, HTML, e-mail, the internet and the basics of how a network functions, as well as digital imaging and editing, basic digital audio, video and streaming technology.

**TEC 102 Using Microcomputers 2 (2)**

Designed to provide familiarity with data processing using microcomputers in a hands-on environment. Coverage includes spreadsheet software and database software. Prerequisites: Students who have had some exposure to computers may take TEC 102 without further prerequisites.

**TEC 200 Scripting Languages (3)**

A study of the basic concepts of scripting languages, their history and development, and their uses as they relate to web-based applications and e-business. Students learn to build and use simple scripts to run within various applications with an emphasis on JavaScript within HTML and ActionScript within Flash. Prerequisites: TEC 100 or permission of instructor.

**TEC 385 Technology Practicum 1 (2)**

A supervised work/study technology placement in a campus or business setting consistent with the student's interest and career goals. Students enrolled in the practicum also meet one hour monthly to discuss their experiences with one another and with the instructor.

**TEC 400 Technology, Ethics and Society (3)**

Students explore, both individually and in small groups, emerging technologies and the literature on technology as it relates to society. Instructors emphasize the social, ethical and political implications of current and emerging digital technology. Through readings, discussions and projects, students consider selected issues. Students also use technology for communication, research and discussion, both to reinforce technology skills and to stimulate a dialogue about the impact of technology on human interaction and culture. Prerequisites: TEC 100, junior standing, or permission of instructor.

### **TEC 485 Technology Practicum 2 (2)**

A supervised work/study technology placement in an off-campus setting consistent with the student's interest and career goals. Students enrolled in the practicum also meet one hour monthly to discuss their experiences with one another and with the instructor.

### **Information Systems courses**

Courses specific to information systems are described here.

### **EBA 369 Introduction to Information Systems (3)**

A survey of an organization's information needs and the tools and strategies required to satisfy and manage those needs.

Prerequisites: EBA 354, EBA 356, CPS 112.

## **CRIMINAL JUSTICE**

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Criminal justice is a multidisciplinary major consisting of a core of required courses in criminal justice combined with a foundation in the discipline of sociology. Beyond the core of academic work in this major, students may choose a concentration of study to prepare for a variety of professional settings. Hands-on learning is available through internships and field experiences in a variety of settings, such as prisons, juvenile services, courts, and mediation centers. The criminal justice major emphasizes the philosophy of restorative justice in courses and applied work. This foundation, with the criminal justice courses and related electives, provides a unique and rigorous major of 56 hours.

### **Major (56 hours)**

#### **Required courses: (44 hours)**

CRJ 180 Law, Justice and Society (3)  
CRJ 200 Introduction to the Criminal Justice System (3)  
CRJ 201 Introduction to the Juvenile Justice System (3)  
CRJ 275 Criminology (3)  
CRJ 303 Constitutional Law (3)  
CRJ 340 Conflict Transformation and Mediation (3)  
CRJ 345 Restorative Justice Theory and Practice (3)  
CRJ 351 Corrections (3)  
CRJ 385 Criminal Justice Practicum (3-6)  
PSY 110 Introduction to Psychology (3)  
PSY 310 Personality (3)  
    or PSY 340 Abnormal Psychology (3)  
SOC 152 Introduction to Sociology (3)  
SOC 264 Sociological Theory (3)  
SOC 362 Methods of Social Research (3)  
SOC 466 Senior Seminar (2)

#### **Electives from the following: (12 hours)**

CRJ 310 Criminal Law and Procedure (3)  
CRJ 320 Family Violence (3)  
CRJ 325 Interventions in Corrections (3)  
CRJ 350 Law Enforcement: Theory and Practice (3)  
CRJ 380 Integrative Studies in the Criminal Justice System (3)  
CRJ 390 Independent Study (1-3)  
HPR 167 Drug Education\* (2)  
PSY 258 Social Psychology (3)  
PSY 310 Personality (3)  
    or PSY 340 Abnormal Psychology (3)  
REL 373 War, Peace and Nonviolence (3)  
SOC 225 Race and Ethnicity in American Society: History and Current Realities (3)  
SOC 242 Social Problems and Public Policy (3)  
SWK 141 Understanding Social Welfare (3)

- HPR 167 is required for registration as a candidate for certification as a chemical dependency counselor. Other courses will also support this registration process; please consult criminal justice/sociology faculty for additional related materials.

## **Minor** (21 hours)

### **Required:**

CRJ 180 Law, Justice and Society (3)  
CRJ 200 Introduction to the Criminal Justice System (3)  
CRJ 201 Introduction to the Juvenile Justice System (3)  
CRJ 275 Criminology (3)  
CRJ 340 Conflict Transformation and Mediation (3)  
CRJ 345 Restorative Justice Theory and Practice (3)  
One additional criminal justice course (3)

## **Courses**

### ***CRJ 180 Law, Justice and Society*** (3)

An examination of the different policy options for the criminal justice system, with particular attention to the connection between law and justice. The limits of law as a means of resolving disputes and maintaining social order are also examined. The course addresses the complex elements of "justice" and the difficulties of administering justice in a democratic society by examining the social construction of law throughout history. The course looks at one particular alternative to the present criminal justice system and administration of law called restorative justice. The third section of the course critically addresses a number of specified legal policies in the United States.

### ***CRJ 200 Introduction to the Criminal Justice System*** (3)

A study of the agencies, institutions, and processes of the criminal justice system - legislature, police, attorney, courts, and corrections; the definitions of crime, legal defenses, and limits of the law; constitutional and procedural considerations affecting arrest, search, and seizure; kinds and degrees of evidence; cases and materials affecting criminal law, prosecution, defense, and the courts.

### ***CRJ 201 Introduction to the Juvenile Justice System*** (3)

A study of the agencies, institutions, and processes of the juvenile justice system; historical and social-scientific evaluation of judicial decisions affecting the development and operation of the juvenile justice system from the police investigation to adjudication and final disposition.

### ***CRJ 275 Criminology*** (3)

A social-scientific, theoretical survey of the nature of crime, including causal factors and theories and procedures in prevention and treatment; evaluation of basic assumptions and philosophies of corrections. Prerequisite: SOC 152 or PSY 110. This course is also listed as SOC 275.

### ***CRJ 303 Constitutional Law*** (3)

A specialized course of study focusing upon a significant theme or topic in political science. Topics may include Canadian or European politics, the American presidency, voting behavior, state and local government, or international conflict resolution. May be taken more than once with different topics.

### ***CRJ 310 Criminal Law and Procedure*** (3)

This course focuses on the study of substantive criminal law and criminal procedure in the courts of Ohio and the U.S. Federal system. A case study method is used to analyze criminal law in the United States, the manner in which cases are processed through the criminal system, and the influences affecting their outcome. Prerequisites: CRJ 180 and CRJ 200.

### ***CRJ 320 Family Violence*** (3)

Violent family life has largely been hidden from public analysis. In this class we critically examine the emergence of intimate violence as a social problem, are exposed to experiences of persons involved with family violence, explore various explanations for violence in families, and analyze various prevention and policy measures. In each of these cases, attention is paid to the impact (or non-impact) of demographic factors, such as ethnicity, race, and religion, on the occurrence and effect of intimate violence. This course is also listed as SOC 320. This course may be taken as part of the Women's Studies minor.

### ***CRJ 325 Interventions in Corrections*** (3)

Survey of the theoretical basis for assessing the social and/or therapeutic approaches to the control and rehabilitation of criminal behavior in a correctional context.

### ***CRJ 340 Conflict Transformation and Mediation*** (3)

This course has three primary goals: 1) to provide students with an overview of the conflict transformation movement; 2) to provide basic introductory training for students in the practice of interpersonal conflict resolution and mediation in a variety of settings; 3) to encourage students to consider the deeper issues that underlie conflict, violence, and war in our society, including issues of culture, power, and politics. The issues involved in this class concern matters ranging from interpersonal relationships to youth violence and international peace and reconciliation. This course may be taken as part of the Peace and Conflict Studies minor.

### ***CRJ 345 Restorative Justice Theory and Practice*** (3)

An exploration of the philosophy and practice of restorative justice, a new paradigm for how we view and treat criminal events. The course is designed to encourage an in-depth understanding of the needs of victims, offenders, and communities in the processing and comprehension of criminal events. The course takes a critical look at the current system of criminal justice and critically examines the alternatives that restorative justice offers. This course may be taken as part of the Peace and Conflict Studies minor.

**CRJ 350 Enforcement: Theory and Practice (3)**

Survey of the police role in American life. Focus shared between the police as a formal organization in patrol and investigative operations and the police as a social, psychological, or subcultural type. Primary attention given to the relationship of communal security and consent to governmental authority and to the role of the police in the maintenance of order.

**CRJ 351 Corrections (3)**

Survey of the correctional system from both a historical and analytical perspective. The course focuses on a variety of topics including sentencing strategies and punishment rationale in democratic societies, the philosophy and effectiveness of rehabilitation, individual adjustment and inmate organization in both male and female prisons, constitutional issues, access and remedies in addressing prisoner's rights, and emerging restorative alternatives to corrections.

**CRJ 380 Integrative Studies in the Criminal Justice System (3)**

An interdisciplinary study of management, institutional, philosophical, or research concerns in selected system-wide problems and topics in criminal justice.

**CRJ 385 Criminal Justice Practicum (3-6)**

A supervised work/study placement in a setting consistent with the student's interests and career goals. Prerequisites: junior or senior status in the major (or related major) and permission of the faculty supervisor. May be repeated for a total of 6 hours; with 3 hours credited to general electives and/or a related major (with permission of major professor).

**CRJ 390 Independent Study (1-3)**

By arrangement.

## ECONOMICS, BUSINESS ADMINISTRATION AND ACCOUNTING

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The economics, business administration and accounting department aims: 1) to provide essential education in the areas of economics, business administration and accounting for students seeking careers in business, government, not-for-profit institutions and teaching; 2) to make available a sufficient foundation in the disciplines of economics, business administration, accounting and related areas such as mathematics to qualify students for graduate study in economics, business administration, or accounting and for professional certification; and 3) to advance an understanding of the economic aspects of our society as one basis for more intelligent citizenship and participation in contemporary society. In the last aim the department seeks to serve not only its majors, but all students of the university.

### Majors

Students may select majors in: Accounting, Business Administration, Economics or Marketing..Note that students may also consider an information systems major, which has a strong business emphasis and is housed in the mathematics, computer science and technology department. Students may select any two of the four majors offered by the department. For the double major, required courses common to the two majors may count in each, but elective courses may count in only one of the two majors. Students desiring a double major should consult with their advisor for details.

**Accounting major (44 hours)****Required: (38 hours)**

EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 152 Principles of Accounting 2 (3)  
EBA 245 Business Law (3)  
EBA 250 Intermediate Accounting 1 (3)  
EBA 251 Intermediate Accounting 2 (3)  
EBA 255 Cost Accounting (3)  
EBA 284 General Statistics (3)  
EBA 343 Intermediate Managerial Accounting (3)  
EBA 353 Money and Banking (3)  
TEC 102 Using Microcomputers 2 (2)  
MAT 115 Business Calculus (3)  
or MAT 135 Calculus 1 (5)

In addition, the student selects a minimum of 6 hours from the following.

EBA 300 Internship (3)  
EBA 320 Accounting Information Systems (3)  
EBA 346 Auditing (3)  
EBA 352 Government and Not-for-profit Accounting (3)  
EBA 372 Personal Income Tax Accounting (3)  
EBA 374 Corporate and Partnership Income Tax Accounting (3)

Accounting majors need to have completed 150 semester hours of college level courses to sit for the Ohio CPA examination. This can be accomplished by either completing 150-hour bachelor's degree or participating in one of our 4+1 programs (four-year BA plus one-year MBA) with the MBA completed at a nearby university. See your advisor for details.

We encourage all students interested in sitting for the Ohio CPA examination to take EBA 346, EBA 372 and EBA 374.

### **Business Administration major** (50 hours)

**Required:** (35 hours)

EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 152 Principles of Accounting 2 (3)  
EBA 284 General Statistics (3)  
EBA 353 Money and Banking (3)  
EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)  
EBA 366 Principles of Finance (3)  
EBA 380 Corporate Strategy (3)  
TEC 102 Using Microcomputers 2 (2)  
MAT 115 Business Calculus (3)  
or MAT 135 Calculus 1 (5)

**Electives:** A minimum of 6 hours from the following list

COM 275 Organizational Communication (3)  
EBA 232 Intermediate Microeconomics (3)  
EBA 233 Intermediate Macroeconomics (3)  
EBA 245 Business Law (3)  
EBA 300 Business Internship (3 hours may be counted)  
EBA 355 Production and Operations Management (3)  
EBA 369 Introduction to Information Systems (3)

In addition, the student selects a minimum of 9 hours from the department with the advice and consent of the faculty advisor to complete the comprehensive business administration program or a field of concentration. Many programs are possible depending on the student's interest, but the following have been designed to meet some of the more common possibilities: comprehensive business administration, finance, human resource management, international business, management, management of information systems, marketing, and public administration.

Additional courses in the department or related fields of mathematics, computer science, psychology and sociology can be used to complement the major.

#### ***Comprehensive Business Administration program***

This program is designed for students who prefer a broad business preparation for a variety of careers in business, government, public or social service organizations. For this program a minimum of 9 hours is selected from department courses representing the various disciplines, including accounting, economics, management, marketing, finance and international business courses.

#### ***Finance concentration***

A minimum of 9 hours selected from the following courses:

EBA 250 Intermediate Accounting 1 (3)  
EBA 251 Intermediate Accounting 2 (3)  
EBA 343 Intermediate Managerial Accounting (3)  
EBA 367 Financial Investments (3)  
EBA 368 Financial Institutions (3)  
EBA 371 International Trade and Investment (3)

#### ***International Business concentration***

A minimum of 9 hours (6 hours from the EBA department) selected from the following courses:

EBA 371 International Trade and Investment (3)  
EBA 382 Economic Development and the Environment (3)  
HIS 245 Regional and National Studies (3)  
LAS 342 Cross-cultural/Service Learning Experience (4)

#### ***Human Resource Management concentration***

A minimum of 9 hours selected from the following courses:

CRJ 340 Conflict Transformation and Mediation (3)  
EBA 347 Labor Economics (3)  
EBA 364 Human Resource Management (3)  
PSY 230 Tests and Measurements (3)

**Management concentration**

A minimum of 9 hours selected from the following courses:

- COM 360 Leadership in Church-Related Organizations (3)
- EBA 343 Intermediate Managerial Accounting (3)
- EBA 347 Labor Economics (3)
- EBA 355 Production and Operations Management (3)
- EBA 364 Human Resource Management (3)
- EBA 359 Entrepreneurship (3)
- EBA 369 Introduction to Information Systems (3)

**Management of Information Systems concentration**

A minimum of 9 hours selected from the following courses:

- CPS 108 Computer Programming (4)
- EBA 320 Accounting Information Systems (3)
- EBA 325 E-Commerce (3)
- EBA 369 Introduction to Information Systems (3)
- EBA 376 Business Intelligence (3)

**Marketing concentration**

A minimum of 9 hours selected from the following courses:

- EBA 325 E-Commerce (3)
- EBA 357 Marketing Research (3)
- EBA 358 Consumer Behavior (3)
- EBA 360 Sales (3)
- EBA 362 Advertising (3)
- EBA 363 Marketing Management (3)
- FCS 412 Merchandise Planning and Buying (3)

**Public Administration concentration**

A minimum of 9 hours selected from the following courses:

- EBA 351 Public Finance (3)
- EBA 352 Government and Not-for-profit Accounting (3)
- EBA 364 Human Resource Management (3)
- COM 360 Leadership in Church-Related Organizations (3)

**Economics major (38 hours)**

**Required:** (35 hours)

- EBA 141 Principles of Macroeconomics (3)
- EBA 142 Principles of Microeconomics (3)
- EBA 232 Intermediate Microeconomics (3)
- EBA 233 Intermediate Macroeconomics (3)
- EBA 284 General Statistics (3)
- EBA 347 Labor Economics (3)
- EBA 351 Public Finance (3)
- EBA 353 Money and Banking (3)
- EBA 371 International Trade and Investment (3)
- EBA 382 Economic Development and the Environment (3)
- EBA 400 Economics and Business Seminar (2)
- MAT 115 Business Calculus (3)  
or MAT 135 Calculus 1 (5)

**In addition**, the student selects one, three-hour upper level business course or internship related to the field with the advice and consent of the faculty advisor.

Students planning to go to graduate school for economics should take EBA 385 Introduction to Econometrics as a directed study and are strongly encouraged to take the calculus sequence as well as linear algebra, probability and statistics and differential equations.

**Marketing Major (50 hours)**

**Required:** (38-41 Hours)

- COM 275 Organizational Communication (3)
- EBA 141 Principles of Macroeconomics (3)
- EBA 142 Principles of Microeconomics (3)
- EBA 151 Principles of Accounting I (3)
- EBA 152 Principles of Accounting II (3)
- EBA 284 General Statistics (3)
- EBA 325 E-Commerce (3)

EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)  
EBA 363 Marketing Management (3)  
EBA 366 Principles of Finance (3)  
MAT 115 Business Calculus  
or MAT 135 Calculus (5)  
TEC 102 Using Microcomputers 2 (2)

### **Promotions & Branding Concentration**

(12 semester hours required at least 6 must be EBA courses)

ART 245 Intro to Computer Graphic Design (3)  
ART 350 Internet Design (3)  
COM 185 Public Speaking & Persuasion (3)  
COM 195 Interpersonal Communication (3)  
COM 277 Public Relations (3)  
COM 336 Advanced Public Relations Writing (3)  
EBA 245 Business Law (3)  
EBA 300 Internship (3)  
EBA 360 Sales (3)  
EBA 362 Advertising (3)  
FCS 412 Merchandise Planning & Buying (3)

### **Market Research Concentration**

(12 semester hours required at least 6 must be EBA courses)

EBA 300 Internship (3)  
EBA 357 Marketing Research (3)  
EBA 358 Consumer Behavior (3)  
EBA 376 Business Intelligence (3)  
PSY 230 Test & Measurements (3)  
SOC/PSY 258 Social Psychology (3)  
SOC 362 Methods of Social Research (3)

## **Minors**

Students may select one of the following: a minor in accounting, a minor in business administration, or a minor in economics. Courses required for a minor may not be taken as an elective in a major, nor may elective courses count towards a major and a minor.

### **Accounting minor (18 hours)**

#### **Required:**

EBA 151 Principles of Accounting 1 (3)  
EBA 152 Principles of Accounting 2 (3)  
EBA 250 Intermediate Accounting 1 (3)  
EBA 251 Intermediate Accounting 2 (3)  
Two electives in accounting (6)

### **Business Administration minor (20-21 hours)**

#### **Required:**

EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 152 Principles of Accounting 2 (3)  
EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)

One additional 200 level or higher course from the department offerings.

### **Economics minor (21 hours)**

#### **Required: (12 hours)**

EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 284 General Statistics (3)  
EBA 353 Money and Banking (3)

#### **Electives (9 hours)**

EBA 232 Intermediate Microeconomics (3)  
EBA 233 Intermediate Macroeconomics (3)  
EBA 347 Labor Economics (3)



EBA 351 Public Finance (3)  
EBA 371 International Trade and Investment (3)  
EBA 382 Economic Development and the Environment (3)

## **Courses**

### ***EBA 141 Principles of Macroeconomics*** (3)

An introduction to the American economy, the nature and method of economics and the economizing problem. Topics include national income, employment, inflation, fiscal and monetary policy, economic stability and economic growth.

### ***EBA 142 Principles of Microeconomics*** (3)

A continuation of EBA 141. Emphasis is on decision-making by households and resource allocation by business firms. Topics include the different types of market structures, the resource markets, consumer behavior and international trade. Prerequisite: EBA 141.

### ***EBA 151 Principles of Accounting 1*** (3)

An introduction to the concepts and uses of financial information, the preparation of financial statements, analysis of the effect of transactions on the financial position of a company and the study of ethics in business situations.

### ***EBA 152 Principles of Accounting 2*** (3)

A continuation of EBA 151 with an emphasis on the uses of accounting information, an interdisciplinary approach to managerial accounting concepts of planning, controlling and decision-making and the application of ethics. Prerequisite: EBA 151.

### ***EBA 232 Intermediate Microeconomics*** (3)

This course applies the principles of economics to an economic analysis of producer and consumer behavior. The emphasis is on indifference curve, isoquant analysis, the theory of price, cost and market structure and their application to current issues. Prerequisites: EBA 141 and EBA 142. Offered alternate years.

### ***EBA 233 Intermediate Macroeconomics*** (3)

This course applies the principles of economics to an economic analysis of unemployment, inflation and economic growth. Emphasis is on determining policies for achieving macroeconomic goals and controversies among various schools of thought. Prerequisites: EBA 141, EBA 142 and satisfactory completion of the department's minimum mathematics requirement. Offered alternate years.

### ***EBA 245 Business Law*** (3)

A study of the general principles of law which are especially useful in business: contracts, property, credit transactions, negotiable instruments and business organizations. Prerequisite: sophomore standing.

### ***EBA 250 Intermediate Accounting 1*** (3)

Development and analysis of accounting theory underlying accepted accounting methods and the method of applying that theory will be covered. Financial reporting focus emphasizes the disclosure requirement in accordance with generally accepted accounting principles and the application of ethics. Prerequisites: EBA 152.

### ***EBA 251 Intermediate Accounting 2*** (3)

Continuation of EBA 250 with further study regarding investments, long-term liabilities, taxes, the equity section of the balance sheet, financial statement analysis and the application of ethics. Prerequisite: EBA 250.

### ***EBA 255 Cost Accounting*** (3)

Emphasizes accounting procedures and principles applicable to the determination of cost of material used, labor employed and overhead expense incurred. Covers analysis and use of the above data in the decision-making process relating to the control of the business firm and the application of ethics. Prerequisite: EBA 152. Offered alternate years.

### ***EBA 284 General Statistics*** (3)

A study of applied statistics for economics, business, and other social, behavioral, or natural sciences. This course covers descriptive statistics and statistical inference for parametric and non-parametric situations (z- and t-tests, analysis of variance, correlation, linear regression, and chi-square), including related computer applications. Prerequisites: MAT 100 or MAT 105 or placement into MAT 114. This course is also listed as PSY 284 and SOC 284.

### ***EBA 300 Internship*** (Hours arranged by director, maximum 12 hours)

An internship program allows the student to apply classroom learning to a work experience. Seminars and writing are also a part of the course requirement. By permission of the program director. Credit/no credit.

### ***EBA 320 Accounting Information Systems*** (3)

The purpose of this course is to introduce the student to accounting information systems. The course provides an overview of the concepts, objectives and importance of properly designed systems. It provides an in-depth study of the application of information systems knowledge to the accounting environment. Students will understand how professionals apply management information science in processing accounting data, as well as creating and maintaining reporting and control systems. Prerequisite: EBA 250.

### ***EBA 325 E-Commerce*** (3)

This course will provide an understanding of the technical skills, the business concepts and strategies and the social issues surrounding one of the fastest growing areas of the Internet. The course will explore the impact the Internet has made regarding the exchange of

goods and services, the organizational form and legal issues. It will also explore the problems created by electronic commerce such as privacy, security, intellectual property and legal liability issues. Prerequisite EBA 369 or permission of the instructor.

**EBA 343 Intermediate Managerial Accounting (3)**

This course emphasizes theoretical analysis and application of cost accounting systems in business planning, budgeting and decision making, the use of quantitative techniques by management and ethics. Prerequisite: EBA 152. Offered alternate years.

**EBA 346 Auditing (3)**

This attestation function is developed with the concepts of audit evidence, materiality and risk analysis and the integration of financial and cost accounting, ethics, accounting theory and information systems into a systematic process of obtaining, evaluating and reporting economic events. Prerequisite: EBA 250. Offered alternate years.

**EBA 347 Labor Economics (3)**

Emphasis on economics of labor and labor organizations in the contemporary economy: composition of the labor force, union organization, collective bargaining, wage determination, labor law and economic insecurity. Prerequisites: EBA 141 and EBA 142. Offered alternate years.

**EBA 351 Public Finance (3)**

Federal, state, and local government expenditures, revenues, debt and fiscal administration with emphasis on fiscal problems and policies of the federal government. Prerequisites: EBA 141 and EBA 142. Offered alternate years.

**EBA 352 Government and Not-for-profit Accounting (3)**

Accounting recording and reporting for not-for-profit organizations including state and local governments, colleges and health care. Emphasis is given to the Comparative Annual Financial Report (CAFR) and various funds.

**EBA 353 Money and Banking (3)**

A study of the economic nature of money, banks and other depository institutions and the Federal Reserve System. Emphasis is given to understanding transactions involving the interaction of commercial banks and Federal Reserve System in impacting the money supply. Prerequisites: EBA 141, EBA 142, EBA 151, EBA 152 and satisfactory completion of the department's minimum mathematics requirement.

**EBA 354 Principles of Management (3)**

A study of management of the modern firm based on the classic managerial functions of planning, organizing, leading and control with an emphasis on using team-based learning structures. Prerequisites: EBA 141 and EBA 142 and junior status.

**EBA 355 Production and Operations Management (3)**

The study of management issues and analytical problem-solving techniques in the areas of operations and manufacturing management. Prerequisite: EBA 354. Offered alternate years.

**EBA 356 Principles of Marketing (3)**

An examination of the functions of marketing and marketing institutions with emphasis on market structures and pricing, distribution channels and the management of marketing function. Prerequisites: EBA 141 and EBA 142 and junior status.

**EBA 357 Marketing Research (3)**

An introduction to information gathering, research design, sampling techniques, data collection processes and analysis of data used in marketing decisions. Prerequisites: EBA 356 and EBA 284. Offered alternate years.

**EBA 358 Consumer Behavior (3)**

Consumer behavior is the study of the decision-making process involved in acquiring, consuming and disposing of goods, services, experiences and ideas. Offered alternate years.

**EBA 359 Entrepreneurship (3)**

This course brings together, examines and develops the knowledge required to successfully organize, create and manage a business endeavor. The student will explore the feasibility of an idea through the use of a business plan with measured results. Prerequisites: EBA 152, EBA 354 and EBA 356 or permission of the instructor. Offered alternate years.

**EBA 360 Sales (3)**

An introduction to sales techniques, cases, sales management, recruiting, evaluation and control within the marketing environment. Prerequisite: EBA 356. Offered alternate years.

**EBA 362 Advertising (3)**

An introduction to the field of advertising and its relationship to marketing. Consideration is given to all facets of an advertising campaign. Areas covered include: target marketing methods, basic media selection, promotion, creativity and production. Prerequisite: EBA 356. Offered alternate years.

**EBA 363 Marketing Management (3)**

Covers marketing decision-making and interaction among different function areas of marketing to better develop marketing strategies that define target markets and build a marketing mix. Prerequisites: EBA 354 and EBA 356. Offered alternate years.

**EBA 364 Human Resource Management (3)**

The study of the personnel field in the modern organization, dealing with the areas of recruitment, training, employee relations, compensation, health and safety and separation. In addition, the impact of government regulations and the demands of society will be analyzed. Prerequisite: EBA 354 or permission of the instructor. Offered alternate years.

**EBA 366 Principles of Finance (3)**

An introduction to the financial markets and the basic finance functions of the business firm. Topics include risk and return on investment, short-term and long-term financing, financial analysis and planning and capital investment. Prerequisites: EBA 141, EBA 142, EBA 151, EBA 152 and junior status. This course can be waived for students who have received a C- or better in EBA 250, EBA 251 and EBA 343.

**EBA 367 Financial Investments (3)**

An examination of the basic principles of investment, securities analysis and the construction of an investment portfolio. Application of the basic principles will be used from the viewpoint of the individual investor as well as the institutional investor. Prerequisite: EBA 366. Offered alternate years.

**EBA 368 Financial Institutions (3)**

A study of the management of financial institutions such as commercial banks, savings and loan associations, insurance companies and pension funds. Financial markets, government regulation and capital management problems will be discussed. Prerequisites: EBA 366 and EBA 353. Offered alternate years.

**EBA 369 Introduction to Information Systems (3)**

A survey of an organization's information needs and the tools and strategies required to satisfy and manage those needs. Prerequisites: EBA 354, EBA 356, CPS 112 (for IS majors).

**EBA 371 International Trade and Investment (3)**

A study of the theories, policies and institutions of international trade and finance, balance of payment equilibrium and international firms. Prerequisites: EBA 141 and EBA 142. Offered alternate years.

**EBA 372 Personal Income Tax Accounting (3)**

An introduction to the concepts of the federal tax law pertaining to individuals and sole proprietorships. Basic tax rules and regulations will be covered. Tax software will be used to complete tax returns. Offered alternate years.

**EBA 374 Corporate and Partnership Income Tax Accounting (3)**

An introduction to federal tax rules and regulations pertaining to corporate, s-corporate and partnership taxation. Offered alternate years.

**EBA 375 Information System Design and Policy (3)**

In the first phase students develop an awareness of the need to manage information as an organizational and societal resource. Students will consider relevant public policies that impact an organization's information management strategies. In the second phase students learn how to implement an information system. Specific emphasis is placed on analysis and design of a corporate information system. Prerequisite: EBA 369. Recommended: CPS 322. Offered alternate years.

**EBA 376 Business Intelligence (3)**

This course will explore ways to collect, interpret, and utilize marketing data. Contemporary issues including data mining and data warehousing will be explored. The students will utilize practical software applications such as Microsoft Access and design a practical business intelligence model for a business or non profit organization. Prerequisites: TEC 102 & EBA 356.

**EBA 380 Corporate Strategy (3)**

This senior capstone course requires the student to synthesize what has been learned in the separate functional fields of business. Students will utilize knowledge from previous course work in business, strengthen oral and written communication skills, develop critical thinking ability and develop the ability to work in groups. A major portion of the class will be devoted to case studies in business. Prerequisites: EBA 354, EBA 356, EBA 366 and senior standing, or permission of the instructor.

**EBA 382 Economic Development and the Environment (3)**

A survey of the experience in both developed and less-developed countries to isolate the socio-economic factors that stimulate or hinder economic development, the implications for natural environment and possible limits to growth due to food or natural resource scarcities, and the application of economic theory to the development process. Prerequisites: EBA 141 and EBA 142. Offered alternate years. This course may be taken as part of the Peace and Conflict Studies minor.

**EBA 385 Introduction to Econometrics (3)**

An introduction to measurement in economics and business with correlation and regression models, both bivariate and multivariate. Emphasis is on the results of violation of the model assumptions and interpretation of standard multiple regression programs. Prerequisites: EBA 284 and either MAT 115 or MAT 135. Economics and business majors are required to have taken EBA 141 and EBA 142. Students from other majors are encouraged to enroll after consulting the instructor. Offered alternate years.

**EBA 390 Independent Study (3)**

By arrangement.

### **EBA 400 Economics and Business Seminar (2)**

A capstone course designed to be taken near the completion of the undergraduate educational experience in which students conduct a research project to integrate and apply the concepts that they learned during their college experience in analyses of current economic and business issues. Offered as a directed study.

## **EDUCATION**

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The education department offers teacher preparation programs for students wishing to teach in early childhood programs (Pre-K-3), middle childhood programs (4-9), adolescent/young adult programs (7-12), multi-age programs (Pre-K-12), vocational programs (4-12), and intervention specialist programs for students with mild/moderate education needs (K-12). Students may choose a major in Child Development, Early Childhood Education, Middle Childhood Education or Intervention Specialist within the Education Department or choose a major in another discipline with the addition of an adolescent/young adult, multi-age or vocational teacher licensure program. In addition, students in early childhood, middle childhood, adolescent/young adult or multi-age programs may also complete requirements for intervention specialist licensure (K-12) as an intervention specialist for children with mild to moderate disabilities or this program may be completed as a major with no additional licensure. Endorsements are available to be added to a teaching license: teaching English to speakers of other languages (TESOL), PreK Special Needs (added to Early Childhood or Intervention Specialist licenses), and Middle Childhood Generalist (4-6): Science, Social Studies, Language Arts, and Math (added to Middle Childhood licenses). A prospective teacher must complete a major, approved courses in the chosen licensure areas, general education and professional licensure requirements for the state of Ohio.

Any student who wishes to pursue a program of teacher education at Bluffton University must seek approval through the teacher education office. Application must be made (on forms obtained at the Teacher Education Office) in three stages: 1) admission to the teacher education program (first-year student/sophomore); 2) admission to clinical practice (junior/senior); and 3) recommendation for licensure (senior). Criteria used in considering admission to teacher education include: declaration of major, overall GPA (2.5 minimum), GPA in the major area (2.5 minimum), PPST (PRAXIS I) test scores (at least 172 in math and writing and 173 in reading), completed teacher education application, recommendations from faculty, public school teachers and various administrative personnel of the university, physical/emotional health and BCI clearance. Detailed information is available in the Teacher Education Handbook in the education department. Licensure from the Ohio Department of Education requires the completion of all program requirements and meeting the state-approved score on appropriate PRAXIS II exams.

Any course taken within the student's licensure area, major, general and professional education programs must be passed with at least a grade of C-.

Praxis II - Pass-Rate Data for the regular teacher preparation program is available from the admissions office and can be found on the department's website under "Quality of Teacher Preparation."

### **Majors**

The student may select a major in Child Development, Early Childhood Education, Middle Childhood Education, Intervention Specialist or in another discipline with adolescent/young adult, multi-age or vocational licensure.

#### **Child Development (40-41 hours)**

EDU 215 Human Growth and Development: Birth Through Adolescence (3)  
EDU 255 Developmental Curriculum in Early Childhood I: Science and Mathematics (3)  
EDU 287 Developmental Curriculum in Early Childhood II: Music & Movement (3)  
EDU 282 Teaching Reading through Literature (3)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 356 Early Childhood Practicum: Preschool (3)  
EDU 390 Independent Study in Child Development (1)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
SED 228 Introduction to the Education of Students with Mild/Moderate Educational Needs (3)  
COM 195 Interpersonal Communication (3)  
LAS 342 Cross-cultural / Service Learning Experience (4)  
or SOC 162 Anthropology (3)  
FCS 225 Fundamentals of Nutrition (3)  
HPR 135 Personal and Community Health Concerns (3)  
SWK 263 Human Behavior and Social Environment 1 (3)

Students are encouraged to take:

EDU/SED 205 Field Experience (1)  
EDU 343 Early Childhood Instructional Methods and Organization (3)  
SOC 208 Sociology of the Family (3)

Required Red Cross Certificates: Caring for Ill Children/Communicable Diseases, Child Abuse and Neglect Prevention and First Aid.

### **Early Childhood Education** (64 hours)

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience: EC (1)  
EDU 215 Human Growth and Development: Birth through Adolescence (3)  
EDU 103 Computers and Technology in Education (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 285 Phonics and Word Identification (3)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 315 Reading Assessment (3)  
EDU 295 Teaching Children to Read (3)  
EDU 282 Teaching Reading Through Literature: EC (2)  
EDU 255 Developmental Curriculum in Early Childhood I: Science and Mathematics (3)  
EDU 287 Developmental Curriculum in Early Childhood II: Music & Movement (3)  
EDU 343 Early Childhood Instructional Methods and Classroom Organization (3)  
SED 228 Introduction to Education of Students with Mild/Moderate Educational Needs (3)  
SED 230 Diagnosis and Educational Planning (3)  
SED 381 Methods/Materials for Young Children with Mild/Moderate Educational Needs (2)  
MAT 185 Fundamental Math Concepts for Early Childhood (3)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 120 First Aid and CPR (1)  
EDU 356 Early Childhood Practicum: Preschool (3)  
EDU 445 Clinical Practice: Early Childhood (10)

Required Red Cross Certificates: Caring for Ill Children/Communicable Diseases and Child Abuse and Neglect Prevention.

### **Middle Childhood Education** (56 hours + 2 areas of concentration)

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 103 Computers and Technology in Education (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 285 Phonics and Word Identification (3)  
EDU 297 Teaching Reading through Literature in Middle Childhood (3)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 315 Reading Assessment (3)  
EDU 302 Reading in the Content Areas: Middle Childhood (3)  
EDU 341 Middle Childhood Instructional Methods and Classroom Organization (3)  
SED 220 The Adolescent: Development and Diversity (2)  
EDU 450 Clinical Practice (Middle Childhood) (10)

Choose two of the following, based on concentration

EDU 405 Middle Childhood Methods: Language Arts (2)  
EDU 406 Middle Childhood Methods: Science (2)  
EDU 407 Middle Childhood Methods: Social Studies (2)  
EDU 408 Middle Childhood Methods: Math (2)

In addition, completion of two areas of concentration is required, to be chosen from the following: language arts, mathematics, science or social studies.

### **Language arts concentration** (24 hours, fulfills 3 LAS hours)

ENG 110/120 College English (3)  
EDU 317 Studies in Adolescent Literature (3)  
ENG 160 Approaches to Literature (3)  
ENG 240 Survey of American Literature (3)

Choose one:

ENG 256 Survey of English Literature 1 (3)  
ENG 257 Survey of English Literature 2 (3)

Choose one:

ENG 271 English Grammar (3)  
ENG 252 Introduction to Linguistics (3)

Choose one:

COM 185 Public Speaking and Persuasion (3)  
THE 257 Oral Interpretation (3)

Choose one:

- ENG 202 Creative Writing: Fiction (3)
- ENG 203 Creative Writing: Poetry (3)
- ENG 205 Creative Writing: Nonfiction (3)

**Math concentration** (21-23 hours, fulfills 2 LAS hours)

- MAT 105 Understanding Numerical Data (2)
- MAT 185 Fundamental Math Concepts: Early Childhood (3)
- MAT 186 Fundamental Math Concepts: Middle Childhood (3)
- MAT 277 Algebra: Functions and Modeling (3)
- MAT 380 Post-Clinical Practice in Math (2)

Option A

- MAT 114 Pre-Calculus (4)
- MAT 135 Calculus 1 (5)

Option B: (choose two)

- MAT 135 Calculus 1 (5)
- MAT 220 Discrete Mathematics (3)
- MAT 136 Calculus 2 (5)

**Science concentration** (31 hours, fulfills 7 hours LAS)

Required:

- BIO 135 Botany (4)
- CEM 121 General Inorganic Chemistry (5)
- PHY 202 Astronomy (4)
- PHY 203 Earth Science (4)
- PHY 211 Physics: Science & Engineering 1 (5)
- PHY 212 Physics: Science & Engineering 2 (5)

Choose one:

- BIO 200 Genetics (4)
- BIO 205 Invertebrate Zoology (4)
- BIO 230 Anatomy and Physiology (4)

**Social studies concentration** (27 hours, fulfills 7 LAS hours)

- LAS 342 Cross-cultural Experience (4)
- COM 185 Public Speaking and Persuasion (3)
- EBA 141/142 Principles of Macroeconomics or Microeconomics (3)
- HIS 200 Foundations of American Civilization (3)
- HIS 201 The Making of Contemporary America (3)
- HIS 205 World Civilizations (3)
- HIS 252 Ohio and the Old Northwest (3)
- PLS 215 Introduction to Politics (3)
- GEO 111 Principles of Geography (3)

## **Adolescent/Young Adult**

Students who wish to obtain an Ohio teaching license for adolescent/young adult (7-12) must complete the following professional education courses in addition to the licensure area, general education and major requirements:

- EDU 200 Introduction to Teaching in a Diverse Society (3)
- EDU 205 Field Experience (1)
- SED 220 The Adolescent: Development and Diversity (2)
- PSY 254 Educational Psychology and Classroom Assessment (3)
- EDU 103 Computers and Technology in Education (2)
- EDU 332 Social and Philosophical Issues in Education (3)
- EDU 305 Content Area Literacy/General Methods (3)
- EDU 344 Adolescent/Young Adult Classroom Organization (2)

Choose one of the following:

- EDU 401 Adolescent/Young Adult Special Methods: Language Arts (2)
- EDU 402 Adolescent/Young Adult Special Methods: Science (2)
- EDU 403 Adolescent/Young Adult Special Methods: Social Studies (2)
- EDU 404 Adolescent/Young Adult Special Methods: Math (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

Liberal arts and science requirements for licensure are met through the university general education program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the university requirements for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the Teacher Education Handbook, from an academic advisor or from the director of teacher education.

The subject fields in which students may seek licensure are:

Adolescent/Young Adults (7-12)

Integrated language arts (English)

Integrated mathematics (Mathematics)

Integrated social studies (History)

Life science (Biology)

Physical science (Chemistry or Physics)

Students should consult with the education department about licensure programs no later than the sophomore year to insure completion of requirements during a four-year period.

### **Multi-age education**

Students who wish to obtain an Ohio teaching license for multi-age (K-12) must complete the following professional education courses in addition to the licensure area, general education and major requirements:

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 215 Human Growth and Development (3)

PSY 254 Educational Psychology and Classroom Assessment (3)

EDU 103 Computers and Technology in Education (2)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 302 Reading in the Content Areas: Middle Childhood (3)

or EDU 305 Content Area Literacy/General Methods (3)

EDU 345 Multi-age Classroom Organization (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 453 Clinical Practice (Multi-age) (10)

Liberal arts and science requirements for licensure are met through the university general education program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the university requirements for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the Teacher Education Handbook, from an academic advisor or from the director of teacher education.

The subject fields in which students may seek licensure are:

Multi-age (Pre K-12)

Health

Music

Physical education

Visual arts

Students should consult with the education department about licensure programs no later than the sophomore year to insure completion of requirements during a four-year period.

### **Vocational education**

Students who wish to obtain an Ohio teaching license for vocational areas (4-12) must complete the following professional education courses in addition to the licensure area, general education and major requirements:

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 215 Human Growth and Development (3)

PSY 254 Educational Psychology and Classroom Assessment (3)

EDU 103 Computers and Technology in Education (2)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 305 Content Area Literacy/General Methods (3)

or EDU 302 Reading in the Content Areas: Middle Childhood (3)

All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:

EDU 453 Clinical Practice (Vocational) (10)

Liberal arts and science requirements for licensure are met through the university general education program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the university requirements for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the Teacher Education Handbook, from an academic advisor or from the director of teacher education.

The subject fields in which students may seek licensure are:

Vocational (4-12)

Family and consumer sciences

Students should consult with the education department about licensure programs no later than the sophomore year to insure completion of requirements during a four-year period.

### **Intervention Specialist** (53-55 hours)

Students interested in licensure in special education may complete the intervention specialist program for persons with mild to moderate disabilities (K-12).

EDU 103 Computers and Technology in Education (2)

EDU 215 Human Growth and Development (3)

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 285 Phonics and Word Identification (3)

EDU 302 Reading in the Content Areas: MC (3)

or EDU 305 Content Area Literacy/General Methods (3)

EDU 315 Reading Assessment (3)

EDU 332 Social and Philosophical Issues in Education (3)

MAT 185 Fundamental Math Concepts: EC (3)

PSY 254 Educational Psychology and Classroom Assessment (3)

SED 228 Introduction to Education of Students with Mild/Moderate Educational Needs (3)

SED 230 Diagnosis and Educational Planning for Special Needs Children (3)

SED 235 Reading and Language Instruction for Diverse Learners (3)

SED 344 Intervention Specialist Classroom Organization (2)

SED 381 Methods/Materials for Young children with M/M Ed. Needs (2)

SED 380 Methods/Materials for Children with M/M Ed. Needs: MC/Adolescents (2)

SED 389 Issues in Special Education (1)

SED 453 Clinical Practice: IS (10)

Recommended:

SED 220 The Adolescent: Development and Diversity (2)

Required Red Cross Certificates: Caring for Ill Children/Communicable Diseases and Child Abuse and Neglect Prevention.

### **Endorsements**

**PreK special needs endorsement** (may be added to the early childhood or intervention specialist license) (17 hours)

EDU 215 Human Growth and Development (3)

SED 228 Introduction to Education of Students with Mild/Mod. Educational Needs (3)

SED 230 Diagnosis and Educational Planning (3)

SED 235 Reading and Language Instruction for Diverse Learners (3)

SED 381 Methods/Materials for Young Children with M/M Educational Needs (2)

SED 383 Early Intervention Practicum (3)

**The TESOL endorsement** prepares students to teach English to speakers of other languages in classrooms in this country. The endorsement is added to a teaching license.

Required: (17 hours)

ENG 210 TESOL: Theories and Issues (3)

ENG 220 TESOL: Instructional Methods and Assessment (3)

ENG 252 Introduction to Linguistics (3)

ENG 271 English Grammar (3)

ENG 312 Language Variation (3)

EDU 385 TESOL Practicum (2)



Electives: (3 hours)  
PSY 262 Cross-cultural Psychology (3)  
SOC 225 Race & Ethnicity in American Society: History and Current Realities (3)  
SOC 162 Anthropology (3)  
one semester of foreign language (3)

**Middle Childhood Generalist endorsements** may be added to a middle childhood license and prepares candidates to teach the subjects in grades 4-6.

**Language Arts** (6 hours)

EDU 297 Teaching Reading Through Literature: MC (3)  
ENG 271 English Grammar (3)

**Mathematics** (6 hours)

MAT 185 Fundamental Mathematics Concepts: EC (3)  
MAT 186 Fundamental Mathematics Concepts: MC (3)

**Social Studies** (6 hours)

HIS 252 Ohio and the Old Northwest (3)  
PLS 215 Introduction to Politics (3)

**Science** (8 hours)

BIO 105 The Biological World (4)  
PHY 105 The Physical World (4)

## Courses

**EDU 103 Computers and Technology in Education** (2)

This course includes instruction about the use of computers and other technology for the classroom teacher. Students receive hands-on experience with computers, appropriate software for use in education such as presentation software, educational use of the Internet and other classroom technology such as digital cameras and projection equipment. Prerequisites: none.

**EDU 200 Introduction to Teaching in a Diverse Society** (3)

This course is designed to provide a beginning opportunity for students to assess their compatibility with the teaching profession. It serves as an introduction to the history and philosophy of education, school finances, curriculum and the sociology of education. It also provides a study of the characteristics, abilities and educational needs of children and adolescents, both typically developing and those who are diverse in their educational needs. It will provide a study of the structures of American education and special education, educational reform, multicultural considerations in American education and the impact of socio-economic conditions on education. This course will be co-taught by both general and special education faculty. Corequisite: EDU 205.

**EDU 205 Field Experience** (1)

Students complete a 50-hour field-based experience during which they assist classroom teachers. Placements with rich cultural, economic and learning diversity are selected. Through these experiences students reflect on the teaching profession, students, families and schools in general and begin to develop a personal philosophy of education. Corequisite: EDU 200. Credit/no credit.

**EDU 215 Human Growth and Development: Birth Through Adolescence** (3)

This course is a study of the growth, development and behavior of children from prenatal stages through adolescence. This course is crucial for all education students in order to understand child development in the larger context. It examines the effects of heredity and environment, including risk factors, developmental variations and patterns of typically and atypically developing children. It focuses on aspects of child development that are particularly relevant to people who will be professionally involved with children and their parents. The course includes comprehensive coverage of the physical, intellectual and emotional/social development of children, yet attempts a distinctly practical orientation. Clinical/field hours include preschool and family screenings as well as opportunities to observe early childhood, middle childhood and/or adolescent/young adult classrooms. 4 field hours.

**EDU 255 Developmental Curriculum in Early Childhood I: Science and Mathematics** (3)

This course is designed to develop knowledge of how young children (ages 3-8) develop and learn and to provide opportunities that support all areas of development of young children with special emphasis on cognitive development in the science and math classrooms. Students will create, evaluate and select topics of study in terms of conceptual soundness, significance and intellectual integrity using developmentally appropriate materials, equipment and environments. Informal and formal assessment strategies to plan and individualize curriculum and teaching practices will be incorporated. Topics to be covered in this course: theoretical framework (assumptions and beliefs); how children learn (both typically and atypically developing); early mathematics experiences; discovery in the physical world; and nutrition. All topics will be addressed within a framework of cultural sensitivity. Curriculum areas addressed in this course use the Ohio Department of Education's competency-based models as a framework. 10 field hours in an integrated, inclusive early childhood setting is required. Prerequisite: EDU 215 and sophomore standing.

**EDU 287 Developmental Curriculum in Early Childhood II: Music & Movement** (3)

This course is designed to provide opportunities that support the aesthetic development in art, music and movement in children ages 3-8 who are both typically and atypically developing. Students will learn to plan and implement developmentally appropriate curriculum

and instructional practices based on knowledge of individual children, the community, curriculum goals and content using a variety of strategies to encourage children's aesthetic development. Topics to be covered in this course: fostering creativity, music and movement (framework and programs), exploration with materials and planning and assessing programs. Curriculum areas addressed in this course use the Ohio Department of Education's competency based models as a framework. 10 field hours in early childhood settings are required. Prerequisites: EDU 200, EDU 205, EDU 215 and sophomore standing.

***EDU 282 Teaching Reading Through Literature: Early Childhood (3)***

During this course, students will read books for children pre-school through the primary grades, analyze and criticize their content, illustrations, and possible use, investigate the literature's portrayal of ethnic and racial groups, recognize outstanding authors and artists, learn how literature and visual art is integrated into the reading/language curriculum and develop reading aloud and storytelling techniques to promote literature appreciation. This course will also provide opportunities that support the aesthetic development in and appreciation for visual art. Students will learn basic fundamentals of art and principles of design as tools to help make meaning from works of art, including picture book illustrations. Emphasis is placed on methods that the general classroom teacher can use to communicate with and teach children with diverse learning styles in reading. Students will become sensitive to the concerns of speech and language differences related to culture and environmental issues. Prerequisite: sophomore standing

***EDU 285 Phonics and Word Identification (3)***

This course will teach methods for using phonics and word identification skills with early childhood and young adolescent learners. Students will understand techniques and strategies used to teach children to match, blend and translate letters of the alphabet into the sounds they represent in a systematically integrated, developmentally appropriate instructional program incorporating reading, writing and spelling. Topics to be covered in this course: theory and research, foundations, decoding, encoding, strategies for applications, assessment and evaluation. 40 field hours. Prerequisites: EDU 200, EDU 205, EDU 215 and sophomore standing.

***EDU 295 Teaching Children to Read (3)***

This course will explore theories and instructional strategies for teaching reading. The focus will be on understanding how children learn, the principles supporting literacy development, how to help children identify new words most effectively in context, the acquisition of a reading vocabulary, the comprehension of text and the components of effective reading and writing instruction using formal and informal educational assessment. Topics to be covered in this course: introducing a transitions approach to reading, understanding reading (beliefs), understanding the literacy development of children, using basal readers effectively, identifying words in print, designing literacy learning environments, content area literacy instruction and assessing progress in literacy. 90 field hours. Prerequisite: senior standing.

***EDU 297 Teaching Reading through Literature in Middle Childhood (3)***

This course focuses on comprehension strategies across the curriculum to help middle graders learn most effectively by becoming strategic readers. Evaluation and assessment methods, especially those which encourage are utilized. Students develop teaching and learning strategies to help students comprehend, interpret, evaluate and appreciate texts for students in grades 4-9. The Ohio Department of Education Academic Content Standards are used in this class.

***EDU 302 Reading in the Content Areas: Middle Childhood (3)***

This course is a study of research-based middle school classroom practices in content area reading and includes an emphasis in: 1) strategies, techniques and materials for strengthening vocabulary, comprehension, thinking and study skills, writing across the curriculum and content learning; and 2) using an integrated approach to provide for individual differences in the context of diagnostic-prescriptive teaching. Clinical experience involves students in textbook evaluation, development of materials and lesson planning. Topics to be covered in this course: vocabulary building, comprehension techniques, thinking and study skills, writing across the curriculum, content learning textbook evaluation and lesson planning. The Ohio Department of Education Academic Content Standards are used as framework for this course. 6 clinical hours. Offered in the fall only.

***EDU 305 Content Area Literacy/General Methods (3)***

This is a course to prepare the prospective A/YA or MA school teacher in the study of research-based strategies, methods and materials designed to develop and strengthen content literacy skills. Emphasis is placed on levels of thinking skills, development of technical content vocabulary and techniques for improved comprehension. Materials, methods and provision for individual differences are considered in the context of diagnostic-prescriptive teaching. The student is involved in clinical experience through the development of materials, implementation of plans and the evaluation of textbooks. Topics to be covered in this course: thinking skills, technical content vocabulary, comprehension techniques, diagnostic-prescriptive teaching, lesson planning, textbook evaluation, etc. The general methods sections will emphasize 1) general teaching techniques, strategies and methods for maximizing learning for typical and at-risk students; 2) curriculum development and implementation; 3) communication skills required in the adolescent/young adult classroom including reading, writing and speaking; 4) the interdisciplinary nature of disciplines; 5) a minimum of 20 hours of planned/supervised public school field experience in the student's teaching field. Offered in the spring only.

***EDU 315 Reading Assessment (3)***

This course is designed to familiarize prospective classroom teachers with concepts and techniques of reading assessment with emphasis on: 1) developing and administering formal and informal reading assessment tools; 2) assessing student performance in different reading situations; 3) making instructional decisions based on reading assessment results; 4) selecting appropriate reading assessment methods; and 5) using self-evaluation as a way of involving students in assessing their own learning. Topics to be covered in this course: assessment vs. diagnosis, self-evaluation, structured observations, using standardized test scores, identifying problem readers, informal reading inventories, evaluating comprehension strategies, assessment of word-recognition knowledge and spelling stages and grouping and instructional decision making. 10 field hours.

**EDU 317 Studies in Literature for Adolescents (3)**

Students will investigate in depth one topic in literature each time this course is offered. The topics will parallel Ohio Department of Education Academic Content Standards which include (but is not limited to) literature of the Holocaust, settling the West, literature from different cultures and specific genres such as fantasy, science fiction, poetry and biography. Students will be expected to apply their skills of analysis and criticism to the readings as well as apply their knowledge of the literature to the development of classroom-relevant teaching units. The course is intended for students with a concentration in language arts/middle grades and for students seeking integrated language arts licensure for adolescents/young adults. Prerequisite: junior or senior standing. Offered every other year.

**EDU 332 Social and Philosophical Issues in Education (3)**

A critical examination will be made of selected historical, philosophical and social problems and promises relevant to contemporary education. The intent is to provide students with readings and discussions which will encourage and enable them to establish a set of personal beliefs and commitments. The course is built around the idea that being reflective and critical is of strategic value as we seek to become enlightened about the problems and promises of modern education. Ten hours of field experience are required. Prerequisites: EDU 200, EDU 205 and junior or senior standing.

**EDU 341 Middle Childhood Instructional Methods and Classroom Organization (3)**

Students will investigate curriculum theory, with particular attention paid to an integrated approach to curriculum development for the middle grades. State and national curriculum models will be used to investigate content, sequence and planning for learning. Students will investigate and make application of a variety of methods and materials appropriate to the middle grades and which acknowledge the diversity of learning styles, cultural backgrounds and interests in the middle grades classroom. Students will develop teaching materials, demonstrate lessons, experiment with technology and apply assessment strategies appropriate for middle grade students. This also is designed to assist prospective teachers learn a variety of strategies to develop and maintain learning environments that encourage active, engaged learning, positive interaction and self-motivation for all students. This section of the course is based on an understanding of developmentally appropriate plans based on the unique needs of students in middle childhood. Students will explore techniques maximizing learning in inclusive classrooms as well as traditional settings with a focus on building students' self-concept and understanding the use and abuse of teacher power. 12 field hours. Offered in the spring only.

**EDU 343 Early Childhood Instructional Methods and Classroom Organization (3)**

This course is designed to provide opportunities that support development in all areas of learning in children ages 3-8. Students will learn to encourage children's learning through an integrated thematic approach that includes play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences and adaptations for children with disabilities. Emphasis will be on helping young children develop intellectual curiosity, solve problems and make decisions. Knowledge of these uses of informal and formal assessment strategies in the teaching of curriculum content areas including mathematics, science, nutrition, social studies, art, music, literacy, health, safety, movement and drama teaching practices will be explored. Topics to be covered in this course: creating an environment for learning, teaching models in early childhood, guiding behavior, planning and assessing programs, and curriculum methods for grades K-3. This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in a variety of early childhood classroom settings, building students' self-concepts and understanding the use and abuse of power. 12 field hours. Prerequisite: junior standing and all major requirements as listed in the professional preparation outline for early childhood education. Course must be taken the semester prior to clinical practice.

**EDU 344 Adolescent/Young Adult Classroom Organization (2)**

This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management in the 7-12 classroom. In addition, students will explore techniques for maximizing learning in both the general education and inclusive classroom, building students' self concepts and understanding the use and abuse of power. 45 field hours. Prerequisite: junior standing and all major requirements as listed in the professional preparation outline for A/YA. Course is taken during the semester of clinical practice.

**EDU 345 Multi-age Classroom Organization (2)**

This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in both the general education and inclusive classroom, building students' self concepts and understanding the use and abuse of power. 45 field hours. Prerequisite: junior standing and all major requirements as listed in the professional preparation outline for MA. Course is taken during the semester of clinical practice.

**EDU 346 Vocational Classroom Organization (2)**

This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management in the 4-12 classroom. In addition, students will explore techniques for maximizing learning in both the general education and inclusive classroom, building students' self concepts and understanding the use and abuse of power. 45 field hours. Prerequisite: junior standing and all major requirements as listed in the professional preparation outline for vocational education. Course is taken during the semester of clinical practice.

**EDU 356 Early Childhood Practicum: Preschool (3)**

Students in this course will develop and implement an integrated curriculum that focuses on children's needs and interests, taking into account culturally valued content and children's home experiences. Topics of study will be selected in terms of conceptual soundness, significance and intellectual integrity. A part of this course is field work in preschool. Students will use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction

among children, to promote positive strategies of conflict resolution and to help children develop personal self-control, self-motivation and self-esteem. Establishing effective communication and collaborative, positive relationships with families will be encouraged. Administering a preschool will be a component of the course. Topics to be covered in this course: theories for interaction, physical environments supporting interactions, planning and assessing programs, licensing, certification, accreditation, professional considerations, working with parents, financing the program and nutrition. 40 field hours.

**EDU 385 TESOL Practicum (3)**

A 30 hour practicum in a school based setting (K-12) with a cooperating teacher who is TESOL credentialed by the Ohio Department of Education. Bluffton University supervision is provided by a supervisor with TESOL credentials and experience in a TESOL classroom. Prerequisites: ENG 210, ENG 220, ENG 271, ENG 312. This course is also listed as ENG 385.

**EDU 390 Independent Study**

**EDU 401 A/YA Special Methods: Language Arts (2)**

**EDU 402 A/YA Special Methods: Science (2)**

**EDU 403 A/YA Special Methods: Social Studies (2)**

**EDU 404 A/YA Special Methods: Math (2)**

These courses provide the prospective A/YA educator with methods and materials for language arts, integrated math, integrated social studies or science classrooms. Topics covered in these courses: development, implementation and evaluation of educational programming for A/YA language arts, integrated math, integrated social studies or science classroom. Additional topics include federal and state curriculum models and assessment models, classroom assessment strategies (formal and informal), use of technology, individualizing instruction, development of integrated units, collaboration and consultation. The focus will be on maximizing student learning. Prerequisite: junior standing. Course is taken during the semester of clinical practice.

**EDU 405 Middle Childhood: Language Arts (2)**

**EDU 406 Middle Childhood: Science (2)**

**EDU 407 Middle Childhood: Social Studies (2)**

**EDU 408 Middle Childhood: Math (2)**

These courses provide the prospective middle childhood educator with methods and materials for reading and language arts, math, social studies or science classrooms. Each student will take two methods sections based on areas of concentration. Topics covered in these courses: development, implementation and evaluation of educational programming for middle childhood reading and language arts, math, social studies or science classrooms within the Ohio Department of Education Academic Content Standards and federal curriculum guidelines, classroom assessment strategies (formal and informal), uses of technology, individualizing instruction, teaming, development of integrated units, collaboration and consultation. The focus will be on maximizing student learning. Prerequisite: junior standing. 45 field hours for each of the two classes. Course is taken during the semester of clinical practice.

**EDU 410 Educational Technology (3)**

The intent of this course is to provide the student with skills necessary for using educational technology creatively in the classroom. Students will work in small groups with defined responsibilities and create and use the class as a lab for practice teaching. Simple non-traditional tools, such as microchip-controlled toys (such as Lego Mindstorms) will be explored and used. The course will focus on hands-on teaching, exploring the literature on technology and education and current technology tools used in the classroom. Prerequisites: TEC 100 and junior status. This course is also listed as TEC 410.

**EDU 430 Curriculum Workshop (1)**

This workshop is designed to aid students in the development of classroom activities based on the works, inspiration and experiences of a noted author, visual artist, composer or performing artist directing the workshop. The course is typically offered over one weekend of Friday night and all day Saturday.

**EDU 445, EDU 450, EDU 451, EDU 452, EDU 453, OR SED 453 Clinical Practice (10)**

Clinical practice provides supervised experiences in applying the principles and techniques learned in the professional courses to actual classroom situations under the guidance and direction of a cooperating teacher. Clinical practitioners spend full days in their assigned public classroom for 10 weeks during their senior year. Registration is limited to candidates who are formally accepted into teacher education and who have applied for admission to Clinical Practice. Acceptance into Clinical Practice is based on completing the requirements specified in the Clinical Practice Handbook (available from the education department). Practitioners register for one of the following sections: Early Childhood (EDU 445), Middle Childhood (EDU 450), adolescent/young adult (EDU 451), multi-age (EDU 452), vocational (EDU 453), or Intervention Specialist (SED 453).

Prerequisite for adolescent/young adult, multi-age and vocational: all professional education courses and licensure area course work. Prerequisite for early childhood, intervention specialist and middle childhood: all major requirements as listed in the licensure program outlines. 10 weeks / full days. credit/ no credit.

**Intervention Specialist/Special Education (SED)**

**SED 220 The Adolescent: Development and Diversity (2)**

This course is designed as a study of the characteristics, problems, promises and issues of adolescence and will focus on aspects of adolescent development and the possible special needs of adolescents that are particularly relevant to persons who will be professionally involved with both adolescents and their families. The course includes a survey of the physical, intellectual, social and emotional development of the typical adolescent and also provides a study of the unique needs and characteristics of adolescents who are at risk or who have disabilities. Students will have the opportunity to observe and interact with adolescents within middle and high school settings. Topics to be covered in this course: physical, intellectual, emotional and social development; becoming a change agent

in the secondary classroom; collaboration and consultation; holistic programs; regular and special education programs in middle schools and high schools; diverse populations in middle/secondary schools; family-school partnerships; and sociocultural awareness. 4 field hours. Prerequisites: EDU 200, EDU 205.

***SED 228 Introduction to Education of Students with Mild and Moderate Educational Needs (3)***

This course is an introduction to the broad spectrum of abilities of students aged 3-21 with mild to moderate disabilities. A study of the history, definition, characteristics, assessment and services is covered as well as family, social and legal aspects. Numerous philosophical and practical perspectives are integrated into current practices of diagnosis and intervention as they relate to the specific needs of persons with disabilities in the community, school and world of work. Topics to be covered in this course: schools, society and achievement; special programs; labels and children with mild and moderate disabilities; cognitive and academic characteristics; social-emotional characteristics; individualizing instruction; services, curriculum and instruction; research-based and traditional approaches to teaching; inclusion and collaboration; early intervention and preschool intervention programs. 12 field hours. Prerequisites: EDU 200, EDU 205, EDU 215.

***SED 230 Diagnosis and Educational Planning for Special Needs Children (3)***

This course focuses on information and practical experiences relating to assessment and remediation of children with mild/moderate educational needs. Topics to be covered include formal and informal criterion-referenced assessment, individualized educational plans, multidisciplinary approaches, parental roles, report writing, collaboration. 20 clinical hours. Prerequisites: SED 228, junior standing or consent of the instructor.

***SED 235 Reading and Language Instruction for Diverse Learners (3)***

This course introduces speech and language acquisition of the typically and atypically developing child. It also presents a survey of various disorders and their effects on receptive (listening and reading) and expressive (oral and written) language functions and learning. Students become familiar with the diagnostic tools and the professional vocabulary in order to communicate effectively with other professionals. Emphasis is placed on methods that the regular classroom or intervention specialist can use to communicate with and teach children with diverse learning styles in reading, writing, listening and speaking. Students become sensitive to the concerns of speech and language differences related to culture and environmental issues. 10 field hours/20 clinical hours. Prerequisite: SED 228 and junior standing or consent of the instructor.

***SED 344 Intervention Specialist Classroom Organization (2)***

This course is designed to assist prospective intervention specialists in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in a variety of classroom settings, building students' self-concepts and understanding the use and abuse of power. 45 field hours. Prerequisites: junior standing and all major requirements as listed in the professional preparation outline for early childhood. Course is taken during the semester of clinical practice.

***SED 380 Curriculum Methods and Materials for MC/Adolescent Students with Mild/Moderate Educational Needs (2)***

This course is designed to develop teacher competency, to analyze learners and to plan the "least restrictive environment" for the student with mild to moderate educational needs. Students will develop skills in designing, implementing and evaluating appropriate educational interventions in the areas of language, math, reading, behavior and social skills. Attention will also be given to occupational orientation and transition planning. Students will develop knowledge and skills in designing lessons, classroom environments, community-based instruction and transition planning. Topics to be covered in this course: communicating for student success; managing the classroom environment, assessing student progress; planning for successful instruction; effective teacher behaviors; student-mediated learning; reading, language arts, mathematics and content instruction in social and independent living; working with families. 45 field hours. Course is taken during the semester of clinical practice.

***SED 381 Curriculum Methods and Materials for Young Children with Mild/Moderate Educational Needs (2)***

This course is designed to develop teacher competency, to analyze the young learner and to plan the "least restrictive environment" for the young child (ages 3-8) with mild to moderate educational needs. Students will develop skills in designing, implementing and evaluating appropriate educational interventions in the areas of language, math, reading, the arts and movement, behavior and social skills appropriate for children with mild/moderate educational needs in preschool through primary grades. The Ohio Academic Content Standards are used. Topics within this course will focus on: adapting strategies and environments to meet the specific needs of all young children, including those with disabilities; developmental delays or special abilities; selecting intervention curricula and methods for children with specific disabilities; using technology with young children including assistive technologies; observing, recording and assessing young children's development and learning through informal and formal assessment; specific behavior/management interventions for young children with behavioral needs; and collaborating with other professionals and families in family-centered assessments. Field/clinical experiences in inclusive early childhood settings will be a part of this course. 12 field hours. Prerequisite: SED 228.

***SED 383 Early Intervention Practicum***

This course is designed to meet partial requirements for the Early Education of the Handicapped (EEH) endorsement. It includes course content focusing on the needs of pre-school children with moderate to intensive educational needs and also includes a 30 hour focused field experience in an early intervention classroom. Offered May term only.

***SED 389 Current Issues in Special Education (1)***

This course is designed to present current issues affecting the education of exceptional children. Students will examine such topics as contemporary research findings, community and governmental resources, current federal and state regulations, special education service delivery models and counseling/supporting parents of exceptional children. Prerequisite: senior standing. Course is taken during the semester of clinical practice.

**SED 453 Clinical Practice- IS (10)**

Clinical practice provides supervised experiences in applying the principles and techniques learned in the professional courses to classroom situations under the guidance and direction of a cooperating teacher. Clinical Practitioners spend full days in their assigned public school setting for 10 weeks during the senior year. Credit/no credit

## ENGLISH

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The English major strives to develop competence and creativity in the use of the English language and an understanding and appreciation of the humanizing values inherent in literature.

### Majors

The department offers majors in English and writing and minors in English, writing, and teaching English as a second language (TESOL). Students who wish to teach should pursue the adolescent/young adult licensure in integrated language arts.

#### English major (44 hours)

**Literature:** (21 hours)

ENG 160 Approaches to Literature (3)

ENG 240 Survey of American Literature (3)

ENG 256 Survey of English Literature 1 (3)

ENG 257 Survey of English Literature 2 (3)

Additional literature courses (200 level or higher) (9 hours)

**Senior research:** (5 hours)

ENG 401 Critical Theory (3)

ENG 402 Research Seminar (2)

**Writing:** (6 hours)

**Language:** (3 hours)

**Electives:** (9 hours)

Information about courses, independent studies and comprehensive examinations is available from the chair of the English and language department.

#### Writing major (39 hours)

The writing major offers various introductory and advanced writing courses. The major is designed to be flexible enough that students can tailor their coursework to their own interests. Additionally, since we believe that one of the best ways to become a great writer is to read great writing, students also take a number of literature courses.

**Writing:** (17 hours)

6-12 hours from the following:

ENG 202 Creative Writing: Fiction (3)

ENG 203 Creative Writing: Poetry (3)

ENG 205 Creative Writing: Nonfiction (3)

COM 305 Writing for the Media (3)

ENG 207 Professional and Technical Writing (3)

**3-9 hours from the following:**

ENG 302 Advanced Writing: Fiction (3)

ENG 303 Advanced Writing: Poetry (3)

ENG 305 Advanced Writing: Nonfiction (3)

ENG 430 Senior Writing Seminar (2)

**Literature:** (18 hours)

ENG 160 Approaches to Literature (3)

ENG 240 Survey of American Literature (3)

ENG 256 Survey of English Literature 1 (3)

or ENG 257 Survey of English Literature 2 (3)

9 additional hours of literature courses (200 level or higher)

#### Required Writing Course

ENG 430 Senior Writing Seminar (2)

**Language:** (3 hours)

ENG 252 Introduction to Linguistics (3)  
or ENG 271 English Grammar (3)

**Activity credits:** (1 hour)

COM 111 Student Newspaper Activity (.5)  
COM 114 Yearbook Activity (.5)  
ENG 111 Shalith Activity (.5)  
ENG 425 Internship (1-3)

## Minors

### English minor (18 hours)

The English minor enables a student to explore an interest in literature and topics related to English while majoring in another academic discipline. The minor is made up of the following courses:

ENG 160 Approaches to Literature (3)  
One survey of literature course: ENG 240, ENG 256 or ENG 257 (3)  
One writing course beyond ENG 120 (3)  
English electives (9)

### Writing minor (18 hours)

The writing minor enables a student to explore an interest in writing while majoring in another academic discipline. The minor is made up of the following courses:

**Required:**

12 hours chosen from the following, with at least 3 hours at the 300+ level.

ENG 205 Creative Writing: Nonfiction (3)  
ENG 202 Creative Writing: Fiction (3)  
ENG 203 Creative Writing: Poetry (3)  
ENG 302 Advanced Writing: Fiction (3)  
ENG 303 Advanced Writing: Poetry (3)  
ENG 305 Advanced Writing: Nonfiction (3)

**Electives:**

6 hours of English electives, including at least one course in literature at the 200+ level.

ENG 430 Senior Writing Seminar (2) is a recommended additional elective for students who are able to complete 20 hours in the minor.

### TESOL minor (20 hours)

The TESOL minor prepares students to teach English to speakers of other languages in this country or abroad and for graduate work in TESOL. (This minor is also available as an endorsement to be added to a teaching license.)

**Required:** (17 hours)

ENG 210 TESOL: Theories and Issues (3)  
ENG 220 TESOL: Instructional Methods and Assessment (3)  
ENG 252 Introduction to Linguistics (3)  
ENG 271 English Grammar (3)  
ENG 312 Language Variation (3)  
ENG 385 or EDU 385 TESOL Practicum (2)

**Electives:** (3 hours)

PSY 262 Cross-cultural Psychology (3)  
SOC 225 Race & Ethnicity in American Society: History and Current Realities (3)  
SOC 162 Anthropology (3)  
one three-semester hour language course

### **Adolescent/young adult licensure in integrated language arts** (81-83 hours + 21 hours from LAS requirements)

Students who wish to obtain an Ohio teaching license for adolescent/young adult (7-12) in integrated language arts must complete the following courses, in addition to general education and major requirements:

**Required:**

ENG 110 or 120 College English (3)  
HUM 221 Humanities 1 (3)  
HUM 222 Humanities 2 (3)

COM 305 Writing for the Media (3)  
EDU 317 Studies in Literature for Adolescents (3)  
ENG 160 Approaches to Literature (3)  
ENG 240 Survey of American Literature (3)  
ENG 243 Studies in American Literature (3)  
ENG 256 Survey of English Literature 1 (3)  
ENG 257 Survey of English Literature 2 (3)  
ENG 367 Shakespeare (3)  
ENG 401 Critical Theory (3)  
ENG 402 Research Seminar (2)

Choose one:

COM 185 Public Speaking (3)  
THE 257 Oral Interpretation (3)

Choose one:

COM 240 Media and Culture (3)  
COM 425 Internship in Communication (3-5)

Choose one:

ENG 202 Creative Writing: Fiction (3)  
ENG 203 Creative Writing: Poetry (3)  
ENG 205 Creative Writing: Nonfiction (3)

Choose one:

ENG 271 English Grammar (3)  
ENG 252 Introduction to Linguistics (3)

Choose one:

ENG 210 TESOL: Theories and Issues (3)  
ENG 220 TESOL: Instructional Methods and Assessment (3)

Choose two:

ENG 261 Studies in English Literature (3)  
ENG 265 Studies in Modern Literature (3)  
ENG 282 Studies in the Novel (3)  
ENG 321 Studies in Poetry (3)  
ENG 331 English Colloquium (3)

**Required professional education courses:**

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
SED 220 The Adolescent: Development and Diversity (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 103 Computers and Technology in Education (2)  
EDU 305 Content Area Literacy/General Methods (3)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 344 Adolescent/Young Adult Classroom Organization (2)  
EDU 401 Adolescent/Young Adult Special Methods: Language Arts (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

**Courses**

**ENG 108 English for Speakers of Other Languages (3)**

An English language course for high intermediate to low advanced non-native English speakers. The language skills of reading, writing, speaking and listening are well covered. English for a new cultural setting and English for academic work are emphasized.

**ENG 110 College English (3)**

Designed to help students improve writing and critical thinking skills needed in college. Students analyze and critique written texts in the process of writing several analytical essays. Students work through the research process and write a research essay.

**ENG 111 Shalith Activity (.5)**

Activity credit for editing and production of student literary magazine.

**ENG 120 Advanced College English (3)**

Designed to help students improve writing and critical thinking skills needed in college. Students analyze and critique challenging



written texts in the process of writing several analytical essays. Students work through the research process and write a research essay. Placement in this class is based on college entrance scores and high school record.

**ENG 160 Approaches to Literature (3)**

An introduction to the methods and practices of literary study at the college level. Includes reading, discussion and writing about primary texts and introduction to secondary materials and research strategies.

**ENG 180 Themes in Literature (3)**

Exploration of ideas within the context of imaginative literary works. The themes will vary from year to year and according to instructor. Examples: humankind's search for meaning, crime and punishment, nature, the city, love.

**ENG 202 Creative Writing: Fiction (3)**

An introduction to the craft of fiction, taught in a workshop format. Students will write and critique their own short fiction and read some fiction and theory. Offered alternate years.

**ENG 203 Creative Writing: Poetry (3)**

An introduction to the craft of poetry, taught in a workshop format. Students will write and critique their own poems and read poetry and poetics. Offered alternate years.

**ENG 205 Creative Writing: Nonfiction (3)**

An introduction to the craft of writing literary essays and creative nonfiction. Offered alternate years.

**ENG 207 Professional and Technical Writing (3)**

This course introduces students to writing conventions and discourse strategies for producing both formal and informal documents in a variety of workplace settings. Offered alternate years.

**ENG 210 Teaching English to Speakers of Other Languages: Theories and Issues (3)**

An introduction to theories and concepts that inform English teaching when students are not native English speakers. Students will understand the similarities and differences between first and second language acquisition, within the context of the United States. They will become familiar with the terminology and definitions, historical and legal precedents of programs for students learning a second language and educational issues related to language minority students, including how a student's culture may impact learning and performance in and out of the classroom.

**ENG 220 Teaching English to Speakers of Other Languages: Instructional Methods and Assessment (3)**

Students will develop skills in the development of lessons for teaching new language learners that reflect Ohio's grade-level learning outcomes. They will apply research findings as they select, adapt and create a wide variety of resources that are appropriate for the second language learners with whom they work. TESOL students will also develop knowledge of and skills in the assessment of second language learners. They will use age-appropriate assessment procedures, interpret data to make instructional decisions, communicate assessment results to students and their caregivers, and develop strategies to help their students use assessment information to make decisions about their learning.

**ENG 240 Survey of American Literature (3)**

A chronological survey of American literature from the colonial period through the 20th century.

**ENG 243 Studies in American Literature (3)**

Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 252 Introduction to Linguistics (3)**

An introductory course emphasizing the phonology, morphology, syntax and semantics of the English language with examples from other languages as well.

**ENG 256 Survey of English Literature 1 (3)**

A chronological survey of English literature from the Anglo-Saxon period through the 18th century. Offered alternate years.

**ENG 257 Survey of English Literature 2 (5)**

A chronological survey of English literature from the 19th century to the present. Offered alternate years.

**ENG 261 Studies in English Literature (3)**

Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 265 Studies in Modern Literature (3)**

Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 271 English Grammar (3)**

A systematic study of the grammar of standard English based upon insights from several linguistic traditions, including that of transformational grammar. Offered alternate years.

**ENG 282 Studies in the Novel (3)**

Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 302 Advanced Writing: Fiction (3)**

Advanced writing in fiction. Taught mainly in workshop format, this course extends and develops students' writing skills and knowledge of the resources of the genre. Offered every third year.

**ENG 303 Advanced Writing: Poetry (3)**

Advanced writing in poetry. Taught mainly in workshop format, this course extends and develops students' writing skills and knowledge of the resources of the genre. Offered every third year.

**ENG 305 Advanced Writing: Nonfiction (3)**

Advanced writing in nonfiction. Taught mainly in workshop format, this course extends and develops students' writing skills and knowledge of the resources of the genre. Offered every third year.

**ENG 310 Phonology of American English (3)**

This course concerns the sound system of the English language, focusing primarily on American English pronunciation but drawing comparisons with English pronunciation elsewhere as appropriate. Topics will include articulatory phonetics, the phonemes and phonology of American English, word and sentence stress and intonation in American English, common problems presented by American English pronunciation to ESL learners and sound contrasts between American English and other world Englishes.

**ENG 312 Language Variation (3)**

This course introduces students to the dialects of American English and to international forms of English known as world Englishes. The nature and evolution of pidgin and creole forms of English are explored, as are such linguistic phenomena as code switching and diglossia. The meanings of *language* and *dialect* are examined and such relevant material from selected non-English languages is introduced to illustrate course concepts and to show contrasts between English and other languages. Offered alternate years.

**ENG 321 Studies in Poetry (3)**

Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 331 English Colloquium (3)**

Study of a special topic or classification of literature. Examples: African-American literature, literary criticism. These seminars are restricted to an enrollment of 15 students. Prerequisite: upper-class standing or permission of instructor. Repeatable. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**ENG 367 Shakespeare (3)**

Study and discussion of Shakespeare's major works. Prerequisite: upper-class standing or permission of instructor. Offered alternate years.

**ENG 385 TESOL Practicum (2)**

TESOL minors will use the practicum to teach or tutor in an ESL setting such as a school, college or community language center. Education students working toward a TESOL endorsement must complete the practicum in an Ohio public school under the supervision of a certified ESL teacher. The two credit hours offered for the practicum are based on an expectation of at least 30 hours of teaching or tutoring. Prerequisites: ENG 210, ENG 220, ENG 271, ENG 312. This course is also listed as EDU 385.

**ENG 390 Independent Study (1-3)**

By arrangement.

**ENG 401 Critical Theory (3)**

A survey of modern critical theory and issues with emphasis on primary theoretical and philosophical texts. Various theoretical approaches will be considered, as well as issues relating to the canon, to authorial intention and to the value of theory itself. It is expected that students will apply their understandings of modern theoretical approaches in ENG 402. Prerequisite: junior or senior status.

**ENG 402 Research Seminar (2)**

Introduces the student to research procedures and methodologies, which will result in an original research thesis on a literary topic. The course will include methods of research, preparation of a prospectus, writing a research document and presenting research orally. The study may focus on literature, language, communication or drama.

**ENG 425 Internship (1-3)**

Editorial work through independent study by which a student may earn credit. Assignments may include work with student publications, the Bluffton University communications office or local newspapers. By arrangement.

**ENG 430 Writing Seminar (2)**

Completion of a major writing project with close supervision and feedback. The project may be in a single genre or a combination of

genres organized by some theme or topic. Submission of the project (or parts of it) to appropriate magazines/journals with the goal of publication.

## FAMILY AND CONSUMER SCIENCES

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The family and consumer sciences department focuses on improving the quality of life for individuals and families. The expanding needs of the consumer and an increased concern for human ecology have created many desirable opportunities for students professionally prepared in family and consumer sciences.

The family and consumer sciences department provides education leading to careers in education, business and industry, community services, management and consumer services, child development, overseas programs, communication, and health services. The departmental offerings also provide a firm foundation for graduate studies in a variety of career options.

Students from other disciplines are invited to select courses from the family and consumer sciences department.

### Majors

The family and consumer sciences department offers the following majors:

Fashion and Interiors, Retail Merchandising and Design  
Family Studies  
Family and Consumer Sciences Education  
Food and Nutrition, with concentrations in  
    Dietetics  
    Consumer Services  
    Wellness

### Fashion and Interiors, Retail Merchandising and Design major (54 hours)

This major is designed to provide a broad base for students interested in the design and merchandising of apparel and interior products to consumers. This major will also prepare students for careers in consumer service, historic costume, and textiles as well as for graduate study.

FCS 100 Human Ecology (2)  
FCS 112 Introduction to Retail Merchandising and Design (3)  
FCS 115 Interior Design I (3)  
FCS 116 Fashion Design I (3)  
FCS 215 Interior Design II (4)  
FCS 216 Fashion Design II (4)  
FCS 220 Textile Science for Fashion and Interiors (3)  
FCS 358 Internship (4)  
FCS 364 Historical Costume (3)  
FCS 366 Historical Interior Design and Furnishings (3)  
FCS 403 Seminar in Family & Consumer Science (1)  
FCS 412 Merchandise Planning and Buying (3)  
FCS 414 Visual Merchandising and Display (3)  
ART 202 Design 1 (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)  
EBA 359 Entrepreneurship (3)

\*\*Note: EBA 141 Principles of Macroeconomics must be completed as part of Liberal Arts and Sciences requirements.

### Food and Nutrition major

This major is designed to provide a broad base for those students who would like to prepare for a health service career such as dietetics, a consumer service career in the area of food and nutrition, or for a career in corporate or community wellness programming.

The food and nutrition major consists of a core of required courses plus the choice of additional required courses (concentrations in dietetics, consumer services or wellness) dependent upon the career goal of the student.

#### Core: (24 hours)

FCS 100 Human Ecology (2)  
FCS 210 Food Science (3)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 245 Dimensions of Food and Meals (3)  
FCS 325 Lifecycle Nutrition (3)  
FCS 351 Research in Foods and Nutrition (3)

FCS 361 Family Resource Management (3)  
FCS 403 Seminar in Family and Consumer Sciences (1)  
EBA 354 Principles of Management (3)

**Concentration A: Dietetics** (61 hours including 5 LAS hours)

FCS 310 Food Service Systems Management (4)  
FCS 335 Public Health Nutrition and Policy (3)  
FCS 345 Nutrition Education and Clinical Assessment (3)  
FCS 375 Medical Nutrition Therapy I (3.5)  
FCS 376 Medical Nutrition Therapy 2 (3.5)  
FCS 385 Advanced Nutrition (3)  
BIO 230 Human Anatomy and Physiology 1 (4)  
BIO 231 Human Anatomy and Physiology 2 (4)  
BIO 301 Microbiology (4)  
CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)  
CEM 235 Cell Chemistry (4)  
EBA 364 Human Resource Management (3)  
HPR 370 Exercise Physiology (3)  
MAT 105 Understanding Numerical Data (2)  
PSY 110 Introduction to Psychology (3)

**Concentration B: Consumer Services** (27 hours)

FCS 112 Introduction to Retail Merchandising and Design (3)  
FCS 358 Internship (3)  
COM 185 Public Speaking and Persuasion (3)  
COM 240 Media and Culture (3)  
COM 305 Writing for the Media (3)  
EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 356 Principles of Marketing (3)  
EBA 358 Consumer Behavior (3)

**Concentration C: Wellness** (34 hours)

FCS 335 Public Health Nutrition and Policy (3)  
FCS 358 Internship (3)  
FCS 400 Seminar in Wellness (1)  
BIO 230 Human Anatomy and Physiology 1 (4)  
COM 195 Interpersonal Communication (3)  
or COM 185 Public Speaking and Persuasion (3)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 211 Fit for Life (2)  
HPR 270 Kinesiology (3)  
HPR 370 Exercise Physiology (3)  
PSY 110 Introduction to Psychology (3)  
REC 215 Commercial Recreation (3)  
REC 310 Recreation and the Aging Process (3)

The Bluffton University dietetics program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetics Association (800-877-1600, Ext. 5400), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. The accreditation process requires a detailed description of how the Bluffton University program meets national educational standards and an on-site evaluation by accreditation reviewers. The self-study document is available for review from the dietetics program director. A copy of the accreditation standards can also be obtained from the dietetics program director. The next full site-visit review is scheduled for 2014.

**Family Studies major** (43 hours)

This major is designed to provide a broad base for students who would like to prepare for careers serving families. Home life and family life are at the foundation of the disciplines of family and consumer sciences (FCS). Since the early 20th century, FCS has established the tradition of service for families and consumers. The overall goal of this people and service oriented profession is to be a constructive force for the family and its individual members.

FCS 100 Human Ecology (2)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 315 Parent-Child Relationships (3)  
FCS 325 Lifecycle Nutrition (3)  
FCS 330 Family Dynamics (3)  
FCS 358 Internship (3)  
FCS 361 Family Resource Management (3)

FCS 381 Work & Family Life Education Programs (3)  
FCS 403 Seminar in Family and Consumer Sciences (1)  
COM 195 Interpersonal Communication (3)  
HPR 140 Human Sexuality (2)  
SOC 208 Sociology of the Family (3)  
SOC 320 Family Violence (3)  
SWK 240 Interviewing Theory & Techniques (2)\*\*  
SWK 263 Human Behavior & Social Environment 1 (3)  
SWK 280 Child Welfare Services (3)

\*Note: REL 274 Christian Ethics (3) must be completed as part of Liberal Arts and Sciences requirements.

\*\*Note: PSY 375 Therapeutic Psychology (3) may be taken in place of SWK 240, but the prerequisite requirements for PSY 375 must be met.

### **Family and Consumer Sciences Education major** (75 hours including 30 hours of professional education courses)

FCS 100 Human Ecology (2)  
FCS 112 Introduction to Retail Merchandising and Design (3)  
FCS 115 Interior Design I (3)  
FCS 116 Fashion Design I (3)  
FCS 210 Food Science (3)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 245 Dimensions of Food and Meals (3)  
FCS 315 Parent-Child Relationships (3)  
FCS 325 Lifecycle Nutrition (3)  
FCS 361 Family Resource Management (3)  
FCS 381 Work and Family Life Education Programs (3)  
FCS 403 Seminar in Family and Consumer Sciences (1)  
EDU 255 Developmental Curriculum I: Science and Mathematics (3)  
PSY 214 Child and Adolescent Psychology (3)  
SOC 208 Sociology of the Family (3)  
SWK 263 Human Behavior and Social Environment I (3)

### **Vocational License: Family and Consumer Sciences** (30 hours)

In addition to the above courses, FCS education majors must complete 30 hours of professional education courses. Ohio teacher licensure for family and consumer sciences covers multi-age 4-adult.

EDU 103 Computers and Technology in Education (2)  
EDU 215 Human Growth and Development (3)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Early Field Experience (1)  
EDU 305 Content Area Literacy/General Methods (3)  
or EDU 302 Reading in the Content Areas: Middle Childhood (3)  
EDU 346 Vocational Classroom Organization (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 453 Clinical Practice – Vocational (10)  
PSY 254 Educational Psychology and Classroom Assessment (3)

### **Minors**

The department offers minors in Wellness, Family and Consumer Sciences, Family Studies, Fashion Design and Interior Design.

#### **Wellness minor** (21 hours)

Coursework for the minor includes the following:

FCS 225 Fundamentals of Nutrition (3)  
BIO 230 Human Anatomy and Physiology I (4)  
COM 195 Interpersonal Communication (3)  
or COM 185 Public Speaking and Persuasion (3)  
HPR 120 First Aid and CPR (1)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 211 Fit for Life (2)

A minimum of five additional hours is to be chosen from courses within the wellness concentration. Student must hold first aid and CPR certification upon graduation.

### **Family and Consumer Sciences minor** (20 hours)

FCS 100 Human Ecology (2)  
FCS 115 Interior Design I (3)  
FCS 116 Fashion Design I (3)  
FCS 210 Food Science (3)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 361 Family Resource Management (3)  
FCS 330 Family Dynamics (3)

### **Family Studies minor\*** (20 hours)

FCS 100 Human Ecology (2)  
FCS 225 Fundamentals of Nutrition (3)  
FCS 315 Parent-Child Relationship (3)  
FCS 325 Lifecycle Nutrition (3)  
FCS 330 Family Dynamics (3)  
FCS 361 Family Resource Management (3)  
FCS 381 Work & Family Life Education Programs (3)

\*This minor cannot be completed with a FCS Education major.

### **Fashion Design minor\*** (19 hours)

FCS 112 Introduction to Merchandising & Design (3)  
FCS 116 Fashion Design I (3)  
FCS 216 Fashion Design II (4)  
FCS 220 Textile Science (3)  
FCS 364 Historical Costume (3)  
FCS 414 Visual Merchandising & Display (3)

\*This minor cannot be taken with interior design minor.

\*\*Recommend adding: FCS 412 Merchandising Planning & Buying.

### **Interior Design minor\*** (19 hours)

FCS 112 Introduction to Merchandising & Design (3)  
FCS 115 Interior Design I (3)  
FCS 215 Interior Design II (4)  
FCS 220 Textile Science (3)  
FCS 366 Historical Interior Design & Furnishings (3)  
FCS 414 Visual Merchandising & Display (3)

\*This minor cannot be taken with fashion design minor.

\*\*Recommended adding: FCS 412 Merchandising Planning & Buying.

## **Courses**

### ***FCS 100 Human Ecology*** (2)

A study of the relationship between material resources, their consumption, and the consequent quality of life for the individual. Focus is placed on contemporary issues in nutrition, apparel, housing, and the family. This course, which serves as an introduction to the discipline for family and consumer science majors, is also designed to benefit students interested in family, consumer, and community issues. Suitable for non-majors. This course may be taken as part of the Women's Studies minor.

### ***FCS 110 Fundamentals of Food Preparation*** (2)

A study of the basic skills in food selection and preparation. This course promotes an understanding of food quality standards and market varieties and factors affecting consumer choice, palatability, and nutritional content. Suitable for non-majors. Lecture and lab.

### ***FCS 112 Introduction to Retail Merchandising and Design*** (3)

Survey of retailing, merchandising, and design industries. This course provides foundation to prepare students for a wide variety of career possibilities and opportunities in the competitive fashion/interiors merchandising and design job market. It presents an analysis of retail and merchandising operations and the sociological, psychological, and economic factors affecting its history, development, and organization. Focus is on industry-specific terminology, skills, and concepts; the design process; and production and product knowledge. The course introduces students to professional literature and resource materials.

### ***FCS 115 Interior Design I*** (3)

Interior design approached and practiced within a service model, using the creative design/problem-solving process. Students are introduced to planning and shaping an interior space--commercial or private--using design fundamentals for interior stylization, elements and principles of design, color theory, knowledge of furnishings, and rendering techniques for visualization. The use of digital imagery, computer-aided design tools, and software for space planning and design of interiors, communication of design and merchandising ideas, and interior stylization is introduced in relation to initial preparation of professional portfolio. 2 hours lecture with lab.

**FCS 116 Fashion Design I (3)**

A study of basic construction and fitting techniques, equipment, concept of quality, sewn apparel production, and construction analysis. The use of digital imagery, computer-aided design tools, and software for fashion illustration, communication of design and merchandising ideas, and fashion stylization is introduced, in relation to initial preparation of professional portfolio. 2 hours lecture with lab.

**FCS 210 Food Science (3)**

A study of scientific principles related to food and food preparation. This course promotes an understanding of the composition of food and food products and the principles of food preparation leading to palatability, maximum nutrient retention, and food sanitation. Lecture and lab.

**FCS 215 Interior Design II (4)**

Further study of interior design with advanced preparation for the profession as designer, consultant, and merchandiser of interior space and buyer of materials and products used in that space. This course also includes interior design for sustainable environments, special needs, public interiors, signage and graphics, plumbing and electrical, mechanical systems, building codes, and the business of interior design. Students advance in the use of computer-aided design software, build scale models, and solve real world design problems to be used in portfolio presentation. 3 hours lecture with lab. Prerequisite: FCS 115.

**FCS 216 Fashion Design II (4)**

Flat patternmaking, design by draping, and knock-off techniques applied to fashion design. This course provides intermediate to advanced construction, fitting, and alteration techniques and skills. It examines sewn apparel and apparel production analysis skills, costing and vendor negotiation, and product knowledge. It introduces students to intermediate and advanced use of digital imagery for illustration and communication of design and merchandising ideas and stylization techniques. Continued use of computer-aided design tools and software in relation to preparation of professional portfolio is emphasized. 3 hours lecture with lab. Prerequisite: FCS 116.

**FCS 220 Textile Science for Fashion and Interiors (3)**

A course which stresses properties and processing of textiles as fibers, yarns, and fabrics, dyes, and finishes, with emphasis on how appropriate performance characteristics in both apparel and interior applications are incorporated into materials and products for ultimate end user consumption. This course covers apparel and interior design textile applications to production, merchandising, costing, sourcing, and buying. It examines historical textiles, global and international issues, and economic, social, environmental, and political aspects of the textile industry and provides practice with real world problem-solving, the use of the university's fabric library, and samples from purchased swatch kits. The course seeks to prepare fashion and interiors, retail merchandising and design majors with necessary product knowledge, practical training, and preparation for professional employment in their related chosen fields. 2 hours lecture with lab.

**FCS 225 Fundamentals of Nutrition (3)**

A study of the nutritional needs of the human body for good health. Specific attention is given to understanding the nutrients and their chemical characteristics, functions in the body, and food sources. The nutritional requirements of the individual student are emphasized in an attempt to understand the relationship between diet and health. Suitable for non-majors.

**FCS 245 Dimensions of Food and Meals (3)**

This course examines the economic, social, cultural, and consumer issues related to food and meals in today's society. Focus is on the translation of nutritional needs into food, menus, and meals. Planning, purchasing, production and service of meals are accomplished through group participation. Prerequisite: FCS 110 or FCS 210. Lecture and lab.

**FCS 284 Special Studies Seminar (1)**

Study by tour of careers in interior design, fashion, nutrition, and foods. Major cities visited on alternate years include Chicago and New York City.

**FCS 310 Food Service Systems Management (4)**

A study of the organization and management of food service systems, principles and techniques of menu planning, quantity food purchasing, preparation and storage, budgeting, equipment use and layout, personnel management, and sanitation. Prerequisite: FCS 110 or FCS 210. Lecture and field experience.

**FCS 315 Parent – Child Relationships (3)**

A study of interactive parent-child relations from infancy through adulthood and the internal and environmental forces that impact family dynamics. Topics include parenting roles and responsibilities, meeting development needs of children and adolescents, guidance and discipline, self-esteem, sources of parenting information, support and assistance. Prerequisite: EDU 215, PSY 110, or SOC 152. Suitable for non-majors.

**FCS 325 Lifecycle Nutrition (3)**

A study of nutrition related to critical periods throughout the life cycle. Nutritional needs during infancy, childhood, adolescence, athletics, pregnancy and in aging are included. Consideration is given to related physiological, psychological and socio-economic factors. Prerequisite: FCS 225.

**FCS 330 Family Dynamics (3)**

An exploration of the various theoretical and conceptual approaches to understanding the internal dynamics of families. This course provides students with knowledge essential to assessing and working with families in a variety of settings. Topics covered include

family structure, family conflict, multigenerational influences on family relationships, family stress and crisis, and family stories. Recommended prerequisite: COM 195.

**FCS 335 Public Health Nutrition and Policy (3)**

An overview of public health and the organization of both public and private health services. The focus is on the basic principles of epidemiology as the basis for policy making. In addition, the legislative process is examined. Students utilize current information technologies such as Internet resource and Web page development/publishing. Offered fall semesters, odd years. Prerequisite: FCS 225.

**FCS 345 Nutrition Education and Clinical Assessment (3)**

A study of nutrition education, nutrition counseling skills, and nutrition assessment techniques. The course emphasizes the techniques used to determine a client's nutritional status and appropriate interventions. Principles and theories of learning, behavioral modification, cognitive theory, counseling theories, and implementing and evaluating learning are presented. Students develop skills in nutritional assessment, care planning, medical terminology, and professional documentation. Prerequisite: FCS 225.

**FCS 351 Research in Foods and Nutrition (3)**

An application of experimental methods in food product development and quality control. Compares and evaluates food products in relation to acceptable standards and use. General statistical applications are included. Offered fall semesters, even years. Prerequisite: FCS 210.

**FCS 358 Internship (3-4)**

Supervised work experience providing opportunity for application of principles and theory learned in the student's major course work. Contact hours and specific requirements to be arranged with supervising faculty prior to the course. May be repeated for a maximum of 9 hours of credit. Open to juniors and seniors.

**FCS 361 Family Resource Management (3)**

A study of the philosophy, goals and principles of household management in relation to changing roles and family life styles. Attention is given to the management of family resources such as money, time and energy, including studies in work and family issues, decision-making, and consumer topics. The course is appropriate for students with majors outside of the FCS department.

**FCS 364 Historical Costume (3)**

Survey of historical costume and fashion design from Ancient Middle East through the Middle Ages and Renaissance period and Seventeenth century through Mid-Twentieth century (Romanic period, Crinoline, Bustle, Edwardian, World War periods, and Twenties through Sixties). Students participate in and practice skills at collecting, exhibiting, identifying, preserving, and managing the inventory of material culture, textiles, and costumes currently in the possession of Bluffton University's Family and Consumer Sciences Department. Students' knowledge of historic preservation with emphasis on textiles and clothing design is broadened. This course seeks to provide students with necessary training and preparation for professional employment in their related chosen fields. 3 hours lecture. Suitable for non-majors. This course may be taken as part of the Women's Studies minor.

**FCS 366 Historical Interior Design and Furnishings (3)**

Survey of interior design and furnishings from Prehistoric interiors to the ascendance of Modernism as a decorative and practical utilization of personal and public space within the context of architecture. Emphasis is on Western (European and American) design practice and its prehistoric origins. This course includes the study of enclosed spaces such as ruins, ancient sites, and open courtyards. It seeks to provide students with necessary product knowledge, practical training, and preparation for professional employment in their related chosen fields. 3 hours lecture. Suitable for non-majors.

**FCS 375 Medical Nutrition Therapy 1 (3.5)**

A study of the nature and etiology of disease, the relationship of nutrition to health and disease processes, and the use of nutrition therapy in the treatment of disease. Prerequisites: FCS 345 and BIO 231. Lecture plus clinical experience.

**FCS 376 Medical Nutrition Therapy 2 (3.5)**

The second of a two-course sequence, this one continuing the study of nutritional management in the treatment of disease. Prerequisite: FCS 375. Lecture plus clinical experience.

**FCS 381 Work and Family Life Education Programs (3)**

A study of the philosophy, organization, curriculum and regulations of work and family life education programs in Ohio. The course meets state vocational certification requirements for family and consumer sciences education majors.

**FCS 385 Advanced Nutrition (3)**

An analysis of selected topics in human nutrition with emphasis on current research. This course provides a review of nutrients and their role in physiological processes. Prerequisites: FCS 225 and BIO 231.

**FCS 390 Independent Study (1-3)**

By arrangement.

**FCS 400 Seminar in Wellness (1)**

A study of selected topics and professional development in the field of wellness. Not open to first-year students.



**FCS 403 Seminar in Family and Consumer Sciences (1)**

A study of selected research topics and professional development in family and consumer sciences. Open to senior majors only.

**FCS 412 Merchandise Planning and Buying (3)**

A course which prepares students for careers in merchandising and design. Emphasis is on planning, buying, and controlling merchandise assortments. Students learn to identify potential markets, clients/consumers, sales forecasts, and trends and develop a six-month buying plan. Concepts of profit, calculation, interpretation, and analysis of profit and loss statements are covered. Pricing factors used in buying decisions, pricing and re-pricing retail merchandise, relationship of markup to profit, value of stock-on-hand to shortages, dollar planning and control, invoice mathematics, and terms of sale are also studied. Buying for small businesses is emphasized. It provides practice in fundamental computerized spreadsheet skills and application of math formulas to create spreadsheets. 3 hours lecture.

**FCS 414 Visual Merchandising and Display (3)**

Strategies for visual creativity in retail merchandising. This course studies retail design theory with practical application of fashion and interior design techniques and makes use of knowledge of space planning in order to build added value into brand image and optimize retailer's sales potential through merchandising and display using visual communication/target marketing knowledge. Space planning, interior and exterior retail design, building retail desire, practice and strategies for the selling floor, and techniques of fixtures and window display are covered. Students practice with real world analysis and construction of retail atmospherics and displays. 2 hours lecture with lab.

## HEALTH, PHYSICAL EDUCATION AND RECREATION

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The health, physical education and recreation department is housed in Founders Hall and Burcky Addition. This complex contains two playing floors, seating capacity of 2,000, and storage and office space for department faculty. In addition to courses designed for its majors, the department offers teacher licensure in physical education and health, a wellness concentration emphasizing personal and community wellness, and majors in sport management and recreation management. The department also offers a wide variety of skill courses, a strong intramural program in men's, women's and co-ed sports, and intercollegiate athletics to help students develop a better understanding and appreciation for movement and to foster a desire for life-long physical activity.

**Majors**

There are three majors (health, physical education and recreation, sport management and recreation management) and four minors (coaching, wellness, physical education and recreation management) offered by the health, physical education and recreation department. Students may earn a multi-age license to teach Physical Education and/or Health.

**Health, Physical Education and Recreation major (36 hours)**

Course work is planned in consultation with a departmental advisor and focuses on the student's area of interest.

HPR 117 Team and Individual Sports 1 (3)  
 HPR 118 Team and Individual Sports 2 (3)  
 HPR 120 First Aid and CPR (1)  
 HPR 125 Introduction to HPR (2)  
 HPR 135 Personal & Community Health Concerns (3)  
 HPR 211 Fit for Life (2)  
 HPR 240 Coaching Methods (3)  
 HPR 270 Kinesiology (3)  
 HPR 271 Measurement and Evaluation of HPR (2)  
 HPR 281 Basic Athletic Training (2)  
 HPR 310 Motor Learning and Physical Activity for Special Populations (4)  
 HPR 325 Teaching Methods for Physical Education (2)  
 HPR 327 Teaching Methods for Health (2)  
 HPR 370 Exercise Physiology (3)  
 HPR 385 Internship (1)

**Wellness concentration: (32 hours)**

Persons interested in the wellness concentration can major in health, physical education and recreation or food and nutrition. In addition to course work, the student will have the opportunity to gain valuable professional training through an internship experience.

BIO 230 Human Anatomy and Physiology I (4)  
 COM 195 Interpersonal Communication (3) or COM 185 Public Speaking and Persuasion (3)  
 FCS 225 Fundamentals of Nutrition (3)  
 FCS 325 Lifecycle Nutrition (3)  
 FCS 335 Public Health Nutrition and Policy (3)  
 FCS 361 Family Resource Management (3)  
 FCS 400 Seminar in Wellness (1)  
 HPR 270 Kinesiology (3)

PSY 110 Introduction to Psychology (3)  
REC 215 Commercial Recreation (3)  
REC 310 Recreation and the Aging Process (3)

## Teaching licensure

Licensure may be obtained from the Ohio Department of Education to teach physical education (Pre-K - 12) and/or health education (Pre-K - 12). The state requirements for multi-age licensure (Pre-K - 12) are listed below.

### **Multi-age License: Physical Education** (42 hours + 10 LAS hours)

The multi-age provisional teacher license is valid for teaching learners from ages 3 through 21 and pre-k through 12 in the curriculum areas named in the license. Preparation in the teaching field shall constitute at least an academic major or its equivalent with sufficient advanced course work in all areas to be taught as specified by the Ohio Department of Education. The multi-age license for physical education requires these courses:

ENG 110/120 College English (3)  
LAS 342 Cross-cultural Experience (4)  
One Social Science Course (3)  
HPR 117 Team and Individual Sports 1 (3)  
HPR 118 Team and Individual Sports 2 (3)  
HPR 120 First Aid and CPR (1)  
HPR 125 Introduction to HPR (2)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 140 Human Sexuality (2)  
HPR 167 Drug Education (2)  
HPR 211 Fit for Life (2)  
HPR 240 Coaching Methods (3)  
HPR 270 Kinesiology (3)  
HPR 271 Measurement and Evaluation of HPR (2)  
HPR 281 Basic Athletic Training (2)  
HPR 310 Motor Learning and Physical Activity for Special Populations (4)  
HPR 325 Teaching Methods for Physical Education (2)  
HPR 370 Exercise Physiology (3)  
HPR 385 Internship (1)  
BIO 230 Human Anatomy and Physiology I (4)

### **Required professional education courses:** (30 hours)

EDU 103 Computers and Technology in Education (2)  
EDU 215 Human Growth and Development (3)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 302 Reading in the Content Areas: Middle Childhood (3)  
or EDU 305 Content Area Literacy/General Methods (3)  
EDU 345 Multi-age Classroom Organization (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 452 Clinical Practice– Multi-Age (10)  
PSY 254 Educational Psychology and Classroom Assessment (3)

NOTE: Students seeking a Multi-Age: Physical Education license are strongly urged to seek a Multi-age: Health AND a Multi-age: PE license.

### **Multi-age License: Health** (30 hours + 10 LAS hours)

The multi-age provisional teacher license is valid for teaching learners from ages 3 through 21 and pre-k through 12 in the curriculum areas named in the license. Preparation in the teaching field shall constitute at least an academic major or its equivalent with sufficient advanced course work in all areas to be taught as specified by the Ohio Department of Education. The multi-age license for health requires these courses:

ENG 110/120 College English (3)  
LAS 342 Cross-cultural Experience (4)  
One Social Science Course (3)  
HPR 120 First Aid and CPR (1)  
HPR 125 Introduction to HPR (2)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 140 Human Sexuality (2)  
HPR 167 Drug Education (2)  
HPR 211 Fit for Life (2)  
HPR 270 Kinesiology (3)  
HPR 271 Measurement and Evaluation of HPR (2)

HPR 327 Teaching Methods for Health (2)  
HPR 370 Exercise Physiology (3)  
HPR 385 Internship (1)  
BIO 230 Human Anatomy and Physiology I (4)  
FCS 225 Fundamentals of Nutrition (3)

**Required professional education courses:** (30 hours)  
EDU 103 Computers and Technology in Education (2)  
EDU 215 Human Growth and Development (3)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 302 Reading in the Content Areas: Middle Childhood (3)  
    or EDU 305 Content Area Literacy/General Methods (3)  
EDU 345 Multi-age Classroom Organization (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 452 Clinical Practice- Multi-Age (10)  
PSY 254 Educational Psychology and Classroom Assessment (3)

NOTE: Students seeking a multi-age: health license are strongly urged to seek a multi-age: health AND a multi-age: PE license.

***Multi-age License: Health and Physical Education*** (47 hours + 10 LAS hours)

The multi-age provisional teacher license is valid for teaching learners from ages 3 through 21 and pre-k through 12 in the curriculum areas named in the license. Preparation in the teaching field shall constitute at least an academic major or its equivalent with sufficient advanced course work in all areas to be taught as specified by the Ohio Department of Education. The multi-age license for health and physical education requires these courses:

ENG 110/120 College English (3)  
LAS 342 Cross-cultural Experience (4)  
One Social Science Course (3)  
HPR 117 Team and Individual Sports 1 (3)  
HPR 118 Team and Individual Sports 2 (3)  
HPR 120 First Aid and CPR (1)  
HPR 125 Introduction to HPR (2)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 140 Human Sexuality (2)  
HPR 167 Drug Education (2)  
HPR 211 Fit for Life (2)  
HPR 240 Coaching Methods (3)  
HPR 270 Kinesiology (3)  
HPR 271 Measurement and Evaluation of HPR (2)  
HPR 281 Basic Athletic Training (2)  
HPR 310 Motor Learning and Physical Activity for Special Populations (4)  
HPR 325 Teaching Methods for Physical Education (2)  
HPR 327 Teaching Methods for Health (2)  
HPR 370 Exercise Physiology (3)  
HPR 385 Internship (1)  
BIO 230 Human Anatomy and Physiology I (4)  
FCS 225 Fundamentals of Nutrition (3)

**Required professional education courses:** (30 hours)  
EDU 103 Computers and Technology in Education (2)  
EDU 215 Human Growth and Development (3)  
EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 302 Reading in the Content Areas: Middle Childhood (3)  
    or EDU 305 Content Area Literacy/General Methods (3)  
EDU 345 Multi-age Classroom Organization (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 452 Clinical Practice- Multi-Age (10)  
PSY 254 Educational Psychology and Classroom Assessment (3)

**Sport Management major** (45 hours)

The expansion of public interest and participation in sport and physical fitness has created a need for qualified leadership in these areas. Graduates will be prepared for careers as athletic administrators, in YMCA/YWCA work, in sporting goods companies, as sports information personnel and in other related areas.

Practical experience in an area of interest is provided to the student so insight into his/her chosen career may occur prior to graduation. The sites for these experiences are selected in cooperation with the student's advisor.

Students majoring in sport management are required to take 33 hours in core courses and 3 hours of internship (9 hours may be taken). Nine hours of classes are taken from either a sport communication concentration or from a sport organization concentration.

**Required:** (36 hours)

HPR 125 Introduction to HPR (2)  
HPR 170 Sport and Society (2)  
HPR 211 Fit for Life (2)  
HPR 225 Sport Psychology (3)  
HPR 240 Coaching Methods (3)  
HPR 330 Sport and Administration Management Practices (3)  
HPR 385 Internship (3)  
COM 185 Public Speaking and Persuasion (3)  
or COM 195 Interpersonal Communication (3)  
EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
EBA 151 Principles of Accounting I (3)  
EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)

**Sport communication concentration:** (9 hours)

COM 105 Introduction to Journalism (3)  
COM 240 Media and Culture (3)  
COM 277 Public Relations (3)  
COM 305 Writing for the Media (3)

**Sport organization concentration:** (9 hours)

EBA 358 Consumer Behavior (3)  
EBA 359 Entrepreneurship (3)  
EBA 360 Sales (3)  
EBA 362 Advertising (3)  
EBA 364 Human Resource Management (3)

**Recreation Management major** (42 hours)

Career options include work in such areas as church recreation, parks, playgrounds, recreation in business and industry, hospitals, health care centers, camps, resorts, hotels, cruise ships, youth organizations, zoos and environmental centers. The program meets the standards of the National Recreation Parks Association.

Students majoring in recreation management are expected to complete 42 hours of credit including six hours of internship. Internships will consist of on-site experience with agencies that deliver leisure services. These may include public recreation park agencies, voluntary or social agencies, correctional institutions, industries, therapeutic recreation programs serving persons with disabilities, camps and college unions.

**Required:** (42 hours)

REC 117 Introduction to Recreation (3)  
REC 125 Games and Social Recreation (3)  
REC 130 Recreation Arts and Crafts (3)  
REC 215 Commercial Recreation (3)  
REC 225 Recreation Leadership and Program (3)  
REC 260 Outdoor Recreation (3)  
REC 310 Recreation and the Aging Process (3)  
REC 325 Therapeutic Recreation Service (3)  
REC 327 Facilities Planning and Construction (3)  
REC 335 Aquatics (3)  
REC 337 Camping Administration (3)  
REC 350 Trends, Issues and Legislation in Recreation (3)  
REC 380 Internship (3)  
REC 380 Internship (3)

**Electives:**

REC 100 Adventures in Outdoor Recreation (1-2)

**Minors**

Bluffton University offers minors in coaching, wellness, physical education and recreation management.

### **Coaching minor** (18 hours)

Persons other than HPER majors may be interested in a minor in coaching. The minor requires a coaching internship.

HPR 117 Team and Individual Sports 1: selected fall sports (3)  
HPR 118 Team and Individual Sports 2: selected spring sports (3)  
HPR 120 First Aid and CPR (1)  
HPR 170 Sport and Society (2)  
HPR 211 Fit for Life (2)  
HPR 240 Coaching Methods (3)  
HPR 281 Basic Athletic Training (2)  
HPR 385 Internship (2)

### **Wellness minor** (21 hours)

Persons in areas other than the food and nutrition and health, physical education and recreation majors (which have a wellness concentration for the major), may be interested in a minor in wellness. The minor consists of 21 hours of course work including the following:

BIO 230 Human Anatomy and Physiology I (4)  
COM 195 Interpersonal Communication (3)  
    or COM 185 Public Speaking and Persuasion (3)  
FCS 225 Fundamentals of Nutrition (3)  
HPR 120 First Aid and CPR (1)  
HPR 135 Personal and Community Health Concerns (3)  
HPR 211 Fit for Life (2)

A minimum of five additional hours are to be chosen from courses within the wellness concentration. A person minoring in wellness must graduate with current first aid and CPR certification.

### **Physical Education minor** (20 hours)

Persons other than health, physical education and recreation majors may be interested in a minor in physical education.

HPR 117 Team and Individual Sports 1: selected fall sports (3)  
    or HPR 118 Team and Individual Sports 2: selected spring sports (3)  
HPR 125 Introduction to HPR (2)  
HPR 211 Fit for Life (2)  
HPR 271 Measurement and Evaluation of HPR (2)  
HPR 310 Motor Learning and Physical Activity for Special Populations (4)  
HPR 370 Exercise Physiology (3)  
BIO 230 Human Anatomy and Physiology I (4)

### **Recreation Management minor** (18 hours)

The recreation management minor enables students to develop recreation skills and interests through a variety of avenues and to better understand the importance of leisure in our society. The minor includes the following recreation courses:

REC 117 Introduction to Recreation (3)  
REC 125 Games and Social Recreation (3)  
REC 130 Recreation Arts and Crafts (3)  
REC 225 Recreation Leadership and Program (3)  
REC 260 Outdoor Recreation (3)  
REC 325 Therapeutic Recreation Service (3)  
    or REC 337 Camping Administration (3)

## **Courses**

### **Health and Physical Education**

**HPR 117 Team and Individual Sports 1: selected fall sports** (3)

**HPR 118 Team and Individual Sports 2: selected spring sports** (3)

These courses emphasize personal mastery of the psychomotor skills and cognitive material of selected sport activities as well as the ability to analyze skill techniques. Instruction concentrates on the point of view of the participant as a prospective player.

**HPR 120 First Aid and CPR** (1)

This course certifies persons in first aid and CPR according to the standards of the American Red Cross.

**HPR 125 Introduction to Health, Physical Education and Recreation** (2)

Provides an introduction to HPR and the theory of movement and play. Assists the HPR professional in acquiring the skills necessary

to appreciate the values of movement. Includes a study of the qualifications and professional preparation of the HPR major. Covers aims and background of modern HPR programs. The psychological implications of movement education are included. First-year student or sophomore standing.

***HPR 135 Personal and Community Health Concerns (3)***

Examines individual health habits and the normal developmental pattern for humans from conception through old age. The course emphasizes discussions and decisions about sexuality, marriage, selection of mate and proper nutrition and fitness. Communicable and chronic disease recognition and prevention and community/national health responsibility are explored.

***HPR 140 Human Sexuality (2)***

This course is designed to examine the role and meaning of human sexuality as it relates to oneself and others. This course also considers society's sexual value systems including the Anabaptist/Mennonite perspective and reviews biological, psychological, and sociological aspects of sexuality.

***HPR 167 Drug Education (2)***

The course focuses on the problem of drugs in our society. Pharmacological, physiological, psychological, and sociological aspects of drugs are studied. The course emphasizes that we are all drug educators regardless of the profession we choose. Each student is asked to suggest an active "plan" that can alter drug dependence using cognitive, psychomotor, and affective domains of learning as a method of behavior modification.

***HPR 170 Sport and Society (2)***

Sport is examined from a sociological research perspective. Topics to be covered include the values and goals of sports as they are reflected in American culture, amateur athletics as a political tool, the relationship between sports and the media, violence as it exists in sports and in sport fans, religion as it influences athletes, athletics as an American corporation, youth and sport, racism in sport, and females in sport. The course involves readings, discussion, speakers, and films.

***HPR 211 Fit for Life (2)***

This course focuses on an introduction to wellness concepts including special emphasis on the physical, intellectual, emotional, and social dimensions. In addition, students design an individualized program to improve their physical fitness. Level of fitness is tested both at the beginning and end of the term.

***HPR 225 Sport Psychology (3)***

Sport psychology is the psychological study of individuals in relation to sports and sport environments. Psychological principles are used to provide a foundation for understanding athletes, coaches, teams, fans, opponents, and the mental aspects of sports. The focus is on performance enhancement through the use of mental skills training.

***HPR 240 Coaching Methods (3)***

This course examines the profession of coaching and involves studying the functions, techniques, and methods of coaching boys' and girls' interscholastic/intercollegiate athletic teams. Organization and administration of athletic (and HPER) programs are studied with sociological implications considered.

***HPR 270 Kinesiology (3)***

The science of human movement encompasses the anatomical and mechanical aspects of movement as they relate to sport, games and dance. Prerequisite: BIO 230, junior or senior standing. Offered alternate years.

***HPR 271 Measurement and Evaluation of HPR (2)***

The purpose of this course is to guide students in the appropriate selection, construction, administration, and interpretation of tests specific to the field of health, physical education and exercise science. Fundamental statistical concepts are introduced. First-year student or sophomore level standing. Offered alternate years.

***HPR 281 Basic Athletic Training (2)***

This course focuses on head to toe examination emphasizing initial care and prevention of athletic injuries. Risk factors and mechanisms of athletic injuries are identified. Laboratory experiences are provided in taping, wrapping, and usage of various modalities. Recommended: BIO 230.

***HPR 310 Motor Learning and Physical Activity for Special Populations (4)***

The purpose of this course is to become familiar with the learner, the learning environment, and the process of learning in the motor skill context in order to help physical educators and coaches with appropriate instructional decisions. Special attention is given to those who are physically challenged and/or elderly.

***HPR 325 Teaching Methods for Physical Education (2)***

The purpose of this course is to prepare the student to meet the challenge of teaching physical education in elementary and secondary school settings. Methods, materials, and practices related to curriculum instruction are the focus of this course. Practical experience is included. Recommended prerequisite: EDU 200, EDU 332, junior or senior standing.

***HPR 327 Teaching Methods for Health (2)***

The purpose of this course is to prepare the student to meet the challenge of teaching health in elementary and secondary school settings. Methods, materials, and practices related to curriculum instruction are the focus of this course. Practical experience is included. Recommended prerequisite: EDU 200, EDU 332, junior or senior standing.

**HPR 330 Sport and Administration Management Practices (3)**

This course is designed to acquaint the student with the many opportunities that exist for the professional administrator in sport management. A discussion of the foundation of sport management, career and employment opportunities, and essential skills needed in management aids the student in the development of his/her own personal philosophy of sport management in the 21st century. Prerequisite: junior standing.

**HPR 370 Exercise Physiology (3)**

This course focuses on the immediate and long-term effects of exercise on the human body including theories and principles for improving performance. Prerequisite: BIO 230; physics, chemistry preferred. Offered alternate years.

**HPR 385 Internship (1-10)**

A course designed to provide the HPR major with opportunities to make some self-evaluations concerning the many professional positions available to the graduate of a liberal arts university. Consideration may be given to such areas of interest as teacher education, health, therapy, recreation, camping, sports administration and sport. By arrangement with department chairperson.

**Recreation**

**REC 100 Adventures in Outdoor Recreation (1-2)**

Designed to develop introductory skills in a variety of outdoor recreation adventure opportunities in areas such as: whitewater rafting, skiing, kayaking, backpacking and mountaineering.

**REC 117 Introduction to Recreation (3)**

Covers foundations of organized recreation, backgrounds and theories, objectives and principles, social and economic factors, public, private and commercial interests, and recreation and social institutions.

**REC 125 Games and Social Recreation (3)**

Focuses on individual, dual, low-organization activities, quiet games, table games, and social mixers usable in programming in a recreation setting.

**REC 130 Recreation Arts and Crafts (3)**

Involves designing for and working with various craft media including paper, metal, metal enamel, clay, and other ceramic materials, plastic, and weaving materials.

**REC 215 Commercial Recreation (3)**

This course deals with the private sector of recreation opportunities, including industrial corporations, establishment of private corporations, profit camps, sports clubs, and the use of public land by private endeavors. Offered alternate years.

**REC 225 Recreation Leadership and Program (3)**

Studies principles of leadership and their application in the development of recreation programs.

**REC 260 Outdoor Recreation (3)**

Study of basic techniques and resource availability for camping, hiking, backpacking, mountaineering, and related activities. Review of the interest in outdoor recreation and its impact upon facilities and environment.

**REC 310 Recreation and the Aging Process (3)**

The role of recreation as it relates to understanding and working with older persons. Emphasizes the role of the recreation manager in pre-retirement planning and in social programs planning for the older adult in retirement. Offered alternate years.

**REC 325 Therapeutic Recreation Service (3)**

Involves a study of leadership skills, techniques and adaptation of recreation activities for persons with disabilities. Offered alternate years.

**REC 327 Facilities Planning and Construction (3)**

An in-depth exploration into planning, constructing, equipping and managing a variety of recreation facilities. Funding and fundraising is also explored. Offered alternate years.

**REC 335 Aquatics (3)**

A course to advance the student in the aquatics area and to provide an understanding of potential programs as they relate to recreation. Offered alternate years.

**REC 337 Camping Administration (3)**

This course deals with the development and implementation of successful camping programs and the total camp operation.

**REC 350 Trends, Issues and Legislation in Recreation (3)**

A course designed to explore current issues, trends and legislation affecting the recreation management professional. Offered alternate years.

**REC 380 Internship (1-10)**

On-site experiences with an agency that delivers leisure services. This may include public recreation park agencies, voluntary or social

agencies, correctional institutions, industries, therapeutic agencies serving persons with disabilities, or commercial recreation opportunities. Approval of department chair and instructor for non-recreation majors.

**REC 390 Independent Study (1-4)**

Individual readings, research and/or field study of a recreation issue, problem, service system, or activity pattern. Can include individual growth of the student in a particular area. Approval of department chair and instructor for non-recreation majors.

## HISTORY AND POLITICAL SCIENCE

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The development of a historical frame of reference, an appreciation of the dynamics of change and an understanding of the modern world constitute the broad objectives of the offerings in history and political science. The department's aim is the development of specific competencies: the ability to pursue historical research with skill and integrity, the facility to analyze with insight and balance and the demonstrated capacity to write with clarity and readability.

Even though there is not a separate major in political science or international studies, history majors may choose to minor in those areas - provided that no courses taken to fulfill the requirements for one area are used to meet those in another area (an exception to this rule is that either HIS 245: Regional and National Studies or HIS 205: World Civilizations may count once for both the major and the International Studies minor). The same rule holds true with regard to students wishing to have a minor in more than one area: no course may overlap among the different minors (while this rule may prevent students from doing certain combinations of minors using our existing course offerings, it does not exclude the possibility that other courses transferred in from other institutions might make these combinations possible.)

Students interested in using the history major in preparation for law school should also complete the pre-law core program. All majors are required to take at least one course in a non-Western area. Students considering graduate work in history are encouraged to consider a departmental honors project. Incoming first-year students might also want to consider the honors program.

Students may repeat the "studies" courses (HIS 245, HIS 301, HIS 302, PLS 303) and HIS 350 if the content is different. In addition to the following history and political science courses, one course in history of religion, one in art history, and one in music history may be counted toward a history major. In addition to the course requirements, all seniors will take a comprehensive examination covering all the subjects they have studied in history and political science.

The department welcomes nonmajors in all of its courses.

### History Major (40 hours)

**Required:**

HIS 200 Foundations of American Civilization (3)  
HIS 201 The Making of Contemporary America (3)  
HIS 225 History: Theory and Application (3)  
HIS 205 World Civilizations (3)  
    or HIS 245 Regional and National Studies (3)  
HIS 263 European Survey (3)  
HIS 265 European Social/Intellectual History (3)  
    or HIS 302 Studies in European History (3)  
HIS 350 Research Seminar (4)  
HUM 221 Humanities 1 (3)  
HUM 222 Humanities 2 (3)

Any one of the following:

HIS 253 American Social/Intellectual History (3)  
HIS 301 Studies in American History (3)  
HIS 305 African American History (3)  
HIS 310 U.S. Women's History (3)

**Electives:** (any three of the following)

HIS 390 Independent Study in History (3)  
Any history course not taken in the above list\*  
Any political science course\*  
Any one course in history of religion  
Any one course in art history  
Any one course in music history

\*May take three history or political science courses as electives.

### Minors

There are three possible minors in history and political science in the separate areas of history, political science and international



studies. History majors may have a minor in political science and/or international studies, provided the guidelines outlined above are adhered to. Minors include the courses listed below:

**History minor** (18 hours)

**Core:** 15 hours

HIS 200 Foundations of American Civilization (3)  
HIS 201 The Making of Contemporary America (3)  
HIS 225 History: Theory and Application (3)  
HIS 245 Regional and National Studies (3)  
    or HIS 205 World Civilizations (3)  
HIS 263 European Survey (3)

**Choose one of the following:**

HIS 253 American Social/Intellectual History (3)  
HIS 265 European Social/Intellectual History (3)  
HIS 301 Studies in American History (3)  
HIS 302 Studies in European History (3)  
HIS 305 African American History (3)  
HIS 310 U.S. Women's History (3)

**Political Science minor** (18 hours)

PLS 215 Introduction to Politics (3)  
PLS 251 American Political Process (3)  
PLS 270 Political Theory (3)  
PLS 272 Global Politics (3)  
PLS 285 Comparative Politics (3)  
PLS 301 Constitutional Law (3)  
    or PLS 303 Studies in Political Science (3)  
    or PLS 385 Political Science Internship

**International Studies minor** (18 hours)

**Core:** 12 hours

HIS 245 Regional and National Studies (3)  
HIS 245 Regional and National Studies (second topic) (3) or HIS 205 World Civilizations (3)  
PLS 272 Global Politics (3)  
PLS 285 Comparative Politics (3)

**Electives:** 6 hours

EBA 371 International Trade and Investment (3)  
EBA 382 Economic Development and the Environment (3)  
GEO 111 Principles of Geography (3)  
PSY 262 Cross-cultural Psychology (3)  
Selected cross-cultural semester study abroad programs

**Adolescent/young adult licensure in social studies** (81-82 hours)

Students who wish to obtain an Ohio teaching license for adolescent/young adult (7-12) in social studies must complete the following courses, in addition to general education and major requirements:

**Required:**

HIS 200 Foundations of American Civilization (3)  
HIS 201 The Making of Contemporary America (3)  
HIS 205 World Civilizations (3)  
HIS 225 History: Theory and Application (3)  
HIS 263 European Survey (3)  
EBA 141 Principles of Macroeconomics (3)  
EBA 142 Principles of Microeconomics (3)  
GEO 111 Principles of Geography (3)  
PLS 215 Introduction to Politics (3)  
PLS 251 American Political Process (3)  
PLS 272 Global Politics (3)  
PLS 285 Comparative Politics (3)  
PSY 110 Introduction to Psychology (3)  
SOC 152 Introduction to Sociology (3)

Choose one:

SOC 162 Anthropology (3)

SOC 362 Methods of Social Research (3)

Choose one:

PSY 258 Social Psychology (3)

PSY 262 Cross-cultural Psychology (3)

Choose one:

COM 185 Public Speaking and Persuasion (3)

PHI 105 Introduction to Philosophy (3)

**Required professional education courses:**

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

SED 220 The Adolescent: Development and Diversity (2)

PSY 254 Educational Psychology and Classroom Assessment (3)

EDU 103 Computers and Technology in Education (2)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 305 Content Area Literacy/General Methods (3)

EDU 344 Adolescent/Young Adult Classroom Organization (2)

EDU 403 Adolescent/Young Adult Special Methods: Social Studies (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

## **Courses**

### **Geography**

***GEO 111 Principles of Geography*** (3)

Study of people, nations, and theatres of current events in their physical environment in order that the student may more accurately analyze social and political problems. Recommended for state teaching certification in social studies but does not count for the history major.

### **History**

***HIS 200 Foundations of American Civilization*** (3)

A chronological overview of American history from exploration and colonization through the Civil War. Emphasis is placed on the growth and development of American society.

***HIS 201 The Making of Contemporary America*** (3)

A chronological survey of American history from Reconstruction through the 1980s. Emphasis is placed on the impact of industrialization, growth of the United States as a world power and the development of state capitalism.

***HIS 205 World Civilizations*** (3)

A historical survey of the major non-European civilizations of the world: the ancient Near East, ancient China, India, Aztec, and Mayan civilizations, as well as more recent ones. Some attention is given to their interaction with Europe, but this is not the primary focus.

***HIS 225 History: Theory and Application*** (3)

For majors and interested nonmajors, this course combines a focus on historical methodology with its application in local archival sources. A variety of themes and topics are considered, including great controversies, philosophies of history, and the relationship of the historian to society. Having surveyed some key historiographical concepts, students then turn to the practice of social history, applying the emphasis and research methods of social historians to sources in local history.

***HIS 245 Regional and National Studies*** (3)

A specialized course of study on a particular topic or civilization significant in world history. Course topics may include Russia, Latin America, Canada, the Middle East, Africa, China and the Far East, etc. Announcement of the course topic is made prior to registration. May be taken more than once with different topics. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

***HIS 252 Ohio and the Old Northwest*** (3)

A selective study of important themes in Ohio and regional history beginning with the Mound-builders and extending through the period of colonization, Indian removal, the Civil War, and the 20th century. Opportunities for individual exploration into local history are provided and field trips supplement lectures, readings and discussion. Offered alternate years.

***HIS 253 American Social and Intellectual History*** (3)

A study of some selected major social and intellectual movements in American history from early settlements until recent years. Topics could include Puritanism, the First and Second Great Awakenings, reform movements, Social Darwinism, racism, imperialism,

secularization, fundamentalism/evangelicalism, the Social Gospel movement, emerging urban problems or changing gender roles. Particular attention is paid to developing intellectual currents and the socio-historical background that informed them. Offered every third year.

***HIS 263 European Survey (3)***

A chronological survey of the major structural features of European civilizations from Ancient Greeks through the Renaissance to the present. In order to supplement the cultural and literary survey from the humanities sequence, this course gives particular attention to the social and political development of European society. Both topical and chronological in approach, the intent is to enable the student to acquire a frame of reference for the significant and controversial features of Europe's development.

***HIS 265 European Social and Intellectual History (3)***

A study of the social and intellectual movements in European civilization in the modern period. Topics such as social life, religious activity, literary themes, the impact of science, the interaction of historical events and intellectual development, and the advent of technological civilization are considered. Recommended background in European history. Offered every third year. This course may be taken as part of the Peace and Conflict Studies minor.

***HIS 271/PCS 271 History of Northern Ireland and Background to the Troubles (3)***

This course covers Modern Irish History from 1800-1923. Class topics include: Daniel O'Connell and his campaigns for Catholic Emancipation for Repeal of the Union; social, economic, and demographic problems in pre-famine Ireland and the Great Famine and its impact on Irish society; emigration from Ireland in the course of the 19th century; the campaign for Home Rule under Butt, Parnell, Redmond and Dillon; the land problem and its resolution and the end of landlordism; the Easter Rebellion and its political consequences. It focuses also upon the political issues and events out of which the Troubles arose in the 1960s and early 1970s.

***HIS 301 Studies in American History (3)***

A specialized course of study focusing upon a significant theme or topic in American history, such as African-American history. Recommended background in American history. May be taken more than once with different topics. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

***HIS 302 Studies in European History (3)***

A specialized course of study focusing upon a significant theme or topic in European history. Recommended background in European history. May be taken more than once with different topics. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

***HIS 305 African American History (3)***

A chronological survey of African American history from early colonial period through the civil rights struggles of the 1960s and 1970s. It begins by exploring the arrival of slavery and examining the problem that slavery posed in colonial life. The course moves on to examine the development of slavery in its classic form in antebellum America, with particular focus on different historo-graphical approaches, before moving on to survey African American life in the Jim-Crow south and the creation of segregation. Finally, the course concludes with a careful treatment of the great migration of rural blacks to the urban north and then an analysis of the freedom struggles of the later 20th century. This course may be taken as part of the Peace and Conflict Studies minor.

***HIS 310 U.S. Women's History (3)***

A chronological survey of U.S. women's history from the 17th to the 20th century. Primary themes throughout the course include work and family, class and race, public and private, and religion and politics. Examines how women's history and status have been defined by these categories and how each has changed over time and differed for women from diverse cultures and communities. This course may be taken as part of the Peace and Conflict Studies minor and Women's Studies minor.

***HIS 350 Research Seminar (4)***

A course providing practice in research and writing using primary source materials. The course focuses on research methodology and the preparation of a seminar paper. A common theme in either American or European history is selected each year, and individual student research findings are shared. For juniors and seniors. Topic alternates between American and European history. May be taken more than once with different topics.

***HIS 380 History Internship (2-4)***

A supervised work/study experience with a historical society, museum, archives or other institution providing an opportunity to apply classroom learning through research, planning exhibits, organizing collections or other "public history" activities.

***HIS 390 Independent Study in History (1-4)***

By arrangement; topic to be proposed by the student.

See Humanities course descriptions for more European History courses.

## **Political Science**

***PLS 215 Introduction to Politics (3)***

This course covers the scope and methods of the study of political science and examines the basic concepts and theories in the discipline. Traditions and approaches in the field and their application to the various subdivisions of political science are covered. Intended to help develop within the student the critical ability to analyze and evaluate political issues and questions.

**PLS 251 American Political Process (3)**

A study of the historical evolution of American political institutions. Appropriate attention is given to the theory of American federalism, constitutional safeguards, the political role of minorities, and the contemporary challenges to democratic government.

**PLS 260 Government and Politics of Northern Ireland (3)**

This course covers the background to "The Troubles," examines Partition, significant political leaders in Irish politics, the different types of government in Ireland, Northern Ireland and Britain, the different political parties in Northern Ireland, inter-governmental relations between Britain and the Irish Republic, and relevant issues, groups, parties, and paramilitary organizations. Some sample essay questions for this course have included: Why was the Unionist government unable to resolve the political crisis in Northern Ireland between 1968 and 1972? Assess the record of the Anglo-Irish Agreement as a strategy for promoting political consensus in Northern Ireland. Why has there been a growth of U.S. involvement in Northern Ireland politics since 1985?

**PLS 270 Political Theory (3)**

A study of the principal writings and theories of selected major political philosophers from the time of the Greek city-states to the present. Special emphasis is on individualized programs of study and seminar discussions. Recommended background: PHI 105, PLS 215. Offered alternate years.

**PLS 272 Global Politics (3)**

A study of international nation-state behavior since World War II. The course surveys political forces that operate in the contemporary international system such as ideology, nationalism, international law and economic interests. Selected current issues in international politics are identified for in-depth study and discussion. Such issues might include the Middle East conflict, the arms race, revolution in Central America, international development, protecting world resources, the struggle of Black Africa, nuclear proliferation, and related issues. Recommended background: PLS 215. This course is one of the core courses in the Peace and Conflict Studies minor.

**PLS 285 Comparative Politics (3)**

An introductory course in comparative politics designed to introduce the student to the systematic study of nations and their political systems, to provide a solid base of information about political systems of selected countries, and to develop analytical skills so that each student is able to compare any two nations with regard to political culture, political socialization, structure, and institutions of government and public policy. This course may be taken as part of the Peace and Conflict Studies minor.

**PLS 301 Constitutional Law (3)**

This course utilizes a variety of perspectives and gives particular attention to the growth and development of the relationship between the individual and government at the federal, state, and local levels. Offers an analysis of the historical evolution of the relationship between the states and the Bill of Rights and of the impact of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states. Provides a study of notable Supreme court decisions from Marbury and Madison to the leading decisions relating to the criminal justice system. Upper level standing and PLS 215 recommended for registration, or permission of instructor.

**PLS 303 Studies in Political Science (1-4)**

A specialized course of study focusing upon a significant theme or topic in political science. Topics may include Canadian or European politics, the American presidency, voting behavior, state and local government, or international conflict resolution. May be taken more than once with different topics. This course may be taken as part of the Peace and Conflict Studies minor.

**PLS 385 Political Science Internship (2-4)**

A supervised work/study experience that gives students the chance to explore career and personal interests related to government, politics, law, human rights, communications, international relations, etc. Student interns have the opportunity to get involved in the political process, make a contribution to the community, and develop specialized employment skills and contacts.

**PLS 390 Independent Study in Political Science (1-4)**

By arrangement. Topic to be proposed by the student.

## MATHEMATICS

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The mathematics, computer science and technology department embraces the Bluffton University institutional goal of emphasizing individual inquiry, critical thinking and lifelong learning.

For mathematics majors, we maintain a program that guarantees both depth and breadth. Each student is required to study several areas of mathematics to a depth reasonable for an undergraduate. A program goal is that majors can choose from a wide variety of vocations and professions that value analytical reasoning, mathematical knowledge and problem-solving skills. Our program endeavors to prepare students for graduate school or for positions in business, industry, actuarial mathematics or teaching. We anticipate that some of our graduates will find careers in other professional positions as diverse as law, music and the pastorate.

A related goal of the mathematics program is to provide service to other departments by offering courses in mathematics appropriate for students in business, social sciences, physical and life sciences and elementary education.

## **Major** (43 hours)

Bluffton University placement tests and advanced placement tests taken in high school will be considered to assist appropriate placement and potential credit or waivers. The following courses are required:

MAT 135 Calculus 1 (5)  
MAT 136 Calculus 2 (5)  
MAT 220 Discrete Mathematics (3)  
MAT 225 Multivariate Calculus (3)  
MAT 230 Linear Algebra (3)  
MAT 211 Introductory Geometry (3)  
MAT 312 Advanced Geometry (alternate year) (3)  
MAT 332 Abstract Algebra (alternate year) (3)  
MAT 340 Probability and Statistics (3)  
MAT 350 Differential Equations and Modeling (alternate year) (3)  
MAT 360 Operations Research (alternate year) (3)  
MAT 401 Analysis I (alternate year) (3)  
CPS 108 Computer Programming (3)

CPS 320 and PHY 211 are strongly recommended for all mathematics majors.

### ***Restrictions and alternatives***

At least one of the required upper level courses shall be taken during the senior year. Departmental honors may be sought by a student majoring in mathematics by way of an approved plan of independent studies. MAT 390 may be considered as an elective in mathematics and is repeatable as distinct investigations.

## **License to teach mathematics**

Students interested in teaching mathematics in middle school must complete a middle childhood education major with mathematics as one of the two areas of concentration.

### ***Adolescent/young adult licensure in integrated mathematics***

Students who wish to teach mathematics in secondary school should complete a mathematics major along with the following professional education courses for an adolescent/young adult license in integrated mathematics.

#### **Required professional education courses:** (29 hours)

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
SED 220 The Adolescent: Development and Diversity (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 305 Content Area Literacy/General Methods (3)  
EDU 344 Adolescent/Young Adult Classroom Organization (2)  
EDU 404 Adolescent/Young Adult Special Methods: Mathematics (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

## **Minor** (19 hours)

### **Required:**

MAT 135 Calculus 1 (5)  
MAT 136 Calculus 2 (5)

### **Electives:**

*Select at least three of the following mathematics courses, of which at least one shall be numbered above 300, for a total minimum of 9 semester hours.*

MAT 220 Discrete Mathematics (3)  
MAT 225 Multivariate Calculus (3)  
MAT 230 Linear Algebra (3)  
MAT 340 Probability and Statistics (3)  
MAT 350 Differential Equations and Modeling (3)  
MAT 360 Operations Research (3)

## **Courses**

***MAT 050 Basic Mathematics*** (3) (only 2 count toward graduation)

Students review and apply basic computational and algebraic concepts and skills. Problem solving is a major focus of the course, including basic applications to geometry. Graphing calculators are provided and used throughout the course whenever appropriate.

**MAT 100 College Algebra (3)**

This course presents concepts and skills typically found in a college algebra course including development of real number systems, simplifying algebraic expressions, solving equations and inequalities, and solving mathematical problems that model real world situations. Numerical, algebraic and graphical representations are used throughout the course. Graphing calculators are required and are used to accommodate numerical and graphical solution techniques in addition to traditional paper and pencil methods. Prerequisites: MAT 050 or two years of high school mathematics and qualification for placement.

**MAT 105 Understanding Numerical Data (2)**

Designed to help students understand, interpret and think critically about numerical information. The main focus of the course is concept development rather than mathematical manipulation. Use of graphing calculators and spreadsheets give students experience in handling numerical data. Prerequisites: MAT 050 or placement into MAT 100 or above.

**MAT 114 Precalculus (4)**

A study of families of elementary functions and their important properties--power functions, polynomials, logarithmic and trigonometric functions, and their inverses. Numerical, algebraic and graphical representations of each family are included. Polya's problem-solving methods are used to solve mathematical problems that model real-world situations. Graphing calculators are required and are used extensively. Prerequisites: three years high school math and qualification for placement.

**MAT 115 Business Calculus (3)**

A study of functions and applied differential calculus for economics, business and other social sciences. Emphasis is on spreadsheet analysis of common elementary situations. Other topics covered include systems of linear equations and an introduction to linear programming. Prerequisite MAT 100 or placement into MAT 114 or above.

**MAT 135 Calculus 1 (5)**

The fundamental concepts and applications of the differential calculus of one variable, as well as introductory integral calculus. Polya's problem-solving methods are used to solve mathematical problems that model real-world situations and which require methods of differential calculus for their solution. The historical roles of Newton and Leibniz are discussed. Graphing calculators are required and are used extensively. Projects that require use of computer algebra systems such as Mathematica or Maple are included. Prerequisites: MAT 114 or four years of high school math and qualification for placement.

**MAT 136 Calculus 2 (5)**

The fundamental concepts and applications of the definite integral of one variable, infinite series and introductory differential equations including series solutions are included. Polya's problem-solving methods are applied to solve mathematical problems that model real-world situations and which require methods of integral calculus for their solution. The historical roles of Newton and Leibniz are discussed. Graphing calculators are required and are used extensively. Projects that require use of computer algebra systems such as *Mathematica* or *Maple* are included. Prerequisites: MAT 135 or its equivalent.

**MAT 185 Fundamental Mathematics Concepts for Early Childhood (3)**

This course includes pre-number ideas, early number concepts, numeration systems, place value foundations and applications, understanding the basic algorithms of arithmetic, techniques of estimation, problem solving methods, basic concepts of geometry and measurement. Calculators and their role in mathematical problem solving are included from the perspective of learning to judge the most effective approach to a problem--estimation, mental calculation, paper and pencil or calculator. Prerequisites: MAT 050 or readiness for college algebra (or higher) on mathematics placement, EDU 200, EDU 205, EDU 215.

**MAT 186 Fundamental Mathematics Concepts for Middle Childhood (3)**

This course includes the content of integers and fractions, rational and irrational numbers, decimal notation, ratio and percent, equations and inequalities, probability and motions in geometry. Calculators and their role in mathematical problem solving are included from the perspective of learning to judge the most effective approach to a problem--estimation, mental calculation, paper and pencil or calculator. Prerequisite: MAT 185.

**MAT 211 Introductory Geometry (3)**

A study of classical theorems from plane Euclidean geometry. Discovery methods and inductive reasoning are used with a computer geometry program as a tool to discover relationships. Four proof methods--vector, analytical, synthetic and transformation--are compared and contrasted as discovered relationships are proven. The historical contributions of Greek, Indian, Arab and European mathematicians are discussed, particularly those of Euclid, Pythagoras, Desargues, Pappus, Archimedes, Ptolemy, Heron, Brahmagupta, Bhaskara, Fermat, Poincare, Ceva, Minkowski, Steiner and Feuerbach. Prerequisite: MAT 136.

**MAT 220 Discrete Mathematics (3)**

This course introduces the student to general methods of discrete mathematics on topics selected from sets, relations and functions, graphs, trees, matching problems, counting techniques and recurrence. An algorithmic approach to problem solving is a common thread that ties these various topics together. Historical contributions of mathematics to graph theory and discrete mathematics are discussed, particularly those of Cantor, Euler, Fibonacci, Hamilton, Gauss, Boole and Russell. Prerequisite: qualification for placement at the calculus level.

**MAT 225 Multivariate Calculus (3)**

A development of vector calculus, partial derivatives and multiple integrals, properties of vectors and transformations on coordinate

systems, line and surface integrals, and projects that make use of systems such as Mathematica or Maple for three-dimensional display is included throughout the course. Prerequisite: MAT 136.

***MAT 230 Linear Algebra*** (3)

A study of vector spaces and subspaces, linear transformations, matrices and determinants, eigenvalues and eigenvectors of matrices. Real world problems are modeled and solved using whatever methods are appropriate--paper and pencil, graphing calculator, or computer algebra systems. Prerequisite: MAT 136.

***MAT 277 Algebra: Functions and Modeling*** (3)

This course includes topics related to the NCTM K-8 curriculum in algebra, number theory, data analysis and problem solving. Mathematics is presented using a variety of pedagogical methods including discussion in groups, cooperative learning groups and individual and group investigation of mathematical content. One goal of the course is to make students secure in their ability to be independent learners of mathematical content. Prerequisite: MAT 185 or consent of the instructor. Offered alternate years.

***MAT 312 Advanced Geometry*** (3)

This course uses a formal axiomatic development to study both Euclidean and non-Euclidean geometries. The course includes a significant amount of mathematical history particularly as the discovery of non-Euclidean geometry relates to the development of modern mathematics of the past century. Formal proof is a major focus of this course. Prerequisite: MAT 211. Offered alternate years.

***MAT 332 Abstract Algebra*** (3)

A study of groups and rings using properties of sets, equivalence relations and number theory. Historical contributions of mathematicians to number theory and algebra are discussed, particularly those of Diophantus, Fermat, Euler, Lagrange, Abel, Cayley, Cauchy, Galois, Jordan, Noether, Germain, Artin, Dedekind and Sylow. Prerequisite: MAT 230. Offered alternate years.

***MAT 340 Probability and Statistics*** (3)

A study of the theory of probability and inferential statistics, including both discrete and continuous probability distributions. The distributions studied include the binomial, geometric, Poisson, normal, gamma, exponential, chi-square,  $t$  and  $F$  distributions. Includes random sampling, estimation theory, unbiased estimators and some study of tests of hypotheses, linear regression and correlation. Historical contributions of mathematicians to probability and statistics are discussed, particularly those of Bayes, Bernoulli, Chebyshev, Gauss and Poisson. Prerequisite: MAT 136; MAT 225 recommended.

***MAT 350 Differential Equations and Modeling*** (3)

A study of differential equations generated from modeling nature and the physical world using analytic, numeric and graphical techniques. The course begins with the study of elementary differential equations and introductory models in classroom and computer laboratory settings, then more complex general mathematical models are introduced. Calculator and computer technology are used extensively. Group and individual projects are required. Prerequisite: MAT 136. Offered alternate years.

***MAT 360 Operations Research*** (3)

A study of introductory topics in operations research: linear programming, integer programming, network models and applications to the transportation problem and the Program Evaluation and Review Technique, Markov chains, queuing theory and simulation. Computer technology is used extensively. Group and individual projects are required. Prerequisite: MAT 230. Offered alternate years.

***MAT 380 Post-Clinical Practice*** (2)

This course includes both contents and methods. The content topics discussed are ones that can be adapted to either elementary or secondary levels and relate to "mathematics enrichment." The methods topics discussed are ones that are most meaningful only after clinical practice has been completed. The course also includes topics that relate to "being a professional." Students discuss the K-12 reform curriculum of the NCTM standards, the integrated mathematics curriculum vs. the traditional mathematics curriculum, other current trends in mathematics education and the future of mathematics education. The course also includes topics from history of mathematics.

***MAT 390 Independent Study in Mathematics*** (3-5) (By arrangement)

Two courses of independent study in mathematics are required for graduation with honors in mathematics; also available by proposal from any student majoring in mathematics.

***MAT 401 Analysis I*** (3)

This course is intended as a first course in analysis following multivariate calculus. The study of sets, sequences and mappings becomes a foundation for more theoretical study of real and complex analysis. Topics included are countable, connected, open and closed sets, convergence of sequences, continuity and uniform continuity, and a first investigation of metric spaces, separability and compactness. Prerequisite: MAT 225. Offered alternate years.

## MUSIC

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It is the music department's objective to provide opportunities to study music, to provide opportunities to develop performance skills for use throughout life, and to provide ensemble settings in which to use the skills and knowledge while in college.

Bluffton University, an accredited institutional member of the National Association of Schools of Music **and an all Steinway institution**, offers two majors in music: music (liberal arts) and music education. A minor in music is offered for students who major in another discipline.

## **Majors**

For music (liberal arts) majors, it is our objective to provide a broad-based foundation in music, including theoretical, historical, and performance studies. The liberal arts music major provides preparation for further study at the graduate level, as well as for various careers in which a liberal arts degree is appropriate.

Music (liberal arts) majors may choose to focus their studies in one of the following concentration areas: music business, music ministry, performance studies, or piano pedagogy. Designed to help prepare students for careers in music retailing/arts administration, music ministry, music performance, and piano instruction, each concentration maintains a common curricular core of music theory and history, piano, and applied area study.

For music education majors, it is our objective to provide the extensive and specialized training needed to become a competent and successful teacher of vocal and instrumental music in public and private schools, grades pre-school through 12. This training includes that expected of all liberal arts music majors, as well as specialized study in music pedagogy, educational philosophy and methodology.

The music education major meets Ohio licensure requirements for vocal/instrumental music, Pre-K-12.

Students who are awarded music scholarships are required to declare a major in music by the end of their first year in order to receive their scholarships the following year.

### **Music (liberal arts) (46 hours)**

MUS 116 Voice Class (2)  
MUS 130 Introduction to Careers in Music (1)  
MUS 131 Music Theory 1 (2)  
MUS 133 Music Theory 2 (2)  
MUS 132 Aural Skills 1 (2)  
MUS 134 Aural Skills 2 (2)  
MUS 235 Music Theory 3 (3)  
MUS 236 Music Theory 4 (3)  
MUS 321 Music History 1 (3)  
MUS 322 Music History 2 (3)  
MUS 401 Music Seminar (2)  
Electives in music (6 hours)

### **Applied music: (12 hours)**

Piano: MUS 101 and/or MUS 121, MUS 122 (4)  
Major applied area: MUS 101, 103, 105, 106, 107, 108, 109 and 110 (8)

### **Ensembles: (3 hours)**

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.  
MUS 021 Concert Band (.5)  
MUS 031 Accent! (.5)  
MUS 032 Bel Canto (.5)  
MUS 033 Camerata Singers (.5)  
MUS 023 Lima Symphony Orchestra (.5)

### **Music recital/lab**

All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

### **Junior recital**

MUS 300 is taken during the second semester of the junior year.

### **Senior recital**

MUS 400 is taken during the senior year.

### ***Music major with concentration in Music Business (51 hours)***

**Music courses: (26 hours)**  
MUS 130 Introduction to Careers in Music (1)  
MUS 131 Music Theory 1 (2)  
MUS 133 Music Theory 2 (2)  
MUS 132 Aural Skills 1 (2)  
MUS 134 Aural Skills 2 (2)



MUS 212 Electronic Music, Instruments and Equipment (2)  
MUS 235 Music Theory 3 (3)  
MUS 236 Music Theory 4 (3)  
MUS 321 Music History 1 (3)  
MUS 322 Music History 2 (3)  
MUS 401 Music Seminar (2)  
MUS 402-01 Music Practicum (1)

**Non-Music courses:** (14 hours)

TEC 102 Using Microcomputers 2 (2)  
EBA 141 Principles of Macroeconomics (3)  
EBA 151 Principles of Accounting 1 (3)  
EBA 354 Principles of Management (3)  
EBA 356 Principles of Marketing (3)

**Applied music:** (8 hours)

Piano: MUS 101 and/or MUS 121, MUS 122 (4)  
Major applied area: MUS 101, 103, 105, 106, 107, 108, 109 and 110 (4)

**Ensembles:** (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

MUS 021 Concert Band (.5)  
MUS 031 Accent! (.5)  
MUS 032 Bel Canto (.5)  
MUS 033 Camerata Singers (.5)  
MUS 023 Lima Symphony Orchestra (.5)

**Music recital/lab**

All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

**Junior recital**

MUS 300 is taken during the second semester of the junior year.

**Senior recital is waived.**

***Music major with concentration in Music Ministry*** (49 hours)

**Music courses:** (28 hours)

MUS 130 Introduction to Careers in Music (1)  
MUS 131 Music Theory 1 (2)  
MUS 133 Music Theory 2 (2)  
MUS 132 Aural Skills 1 (2)  
MUS 134 Aural Skills 2 (2)  
MUS 141 Beginning Conducting (2)  
MUS 231 Music Ministry (2)  
MUS 235 Music Theory 3 (3)  
MUS 236 Music Theory 4 (3)  
MUS 321 Music History 1 (3)  
MUS 322 Music History 2 (3)  
MUS 401 Music Seminar (2)  
MUS 402-02 Music Practicum (1)

**Non-Music courses:** (8 hours)

REL 230 Christian Worship (2)  
REL 334 Foundations of Christian Ministry (3)  
One of the following three:  
COM 340 Religious Communication (3)  
THE 224 Drama in Education (3)  
THE 257 Oral Interpretation (3)

**Applied music:** (10 hours)

Must include a minimum of two hours in three of the following areas:

MUS 101 Applied Piano (2)  
MUS 105 Applied Voice (2)  
MUS 106 Applied Organ (2)  
MUS 110 Applied Guitar (2)

An additional four hours required in major applied area. (4)

**Ensembles:** (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

MUS 021 Concert Band (.5)

MUS 031 Accent! (.5)

MUS 032 Bel Canto (.5)

MUS 033 Camerata Singers (.5)

MUS 023 Lima Symphony Orchestra (.5)

**Music recital/lab**

All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

**Junior recital**

MUS 300 is taken during the second semester of the junior year.

**Senior recital**

MUS 400 is taken during the senior year.

***Music major with concentration in Performance Studies*** (46-47 hours)**Music courses:** (27-28 hours)

MUS 130 Introduction to Careers in Music (1)

MUS 131 Music Theory 1 (2)

MUS 133 Music Theory 2 (2)

MUS 132 Aural Skills 1 (2)

MUS 134 Aural Skills 2 (2)

MUS 235 Music Theory 3 (3)

MUS 236 Music Theory 4 (3)

MUS 321 Music History 1 (3)

MUS 322 Music History 2 (3)

MUS 395 Music Literature (2)

MUS 401 Music Seminar (2)

One of the following as related to major applied area:

MUS 113 String Class (2)

MUS 116 Voice Class (2)

MUS 117 Brass Class (3)

MUS 118 Percussion Class (2)

MUS 119 Woodwind Class (3)

**Applied music:** (16 hours)

Piano: MUS 101 and/or MUS 121, MUS 122 (4)

Major applied area: MUS 101, 103, 105, 106, 107, 108, 109 and 110 (8)

Secondary instrument applied area (4)

**Ensembles:** (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

MUS 021 Concert Band (.5)

MUS 031 Accent! (.5)

MUS 032 Bel Canto (.5)

MUS 033 Camerata Singers (.5)

MUS 023 Lima Symphony Orchestra (.5)

**Music recital/lab**

All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

**Junior recital**

MUS 300 is taken during the second semester of the junior year.

**Senior recital**

MUS 400 is taken during the senior year.

***Music major with concentration in Piano Pedagogy*** (48 hours)**Music courses:** (30 hours)

MUS 130 Introduction to Careers in Music (1)

MUS 131 Music Theory 1 (2)

MUS 133 Music Theory 2 (2)

MUS 132 Aural Skills 1 (2)

MUS 134 Aural Skills 2 (2)

MUS 235 Music Theory 3 (3)  
MUS 236 Music Theory 4 (3)  
MUS 321 Music History 1 (3)  
MUS 322 Music History 2 (3)  
MUS 311 Piano Pedagogy – Elem Methods (2)  
MUS 312 Piano Pedagogy – Int, Adv Methods (2)  
MUS 395 Music Literature (2)  
MUS 401 Music Seminar (2)  
MUS 402-04 Music Practicum (1)

**Non-Music courses:** (3 hours)  
EDU 215 Human Growth and Development (3)

**Applied music:** (12 hours)  
Piano: MUS 101 and/or MUS 121, MUS 122 (4)  
Major applied area: MUS 101, 103, 105, 106, 107,108, 109 and 110 (8)

**Ensembles:** (3 hours)  
Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.  
MUS 021 Concert Band (.5)  
MUS 031 Accent! (.5)  
MUS 032 Bel Canto (.5)  
MUS 033 Camerata Singers (.5)  
MUS 023 Lima Symphony Orchestra (.5)

**Music recital/lab**  
All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

**Junior recital**  
MUS 300 is taken during the second semester of the junior year.

**Senior recital**  
MUS 400 is taken during the senior year.

**Music Education** (94 hours including 28 education hours)

MUS 130 Introduction to Careers in Music (1)  
MUS 113 String Class (2)  
MUS 116 Voice Class (2)  
MUS 117 Brass Class (3)  
MUS 118 Percussion Class (2)  
MUS 119 Woodwind Class (3)  
MUS 131 Music Theory 1 (2)  
MUS 133 Music Theory 2 (2)  
MUS 132 Aural Skills 1 (2)  
MUS 134 Aural Skills 2 (2)  
MUS 235 Music Theory 3 (3)  
MUS 236 Music Theory 4 (3)  
MUS 321 Music History 1 (3)  
MUS 322 Music History 2 (3)  
MUS 141 Beginning Conducting (2)  
MUS 241 Advanced Conducting (3)  
MUS 212 Electronic Music, Instruments and Equipment (2)  
MUS 329 Music Education in Early Childhood (3)  
MUS 340 Marching Band Methods (2) - **optional**  
MUS 350 Music Education in Middle Childhood, Adolescence and Young Adults: Band and Orchestra (3)  
MUS 352 Music Education in Middle Childhood, Adolescence and Young Adults: Choral (3)  
MUS 401 Music Seminar (2)

**Applied music:** (10 hours)  
Piano: MUS 101 and/or MUS 121, MUS 122 (3)  
Major applied area: MUS 101, 103, 105, 106, 107, 108, 109 and 110 (7)

**Ensembles:** (3 hours)  
Music education majors are required to participate in at least two ensembles each semester, one choral and one instrumental.  
MUS 021 Concert Band (.5)  
MUS 031 Accent! (.5)  
MUS 032 Bel Canto (.5)  
MUS 033 Camerata Singers (.5)  
MUS 023 Lima Symphony Orchestra (.5)

**Music recital/lab**

All majors are required to enroll in MUS 100 each semester and must pass 6 semesters of the course for graduation.

**Junior recital**

MUS 300 is taken during the second semester of the junior year.

**Senior recital**

MUS 400 is taken during the senior year.

**In addition to the above courses, music education majors must complete 28 hours of professional education courses:**

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 215 Human Growth and Development: Birth Through Adolescence (3)

PSY 254 Educational Psychology and Classroom Assessment (3)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 302 Reading in the Content Areas: Middle Childhood (3)

or EDU 305 Content Area Literacy (3)

EDU 345 Multi-age Classroom Organization (2)

EDU 452 Clinical Practice- Multi-age (10)

For Music Education majors, the following general education courses are waived: LAS 111 and LAS 301.

**All Music and Music Education Majors****Performance Requirements**

All music and music education majors must successfully complete the following performance requirements:

- **Ensembles:** Music liberal arts majors must participate in at least one ensemble each semester. Music education majors must participate in two ensembles each semester, one choral and one instrumental.
- **Piano proficiency:** Satisfactory performance on the piano proficiency examination is a graduation requirement in both majors. Music education majors must complete the examination prior to clinical practice. Students must register for piano study each semester until the examination is passed.
- **Degree recital:** All students must present a public junior and senior recital under the direction of their major applied professor, demonstrating competence in an applied performance area. The senior recital serves as part of the departmental senior comprehensive examination. (In special situations the music faculty may approve an alternative senior project.)

Please consult the *Music Department Handbook* for details of these and other departmental requirements.

**Minor** (20 hours)**Music theory:** (8 hours)

MUS 131 Music Theory 1 (2)

MUS 133 Music Theory 2 (2)

MUS 132 Aural Skills 1 (2)

MUS 134 Aural Skills 2 (2)

**Music history:** (3 hours required; 6 hours maximum)

MUS 321 Music History 1 (3)

MUS 322 Music History 2 (3)

**Performance studies:** (2 hours required; 6 hours maximum)

MUS 101 Piano (1-2)

MUS 103 Strings (1-2)

MUS 105 Voice (1-2)

MUS 106 Organ (1-2)

MUS 107 Brass (1-2)

MUS 108 Percussion (1-2)

MUS 109 Woodwinds (1-2)

MUS 110 Guitar (1-2)

**Music ensembles/performance studies:** (1 hour required; 3 hours maximum)

MUS 005 Music Theatre Workshop (.5)

MUS 010 Chamber Music (.5)

MUS 021 Concert Band (.5)

MUS 022 Jazz Ensemble (.5)

MUS 023 Lima Symphony Orchestra (.5)

MUS 031 Accent! (.5)

MUS 032 Bel Canto (.5)

MUS 033 Camerata Singers (.5)

MUS 034 Choral Society (.5)

**Electives in Music:** (0-6 hours)

Any music courses not included in the above categories to total the required 20 hours in music.

**Courses**

**MUS 010, 021, 022, 023, 031, 032, 033, 034** (.5 hour each)

Participation in designated ensembles, study of the literature being performed, and exposure to rehearsal techniques and performance practices involved. A maximum of three hours may count toward graduation.

**MUS 005 Music Theatre Workshop** (.5)

Preparation and performance of staged opera and musical theatre works, both in their entirety and in excerpts. **Conscientious rehearsal and performance attendance is expected to maintain membership.** Offered only in selected semesters.

**MUS 010 Chamber Music** -01 (.5), -02 (0)

Small instrumental (e.g. Flute Ensemble, Saxophone Quartet, Brass Quartet, String Quartet) and vocal ensembles which perform varied repertoire both on and off campus. Ensembles are formed based on student interest. **Conscientious rehearsal and performance attendance is expected to maintain membership.**

**MUS 021 Concert Band** -01 (.5), -02 (0)

The Concert Band consists of traditional woodwind, brass and percussion instrumentation, which performs a varied repertoire at several on-campus performances each year. Membership is open to any campus/community instrumentalist desirous of playing. Conscientious rehearsal and performance attendance is expected to maintain membership.

**MUS 022 Jazz Ensemble** -01 (.5), -02 (0)

A select ensemble which studies and performs music in various contemporary popular idioms, including jazz improvisation. Membership based on auditions; conscientious rehearsal and performance attendance is expected to maintain membership.

**MUS 023 Lima Symphony Orchestra** -01 (.5)

A semi-professional community orchestra which performs a series of nine concerts each year. One three-hour rehearsal per week. Audition required. **Conscientious rehearsal and performance attendance is expected to maintain membership.**

**MUS 031 Accent!** -01 (.5), -02 (0)

Accent! is a men's chorus that performs a varied repertoire of choral music at several on-campus performances each year and occasional off-campus performances. Membership is open to any student. Conscientious participation in rehearsals and performances is expected to maintain membership.

**MUS 032 Bel Canto** -01 (.5), -02 (0)

Bel Canto is a women's chorus that performs a varied repertoire of choral music at several on-campus performances each year and occasional off-campus performances. Membership is open to any student. Conscientious rehearsal and performance attendance is expected to maintain membership.

**MUS 033 Camerata Singers** -01 (.5), -02 (0)

The Camerata Singers is a select chamber choir which performs primarily sacred music in concert performances both on-campus and in the region. This ensemble tours extensively. Much of its varied repertoire is performed a cappella. Conscientious rehearsal and performance attendance is expected to maintain membership.

**MUS 034 Choral Society** -01 (.5), -02 (0)

Choral Society performs a large choral/orchestra work each semester. The fall semester is the annual performance of Handel's *Messiah*. The spring semester performance is during the Bach Festival concert. Membership is open to any campus or community member. **Conscientious rehearsal and performance attendance is expected to maintain membership.**

**MUS 100 Music Recital/Lab** (0 P/F)

Development of musical skills through the experience of at least 10 live musical performances and regularly scheduled conducting labs each semester. Music majors are required to enroll in MUS 100 each semester until graduation.

**Applied Music — Private Instruction** (1-2)

Individual instruction with emphasis on developing technical proficiency, a repertoire representative of the literature for the particular instrument or voice, and a knowledge of performance styles and practices. Performance in studio and departmental recitals. (One hour credit for one half-hour lesson per week; may also be taken for two hours credit for one hour lesson per week.) Music lessons can not be audited. Prerequisite: permission of the instructor.

MUS 101 Piano

MUS 103 Strings

MUS 105 Voice

MUS 106 Organ

MUS 107 Brass

MUS 108 Percussion

MUS 109 Woodwinds  
MUS 110 Guitar

**MUS 112 Beginning Guitar Class (1)**

A course to develop facility on the guitar for practical use in the elementary classroom or for group singing. Basic chord progressions, strumming, and picking techniques are covered.

**MUS 113 String Class (2)**

Development of adequate technical proficiency on all the orchestral string instruments - violin, viola, cello, and string bass - with a view toward teaching the string program in public schools. **Students are expected to gain adequate playing proficiency on the instruments consistent with a beginning/intermediate level.** Study of methods, materials and assessment for teaching strings is included. Observation of teaching in culturally diverse settings required.

**MUS 114 Intermediate Guitar Class**

A continuation of MUS 112 with a development toward more solo playing skills. Prerequisite: MUS 112

**MUS 116 Voice Class (2)**

Introduction to the understanding and production of vocal tone with an emphasis on developing healthy vocal proficiency and basic teaching and assessment skills. Specific areas of exploration include breathing, resonance, diction, vocal anatomy, languages, and basic repertoire. Students are expected to gain solo performing proficiency at a beginning/intermediate level. Observation of teaching in a culturally diverse setting required.

**MUS 117 Brass Class (3)**

Introduction to the techniques, including notation and transposition, of trumpet, horn, trombone, euphonium, and tuba, with an emphasis on developing teaching skills. Students are expected to gain adequate playing proficiency on the instruments consistent with a beginning/intermediate level. A survey of methods, materials and assessment appropriate for teaching in public schools is included. Observation of teaching in a culturally diverse setting required.

**MUS 118 Percussion Class (2)**

Development of adequate technical proficiency on the basic percussion instruments - snare drum, timpani, and xylophone - with a view toward teaching in public schools. **Students are expected to gain adequate playing proficiency on the instruments consistent with a beginning/intermediate level.** Study of methods, materials and assessment available for teaching is included. Observation of teaching in a culturally diverse setting required.

**MUS 119 Woodwind Class (3)**

Development of adequate technical proficiency on all the major woodwind instruments - flute, Bb clarinet, oboe, bassoon, and alto saxophone - with a view toward teaching in public schools. **Students are expected to gain adequate playing proficiency on the instruments consistent with a beginning/intermediate level.** Study of notation and transposition for woodwind instruments as well as methods, materials and assessment for teaching is included. Observation of teaching in a culturally diverse setting required.

**MUS 120 Applied Composition - Private Instruction (1-2)**

This course is designed for students interested in learning about music composition in more depth. Individual instruction is given to develop the skills necessary for composing in various genres and styles. (One hour credit for one half-hour lesson per week; may also be taken for two hours credit for one hour lesson per week.) This course may not be audited.

**MUS 121, 122 Functional Piano 1, 2 (1/1)**

This two-course series is for music majors with little or no keyboard background and is designed to introduce and develop skills necessary to pass the piano proficiency examination.

**MUS 130 Introduction to Careers in Music (1)**

This course is for students considering a career in the music field. Students are introduced to career options such as music education, performance, music ministry, and the many options available in music business. The course also covers strategies and basic skills needed for successful completion of music degrees. This class is required of ALL students intending to major in music.

**MUS 131, 133 Music Theory 1, 2 (2/2)**

A two-course series in music fundamentals with emphasis on written theory, including part writing and harmonic analysis, supplemented by keyboard harmony. MUS 131 is a prerequisite to MUS 133.

**MUS 132, 134 Aural Skills 1, 2 (2/2)**

A two-course series to develop aural skills including sight-singing, melodic dictation and harmonic dictation. MUS 132 is prerequisite to MUS 134.

**MUS 141 Beginning Conducting (2)**

An introduction to manual conducting skills and baton technique with emphasis on basic beat patterns, cueing, expression, fermatas, and independence of right and left hands. The course also includes instruction in score reading, analysis and preparation, utilizing basic four part instrumental and vocal literature. Students function as ensemble members and as conductors.

**MUS 212 Electronic Music, Instruments and Equipment (2)**

An introduction to electronic MIDI instruments and computer applications in music. Designed to provide familiarity with hardware, software, and functions of microcomputers appropriate for use in the public school classroom.

**MUS 321, 322 Music History 1, 2 (3/3)**

These two courses comprise a survey of Western music literature and styles. Music History 1 covers the Middle Ages, Renaissance and Baroque periods; Music History 2 continues through the Classical and Romantic periods through the end of the 20th century. The courses include development of and exercises in listening skills, analytical skills, and music research technique. Music History 2 also includes an introduction to non-Western musical styles. Prerequisite: MUS 133 and MUS 134..

**MUS 231 Music Ministry (2)**

A practical study of methods and materials for the church musician. The course includes study and projects in hymnology, church choir literature, instruments in worship, and administration of a church music program. Not offered every year. **Recommended prerequisite:** [REL 230](#).

**MUS 235 Music Theory 3 (3)**

A continuation of MUS 133 with emphasis on chromatic harmony and formal structures of Western music. Development of aural skills, including melodic, rhythmic and harmonic dictation, as well as sight-singing. Prerequisites: MUS 133 and MUS 134.

**MUS 236 Music Theory 4 (3)**

A continuation of MUS 235 with emphasis on chromatic harmony of the 19th and 20th centuries. Development of aural skills, including melodic, rhythmic and harmonic dictation, as well as sight-singing. Prerequisite: MUS 235.

**MUS 241 Advanced Conducting (3)**

A continuation of MUS 141 with emphasis on expressive techniques, analysis/interpretation and critical listening and communication skills. Special topics include contemporary conducting innovations, rehearsal methodology, professional resources, and historical styles/content.

**MUS 300 Junior Recital (0 P/F)**

Demonstration of achievement in applied music study during the junior year. Students present approximately 20 minutes of representative repertoire in their major applied area in a group recital.

**MUS 303 Orchestration, Composition and Arranging (3)**

A study of the techniques of scoring for the instruments of the band and orchestra as well as voices. Students write and realize arrangements and/or original compositions for homogeneous groups (string, woodwind, brass, percussion, voice) for the study of range, transposition, clef manipulation and notation. Analysis of techniques of selected Classical, Romantic and modern composers included. Specific orchestration, arranging, and composition projects are completed at appropriate times during the semester. Prerequisite: MUS 236. Offered as needed.

**MUS 311 Piano Pedagogy - Elementary Methods (2)**

A course dealing with the issues facing the prospective piano teacher, i.e., studio setup and policies, financial considerations, professional organizations, etc. Also includes an extensive survey of beginning piano pedagogical materials for children and adults. **Offered as needed.**

**MUS 312 Piano Pedagogy - Intermediate, Advanced Methods (2)**

A course dealing with piano teaching materials for the intermediate and advanced student as well as a study of college audition requirements and a review of college class piano materials. **Offered as needed.**

**MUS 313 Vocal Pedagogy (2)**

A survey of materials, repertoire and teaching methods for both individual and class instruction in singing. **Offered as needed.**

**MUS 321, 322 Music History 1, 2 (3/3)**

These two courses comprise a survey of Western music literature and styles. Music History 1 covers the Middle Ages, Renaissance and Baroque periods; Music History 2 continues through the Classical and Romantic periods through the end of the 20th century. The courses include development of and exercises in listening skills, analytical skills, and music research technique. Music History 2 also includes an introduction to non-Western musical styles. Prerequisite: MUS 133 and MUS 134..

**MUS 329 Music Education in Early Childhood (3)**

A study of the methods, materials, techniques, organization and the assessment of learning activities related to music in elementary schools combining the theoretical and practical. In addition, such topics as inclusion of students with differing learning needs, multiculturalism, classroom management, Orff/Kodaly techniques, and administrative procedures are addressed. **Prerequisite:** [MUS 236](#).

**MUS 340 Marching Band Methods (2)**

A comprehensive course in design and teaching of marching band shows. The course covers writing pre-game drill, contest drill, and show drill. Also covered are methods of teaching and cleaning drill and fundamental marching. Students use Pyware 3D Drill Design software to write their drill. Offered as needed.

**MUS 350 Music Education in Middle Childhood, Adolescence and Young Adults: Band and Orchestra (3)**

A course for the prospective secondary school music teacher dealing with methods, materials, techniques, organization, and the assessment of learning activities related to instrumental music, combining the theoretical and practical. A study of techniques for scoring, composition and arranging instrumental music is also included in the course. **Prerequisite:** [MUS 236](#).

**MUS 352 Music Education in Middle Childhood, Adolescence and Young Adults: Choral (3)**

A course for the prospective secondary school music teacher dealing with methods, materials, techniques, organization, and the assessment of learning activities related to choral/vocal music and the general music classroom, combining the theoretical and practical. A study of techniques for scoring, composition and arranging choral music is also included in the course.

**MUS 395 Music Literature (2)**

A survey of literature appropriate for a specific musical instrument. The study of literature is used to enhance future teaching and performance of the instrument. Music literature from various time periods and styles, as well as difficulty levels involved with the performance of the literature, is studied. Offered as needed.

**MUS 400 Senior Recital (0 P/F)**

Demonstration of achievement in applied music study during the senior year. Students present a full recital (approximately 1 hour) of representative repertoire in their major applied area. **Prerequisite:** Successful completion of MUS 300.

**MUS 401 Music Seminar (2)**

This capstone course involves an in-depth study of a major musical work, including its historical context, an analysis of the forms and techniques employed and applicable performance practices. The course also includes study of current issues and events in music and the arts in our society. The course includes a major research project. **Prerequisite:** MUS 236

**MUS 402 Music Practicum (1)**

A supervised work-study experience consistent with students' area of emphasis (music business, church music, music education, piano pedagogy). Sections: 01 Music Business, 02 Music Ministry, 03 Music Education, 04 Piano Pedagogy. Prerequisites: junior or senior standing and permission of the faculty supervisor.

## PEACE AND CONFLICT STUDIES

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In contribution to the mission of Bluffton University, a peace and conflict studies minor offers students the opportunity to pursue peacemaking and conflict management in coordination with an academic major. The peace and conflict studies minor seeks to:

- provide a theoretical, analytical and strategic background for peace and conflict studies;
- develop the concept of peace as a way of looking at and acting in the world and as a practical, realistic approach to contemporary issues and problems;
- develop awareness of the relevance of PCS to other academic disciplines; and
- prepare students to apply and model their knowledge of PCS in a variety of life situations.

The peace studies coordinator will serve as a second advisor for students for the PCS minor and will oversee the students' completion of the minor as outlined above and in coordination with the major advisor.

In addition, Bluffton University offers a mediation certificate useful to students and community members wishing to obtain mediation skills. This is a non-degree training program in which participants gain skills useful in the workplace and in their local communities. The program consists of three components:

- theory and principles of restorative justice and conflict transformation
- mediation training of at least 20 hours in duration
- mediation practicum and debriefing

**Minor (20-22 hours)****Core:** (9 hours)

PCS 230 Theories of Peace and Conflict (3)

PLS 272 Global Politics (3)

REL 373 War, Peace and Nonviolence (3)

**Three of the following from different disciplinary areas:** (9 hours)\*

BIO 340 Animal Behavior (4)

or NSC 107 Global Climate Change (3)\*\*

COM 195 Interpersonal Communication (3)

or COM 275 Organizational Communication (3)



CRJ 340 Conflict Transformation and Mediation (3)\*\*\*  
or CRJ 345 Restorative Justice Theory and Practice (3)

EBA 382 Economic Development and the Environment (3)

ENG 243 Studies in American Literature (3) (with appropriate theme)  
or ENG 261 Studies in English Literature (3) (with appropriate theme)  
or ENG 265 Studies in Modern Literature (3) (with appropriate theme)  
or ENG 282 Studies in the Novel (3) (with appropriate theme)  
or ENG 321 Studies in Poetry (3) (with appropriate theme)  
or ENG 331 English Colloquium (3) (with appropriate theme)

HIS 245 Regional and National Studies (3) (with appropriate theme)  
or HIS 265 European Social and Intellectual History (3)  
or HIS 301 Studies in American History (3) (with appropriate theme)  
or HIS 302 Studies in European History (3) (with appropriate theme)  
or HIS 305 African American History (3)  
or HIS 310 U.S. Women's History (3)  
or PLS 285 Comparative Politics (3)  
or PLS 303 Studies in Political Science (3)

PSY 258 Social Psychology (3)  
or PSY 262 Cross Cultural Psychology (3)  
or PSY 325 Special Topics in Psychology (3) (with appropriate theme)  
or PSY 375 Therapeutic Psychology (3)

REL 220 World Religions (3)  
or REL 352 Contemporary Studies in Theology and Ethics (3) (with appropriate theme)  
or REL 359 Mennonite History and Thought (3)

SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World (3)

SOC 242 Social Problems and Public Policy (3)  
or SOC 315 Political Economy (3)  
or SOC 330 Social Justice and Social Change (3)

**One of the following:** (2-4 hours)

In consultation with advisors, students will select one course that will broaden or deepen an understanding of peace and conflict studies as it applies to the student's particular interests.

PCS 380 Project (3-4)\*\*\*\*  
PCS 405 Peacemaking Seminar (2)

**Advising Notes:**

\*In general, this means choosing classes from three different prefixes. To qualify for a PCS minor, students cannot count more than six semester hours from other major or minor courses of study or from their General Education requirements.

\*\*In the case of NSC 107, a General Education course, the student will need to do a major project related to peace and conflict studies.

\*\*\*Students considering a PCS minor should take CRJ 180 or SOC 225 for their Social Science Group B General Education requirement.

This minor fits especially well with those who have participated in a semester-long cross-cultural term in Northern Ireland or in Pittsburgh, though such participation is not required for the minor. In conjunction with the Northern Ireland or Pittsburgh programs, students may obtain the PCS minor by completing the above three core courses.

**Mediation Certificate Program**

PCS 230 Theories of Peace and Conflict  
Or CRJ 345 Restorative Justice Theory and Practice

Mediation training of at least 20 hours in duration delivered through one of the following:

An approved training workshop  
CRJ 340 conflict Transformation and Mediation  
PCS 303 Practical Mediation Skills and Conflict Transformation

Twenty hours of supervised mediation usually through one of the following courses:

PCS 380 Project  
CRJ 385 Criminal Justice Practicum

Capstone experience through PCS 405 Peacemaking Seminar

## **Courses**

### ***PCS 230 Theories of Peace and Conflict (3)***

Beginning with a nontechnical understanding and then drawing from writings and research in the social sciences, philosophy and biblical studies, this course will focus on a descriptive knowledge of the concepts of conflict and peace. Some attention will be given to the role of communicative interaction in particular social and organizational contexts. Offered alternate years.

### ***PCS 380 Project (3-4)***

An upper-level project involving the application of peace and conflict studies to the student's major. The project may be an internship, a practicum or an independent study. If the student's major includes a field work or internship component or a seminar, this project could be a part of such an experience, on approval of the PCS advisor and the faculty member supervising the major course. Offered on demand.

### ***PCS 405 Peacemaking Seminar (2)***

This course will synthesize and integrate the student's work in peace and conflict studies through a variety of speakers, discussions and activities including a journal and a research project. Offered on demand.

## **Courses offered in Northern Ireland**

For more information on the Northern Ireland Conflict Resolution Program, visit the Off-campus programs page.

### ***PCS 271/HIS 271 History of Northern Ireland and Background to the Troubles (3)***

This course covers Modern Irish History from 1800-1923. Class topics include: Daniel O'Connell and his campaigns for Catholic Emancipation for Repeal of the Union; social, economic, and demographic problems in pre-famine Ireland and the Great Famine and its impact on Irish society; emigration from Ireland in the course of the 19th century; the campaign for Home Rule under Butt, Parnell, Redmond and Dillon; the land problem and its resolution and the end of landlordism; the Easter Rebellion and its political consequences. It focuses also upon the political issues and events out of which the Troubles arose in the 1960s and early 1970s.

### ***PCS 301 International Conflict Resolution - A Case Study of Northern Ireland (3)***

This course uses the theoretical peace and conflict/ethnic studies literature to explore some of the key concepts used in this area of study. Session one examines the debates about how to define peace and introduces students to Galtung's definitions of direct structural and cultural violence. Session two tries to define the concepts of ethnicity and nationalism, key terms in any study of inter-communal violence. Sessions three and four attempt to develop a structure of conflict that can aid in determining what types of intervention may work at particular stages of violence. Sessions five and six examine some innovative ideas in the areas of alternative dispute resolution and conflict transformation. The final sessions explore how different peace traditions approach the idea of conflict transformation. Four such traditions are identified: religion, liberalism, socialism and feminism. Throughout this course, reference will be made to the Northern Ireland conflict as the key case study, but other cases of protracted ethnic conflict will be examined.

### ***PLS 260 Government and Politics of Northern Ireland (3)***

This course covers the background to "The Troubles," examines Partition, significant political leaders in Irish politics, the different types of government in Ireland, Northern Ireland and Britain, the different political parties in Northern Ireland, inter-governmental relations between Britain and the Irish Republic, and relevant issues, groups, parties, and paramilitary organizations. Some sample essay questions for this course have included: Why was the Unionist government unable to resolve the political crisis in Northern Ireland between 1968 and 1972? Assess the record of the Anglo-Irish Agreement as a strategy for promoting political consensus in Northern Ireland. Why has there been a growth of U.S. involvement in Northern Ireland politics since 1985?

### ***LAS 225 Peace Building through Reconciliation (3)***

This course covers a general introduction and discussion on the different meanings of reconciliation, defining some important terms, e.g. stereotyping, prejudice, scapegoating, alienation, polarization, conflict and violence, conflict resolution and conciliation. The class includes seminar meetings with speakers from all of the political parties in Northern Ireland, a field trip to meet the security forces and meetings with religious and community leaders. As an example, the 1995 group met with senior politicians from all of the four constitutional parties and speakers from the Sinn Fein and the Loyalist fringe parties to explain their party positions and to discuss their current and future role in Northern Ireland.

### ***PCS 303 Practical Mediation Skills and Conflict Transformation (3)***

This course is designed to introduce students to the practical application of mediation skills through a process of experiential learning. The course will look at different models of mediation and the different skills that need to be applied during a mediation session. Students will become familiar with how mediations work in cultural, neighborhood, relationship and commercial disputes, in both local and international conflict situations.

### ***LAS 300 Practical Work Placement (2)***

Students will be placed in community service agencies involved in community building and conflict resolution in a cross-cultural context. The placement contains elements of observation as well as the student practicing within the agency, under supervision. The overall aim of the placement is to try to help the student identify some of the problems and understand more clearly the difficulties and complexities of living in a society in the midst of violent conflict and to determine the everyday problems of people using the agency and how the violence has an impact on their lives. Criteria for evaluation include: attendance, comprehension of agency goals, successful

completion of a range of tasks agreed upon in writing, daily journaling, written reflection of the placement and written evaluation by agency supervisor.

## Courses offered in Pittsburgh

For more information on the Pittsburgh Semester, visit the Off-campus programs page. PCS credit for the Pittsburgh Semester is contingent upon completion of an internship related to conflict resolution, as approved by the peace studies coordinator.

### ***PTS 301 The Search for Meaning*** (3)

Focuses on different perspectives of the good life. In short, how can one live a life of meaning and moral purpose in the contemporary world (especially in cities)? In addition to core reading assignments, students do a research project related to their internship. Each person highlights a moral dilemma from her or his work and explores resolutions. (How might a bank resist redlining and invest in poor communities? How can companies include the environment as a silent stakeholder in their business plans?) The project culminates in group presentations.

### ***PTS 302 The Human Experience in Urban Society*** (3)

Examines contemporary urban society with particular attention to Pittsburgh. Topics include racial and ethnic diversity, economic disparities, history, geography, politics and patterns of globalization.

### ***PTS 303 Christian Vocation*** (3)

Explores how believers can connect faith to the breadth of their lives. In addition to core reading, students spend the last two weeks on individual projects developing a vocational vision for their lives. The project blends reading and reflection. Students are encouraged to consider Christian vocation broadly, including paid labor, volunteer work, the family, the local community, the broader human community and the environment. The project culminates in a paper.

### ***PTS 304 Internship*** (6)

Students work 20 hours per week (Mondays and Wednesdays all day, plus Friday mornings) at a professional internship in their field. The internship is unpaid, but students get invaluable work experience. With an unpaid internship, students typically have more freedom to explore different roles and responsibilities on the job.

## PHYSICS

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A student majoring in physics receives a core preparation in physics plus some training in math, chemistry and computer science. Physics graduates have success in industry, graduate school, high-school teaching and graduate engineering programs.

Students interested in high school teaching must pursue a physical science teaching license. This license combines both chemistry and physics teaching and is the recommended license for physics teachers in Ohio. Most students can expect to add a semester to the program to meet clinical practice requirements. Prospective teachers must begin the teacher-education program early by taking some education courses during the first or sophomore year. Therefore students should indicate their desire to teach to the science department as early as possible so they can receive advice about scheduling.

### **Major** (51 hours)

#### **Required physics courses:**

PHY 202 Astronomy (4)  
PHY 211 Physics for Science and Engineering 1 (5)  
PHY 212 Physics for Science and Engineering 2 (5)  
PHY 326 Thermal/Modern/Nuclear/Quantum 1 (5)  
PHY 327 Thermal/Modern/Nuclear/Quantum 2 (5)  
PHY 360 Linear Electronics (4)

#### **Required mathematics courses:**

MAT 135 Calculus 1 (5)  
MAT 136 Calculus 2 (5)

#### **Required computer science course:**

CPS 108 Computer Programming (3)

#### **Required chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)

The major as indicated above should be viewed as a minimum major and is satisfactory for high school teachers and some industrial positions. Students will not be admitted to most graduate engineering programs unless they also take MAT 225 and MAT 350. More computer science such as CPS 320 is also recommended for prospective engineers. Students intending to pursue a graduate degree in

physics should take the extra math and computer science as described for engineers, plus they should also consider PHY 365 and/or PHY 370. PHY 390 is also recommended for students thinking about graduate school.

**Adolescent/young adult licensure in physical science** (91 hours minus 7 LAS hours)

**Life Science Courses (choose one):**

BIO 200 Genetics (4)  
BIO 235 Cell Biology (4)

**Chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)  
CEM 222 Organic Chemistry 2 (4)  
CEM 230 Analytical Chemistry (4)  
Two additional hours of chemistry required (2)

**Earth/Space courses:**

PHY 202 Astronomy (4)  
PHY 203 Earth Science (4)

**Physics courses:**

PHY 211 Physics and Science for Engineering 1 (5)  
PHY 212 Physics and Science for Engineering 2 (5)  
PHY 326 Modern Physics 1 (5)  
PHY 327 Modern Physics 2 (5)  
PHY 360 Linear Electronics (4)

**Required professional education courses:**

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
SED 220 The Adolescent: Development and Diversity (2)  
PSY 254 Educational Psychology and Classroom Assessment (3)  
EDU 103 Computers and Technology in Education (2)  
EDU 332 Social and Philosophical Issues in Education (3)  
EDU 305 Content Area Literacy/General Methods (3)  
EDU 344 Adolescent/Young Adult Classroom Organization (2)  
EDU 402 Adolescent/Young Adult Special Methods: Science (2)

*All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area course work, are prerequisites for clinical practice:*

EDU 451 Clinical Practice (Adolescent/Young Adult) (10)

**Courses**

**PHY 202 Astronomy** (4)

An introductory course in astronomy. Lectures discuss sky cycles, astronomical tools, star evolution, galaxies, the solar system. Lab involves observation with naked eye, binoculars and telescopes. Three lectures, three hours of laboratory per week. The student must be flexible concerning lab time because observations are dependent upon weather and when the desired objects appear in the sky. Observations might be early evening, middle of the night or early morning. Prerequisites: one of the following: PHY 105, PHY 211, CEM 121, or permission of the instructor. Offered alternate years.

**PHY 203 Earth Science** (4)

A survey course in geology/earth-science with emphasis on interpreting environment-shaping processes in terms of physical and chemical properties. Three lectures, one two-hour lab per week. Prerequisites: PHY 105 or CEM 121. Offered alternate years.

**PHY 211 Physics for Science and Engineering 1** (5)

The sequence PHY 211 and 212 form the standard year of calculus-based physics for science and engineering students. Topics include Newtonian mechanics, heat, electricity, magnetism, oscillations and waves, sound and light. Five lectures, two-hours of laboratory work per week. Prerequisites: most students will have had high-school physics, calculus and CEM 121. Students who have not had these may wish to consult with the professor before attempting this course.

**PHY 212 Physics for Science and Engineering 2** (5)

The continuation of PHY 211. Five lectures, two-hours of laboratory work per week. Prerequisite: PHY 211.

**PHY 299 Special Topics in Physics** (credit varies)

By arrangement.

**PHY 326 Thermal/Modern/Nuclear/Quantum 1 (5)**

The full-year sequence PHY 326 and PHY 327 is a combination of physical chemistry and modern physics. Topics include: thermodynamics, relativity, blackbody radiation, photoelectric effect, Compton scattering, wave nature of particles, atomic and nuclear spectroscopy, nuclear physics/chemistry, introductory quantum mechanics. Five lectures, one two-hour laboratory per week. Prerequisites: CEM 122, PHY 211, MAT 136 required; MAT 225, MAT 350 recommended. Offered alternate years. This course is also listed as CEM 326.

**PHY 327 Thermal/Modern/Nuclear/Quantum 2 (5)**

The continuation of PHY 326. Five lectures, one two-hour laboratory per week. Prerequisite: PHY 326. Offered on alternate years. This course is also listed as CEM 327.

**PHY 352 Digital Electronics and Computers (4)**

This course presents a study of digital electronics and an overview of its use in computers. Topics include: logic, logic integrated circuits, processors, memory, processor-peripheral communication and instrument interfacing. Prerequisites: PHY 212. Offered alternate years. This course is also listed as CPS 352.

**PHY 360 Linear Electronics (4)**

A study of scientific instrumentation including input transducers, linear electronics and output transducers. Students design and build simple instruments and study the design and operation of commercial instruments. Three lectures, four hours of laboratory work per week. Prerequisites: CEM 122, PHY 212. Offered alternate years. This course is also listed as CEM 360.

**PHY 365 Electricity and Magnetism (3)**

A study of Maxwell's equations and their applications. Three lectures per week. Prerequisite: PHY 212, MAT 225, MAT 350. Offered on demand.

**PHY 370 Quantum Mechanics (3)**

Formal development of the methods of quantum mechanics and its application to simple atomic and molecular systems. Three lectures per week. Prerequisite: PHY 327. Offered on demand.

**PHY 390 Independent Study in Physics (1-3)**

By arrangement. Prerequisite: junior or senior standing in physics.

## PRE-LAW

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The following courses are suggested as a core program for students interested in attending law school after graduation. Students should select one from each grouping.

1. PLS 251 American Political Process (3)  
PLS 270 Political Theory (3)  
PLS 303 Studies in Political Science (3)
2. ENG 205 Creative Writing: Nonfiction (3)
3. COM 185 Public Speaking and Persuasion (3)
4. PSY 258 Social Psychology (3)  
SOC 152 Introduction to Sociology (3)
5. EBA 141 Principles of Macroeconomics (3)  
EBA 245 Business Law (3)  
EBA 151 Principles of Accounting 1 (3)
6. PHI 152 Ethics (3)  
REL 274 Christian Ethics (3)
7. HIS 225 History: Theory and Application (3)

Students following this suggested pre-law program are also required to complete a major program of studies. For pre-law advising, students should see Perry Bush, professor of history.

## PRE-MEDICINE

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This major is designed as one option for students who plan to pursue medical school or related health programs such as dentistry and optometry. Some medical schools require specific science courses while others have few specific requirements. The courses listed below are those most often expected by medical schools, and they provide a broad science preparation that should help the student perform well on health-profession aptitude exams. However, medical schools do not require a pre-medicine major, and most Bluffton University students who have entered health professions have majored in biology or chemistry or both.

A student majoring in chemistry or biology has post-graduation options as a chemist or as a biologist if he or she elects not to enter the health professions whereas a student majoring in pre-medicine has fewer options. Therefore pre-health-profession students should

carefully consider all options before choosing a particular major. Science professors are prepared to help students examine these options.

### **Major** (70 hours)

#### **Chemistry courses:**

CEM 121 General Inorganic Chemistry 1 (5)  
CEM 122 General Inorganic Chemistry 2 (5)  
CEM 221 Organic Chemistry 1 (4)  
CEM 222 Organic Chemistry 2 (4)  
CEM 230 Analytical Chemistry (4)  
CEM 326 Physical Chemistry 1 (5)  
CEM 341 Biochemistry (3)

#### **Physics courses:**

PHY 211 Physics for Science and Engineering 1 (5)  
PHY 212 Physics for Science and Engineering 2 (5)

#### **Biology courses:**

BIO 200 Genetics (4)  
BIO 230 Human Anatomy and Physiology 1 (4)  
BIO 231 Human Anatomy and Physiology 2 (4)  
BIO 301 Microbiology (4)  
BIO 310 Developmental Biology (4)

#### **Mathematics courses:**

MAT 135 Calculus 1 (5)  
MAT 136 Calculus 2 (5)

## **PSYCHOLOGY**

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Psychology literally translated means "study of the mind." To some extent that definition still holds today, but since the workings of the mind are manifested in behavior, a more contemporary definition highlights the "study of behavior and mental processes."

The psychology department offers a variety of courses intended to provide the student with an understanding of influences on behavior, both biological and socio-cultural, and of the uniquely individual dimensions of experience. Psychologists assume that behavior is lawfully determined or caused by prior events. The task of psychology then is to discern these multiple sources of behavior and to formulate general statements or theory about them and their inter-relationships. Psychological theories that stand up to testing provide useful insights for many areas of human endeavor such as mental health, education, work organization, parenting, law enforcement, technology design and so forth.

For all students, the department presents an introduction to the diverse, fascinating field of psychology and its basic principles of behavior ranging from the biological to the social, from the normal/adaptive to the abnormal/maladaptive aspects of behavior. In addition to a greater appreciation for the diversity of all behavior, human and animal alike, the student can also experience greater self-understanding, awareness and the potential for personal growth.

For students majoring in psychology, the department provides training in research philosophy and methodology. Thus students become accustomed to: 1) examining issues in terms of research; and 2) designing, executing and effectively communicating their own research. In addition, psychology majors are exposed to a wide range of theory and research in a variety of areas of psychology as well as to issues of ethics, social policy and applications of psychology. The major is designed to afford a thorough preparation for graduate work in psychology for students desiring advanced degrees.

The psychology major also offers excellent preparation for direct entry into numerous human service occupations. For those planning church-related or service-oriented careers, the department fosters an appreciation for the complex relationship between psychology and Christianity and the development and exercise of skills relating to human problems.

### **Major** (36-46 hours)

The major in psychology consists of a minimum of 41 semester hours, including a required core of 25 hours. Courses in the core introduce students to the diverse field of psychology, develop basic skills in social and behavioral science research philosophy and methods, expose students to the code of ethics adopted by the profession of psychology, and guide them in reflection upon the interaction of faith and psychology.

To build upon the core, students choose from three possible concentrations depending on their interests and professional aspirations with the advice and consent of their faculty advisor.

**Required Core:** (25 semester hours)

PSY 110 Introduction to Psychology (3)  
PSY 258 Social Psychology (3)  
PSY 284 General Statistics (3)  
PSY 310 Personality (3)  
PSY 340 Abnormal Psychology (3)  
PSY 370 Psychology of Learning (3)  
PSY 372 Research Methods in Psychology (4)  
PSY 412 Psychology, Faith and Ethics (3)

**Pre-Clinical Graduate Studies concentration**

This concentration is for persons planning on careers in counseling or clinical psychology, marriage and family therapy, pastoral counseling and who are preparing to enter master's, Ph.D., or PSY D programs in these areas.

**Required concentration courses:** (a minimum of 19 semester hours)

PSY 214 Child & Adolescent Psychology (3)  
PSY 230 Tests and Measurements (3)  
PSY 315 Biological Psychology (3)  
PSY 356 History & Systems of Psychology (3)  
PSY 375 Therapeutic Psychology (3)  
PSY 385 Psychology Practicum (2-3)  
PSY 410 Psychology Research Seminar (2)  
BIO 340 Animal Behavior (4) (this course may be substituted for one of the above courses, in consultation with advisor)

*Total required concentration hours: 19-22*

*Total hours in the major: 44-47*

**Pre-Graduate Studies concentration**

This concentration is for persons planning on graduate studies in such areas as school psychology, student personnel, industrial, forensic, sports, health, or related fields.

**Required concentration courses:**

PSY 230 Tests and Measurements (3)  
PSY 315 Biological Psychology (3)  
PSY 356 History & Systems of Psychology (3)  
PSY 410 Psychology Research Seminar (2)

**Electives:** (choose 3 courses from the following list; 2 must have PSY prefixes)

PSY 214 Child & Adolescent Psychology (3)  
PSY 254 Educational Psychology & Classroom Assessment (3)  
PSY 262 Cross-cultural Psychology (3)  
PSY 325 Special Topics in Psychology (3)  
PSY 375 Therapeutic Psychology (3)  
PSY 385 Psychology Practicum (2-3)  
PSY 390 Independent Study (1-3)  
BIO 340 Animal Behavior (4)  
CRJ 340 Conflict Transformation & Mediation (3)  
SOC 225 Race & Ethnicity in American Society (3)  
SOC 320 Family Violence (3)  
SOC 335 Sociology of Religion (3)  
SWK 185 Women in Society (3)  
SWK 263 Human Behavior & Social Environment 1 (3)

*Total required concentration hours: 17-21*

*Total hours in the major: 42-46*

*Recommended:* HPR 225 Sport Psychology for students interested in pursuing graduate studies in the sports or health psychology field.

**Human Relations Studies concentration**

This concentration is for persons planning on careers in business related, church related or service oriented work such as vocational rehabilitation, market research, systems research, survey research, lab work, etc., youth services or related fields. Students may want to select additional electives or minors targeted to particular career paths in consultation with their advisor.

**Required concentration courses:**

PSY 262 Cross-cultural Psychology (3)  
or SOC 225 Race & Ethnicity in American Society (3)  
PSY 385 Psychology Practicum (2-3)

**Electives:** (choose 3 courses from the following list; 2 must have PSY prefixes)

PSY 214 Child & Adolescent Psychology (3)  
PSY 230 Tests and Measurements (3)  
PSY 254 Educational Psychology & Classroom Assessment (3)  
PSY 315 Biological Psychology (3)  
PSY 325 Special Topics in Psychology (3)  
PSY 356 History & Systems of Psychology (3)  
PSY 375 Therapeutic Psychology (3)  
PSY 390 Independent Study (1-3)  
PSY 410 Psychology Research Seminar (2)  
BIO 340 Animal Behavior (4)  
CRJ 201 Introduction to the Juvenile Justice System (3)  
CRJ 340 Conflict Transformation & Mediation (3)  
CRJ 345 Restorative Justice Theory & Practice (3)  
SOC 208 Sociology of the Family (3)  
SOC 320 Family Violence (3)  
SOC 335 Sociology of Religion (3)  
SWK 185 Women in Society (3)  
SWK 263 Human Behavior & Social Environment 1 (3)  
SWK 280 Child Welfare Services (3)

*Total required concentration hours: 11-16*

*Total hours in the major: 36-41*

In addition to completing a psychology major, students often choose a complementary second major or area of emphasis, such as sociology, child development, biology or criminal justice, as a way of enhancing employment possibilities.

Psychology majors preparing for graduate school need a broad, solid grounding in the fundamentals of psychology to build upon. Additional electives from the natural sciences, sociology, philosophy and literature are encouraged.

### **Minor** (20 hours)

Students who would like to combine a minor in psychology with a major in one of the other disciplines may do so by taking PSY 110 (3 hours) and 17 additional hours of elective psychology courses for a total of at least 20 hours. Elective courses must include at least two courses with 300-level numbers or above and may include PSY 284.

### **Courses**

#### ***PSY 110 Introduction to Psychology*** (3)

An introduction to the study of behavior covering the many and varied areas of psychological inquiry, including "world views," methodology, biological contributions to behavior sensation, perception, learning, motivation, personality, abnormal, and social psychology, among others.

#### ***PSY 214 Child and Adolescent Psychology*** (3)

An exploration of human psychological growth and development from conception through adolescence. Covers physical development, perceptual-cognitive and linguistic development, and social and moral development. Lecture and lab. Prerequisite: PSY 110.

#### ***PSY 230 Tests and Measurements*** (3)

An introduction to the study of psychological measurement and valuation. Individual and group tests in the areas of intelligence, achievement, aptitudes, and personality are introduced. Test administration, scoring, and interpretation are included. Prerequisites: PSY 110.

#### ***PSY 254 Educational Psychology and Classroom Assessment*** (3)

A survey of psychological theories and principles as they apply to teaching. Topics include behavioral and cognitive learning theory, motivation, individual differences, and cognitive, moral, and social development. A significant portion of the course is devoted to classroom assessment. Assessment topics include reliability, validity, standardization, test scores, test construction and performance, and authentic assessment. 15 hours of field work required.

#### ***PSY 258 Social Psychology*** (3)

The psychological study of individuals in relation to groups and society. Offers insight into the dynamic interaction between persons and their social environment and various social problems related to such interaction. Topics include group dynamics, attitude development and attitude change, aggression and violence, and helping behavior. Prerequisite: PSY 110 or permission of instructor. This course is also listed as SOC 258. This course may be taken as part of the Peace and Conflict Studies minor.

#### ***PSY 262 Cross-cultural Psychology*** (3)

This course studies the psychological importance of cultural differences and examines some of the ways in which human perceiving, thinking, feeling, striving, and relating to others are conditioned by cultural membership. Includes a consideration of the contributions of work in cross-cultural psychology in such areas as education, training for cultural awareness, definition and assessment of intelligence and other human characteristics, and understanding and treatment of psychopathology. Prerequisite: PSY 110 or permission of instructor. This course may be taken as part of the Peace and Conflict Studies minor.



**PSY 284 General Statistics (3)**

A study of applied statistics for psychology and other social, behavioral, or natural sciences. This course covers descriptive statistics and statistical inference for parametric and non-parametric situations (z-and t-tests, analysis of variance, correlation, linear regression, and chi-square), including related computer applications. Prerequisites: MAT 100 or MAT 105 or placement into MAT 114. This course is also listed as SOC 284 and EBA 284.

**PSY 310 Personality (3)**

A survey of theory and research on the development and modification of personality characteristics. Lecture and lab. Prerequisites: PSY 110 or permission of instructor, upper-division standing.

**PSY 315 Biological Psychology (3)**

This course combines concepts in the physical and natural sciences with the basic principles of behavior. It introduces strides made in neuroscience during the past decade and unravels some of the mysteries of how the brain controls behavior. It includes vocabulary and description of the most recent research tools for studying and visualizing the brain. Prerequisites: PSY 110 and one other psychology elective.

**PSY 325 Special Topics in Psychology (3)**

Focuses on a significant theme or topic in psychology that supplements regularly offered electives. Possible topics could include Aging, Cognitive Sciences and Religion, Psychology of Women, Psychology of Gender, Psychology of Racism, and Child Psychopathology. Courses in particular topics will be offered based on student demand. May be taken more than once with different topics. Prerequisites: PSY 110. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**PSY 340 Abnormal Psychology (3)**

The study of facts, theories and attitudes concerning abnormal behavior. Various ways in which individuals deviate from the norm in their thinking, feeling and behaving are discussed from the perspectives of psychologists' major theories of personality. Possible causes of abnormal behavior and approaches to treatment and prevention are also presented. Prerequisite: PSY 110.

**PSY 356 History and Systems of Psychology (3)**

A survey of the history of psychological issues from prepsychological to modern times. Students study the development of important psychological attitudes and theories and their impact on contemporary psychology. Prerequisite: PSY 110.

**PSY 370 Psychology of Learning (3)**

A study of the fundamental principles of conditioning and learning ranging from Pavlovian conditioning through cognitive processes including concept formation, verbal learning and memory. Prerequisites: PSY 110.

**PSY 372 Research Methods in Psychology (4)**

An introduction to methods used in psychological research with emphasis on experimental methodology. Students receive training for laboratory and field-based research, including instruction in experimental design, data interpretation, and the writing of formal research reports. Includes one-hour laboratory for developing and piloting the senior project research proposal. Prerequisites: PSY 110 and PSY 284.

**PSY 375 Therapeutic Psychology (3)**

An introduction to counseling and psychotherapy for students who are contemplating graduate training and/or careers in human service professions. Readings, discussion, role-playing, case conferences, and activities utilizing audio-visual resources acquaint the student with certain knowledge and skills essential to the process of therapeutic intervention. Prerequisites: PSY 110, PSY 310 or PSY 340, and junior or senior status. This course may be taken as part of the Peace and Conflict Studies minor.

**PSY 385 Psychology Practicum (2-3)**

A supervised work-study social science placement in a setting consistent with the student's interest and career goals. Students enrolled in the practicum also meet one hour weekly to process their experiences with one another and with the instructor. Prerequisites: junior or senior status in psychology, 20 semester hours of psychology courses and permission of faculty supervisor. Students who want to enroll for the practicum experience will need to obtain the permission of the instructor at least two weeks prior to registration for the term in which the student plans to complete the practicum.

**PSY 390 Independent Study (1-3)**

Provides the student with an opportunity for empirical investigation or extensive reading in an area of one's own choosing. By arrangement and permission.

**PSY 410 Psychology Research Seminar (2)**

Students collect and analyze data based on the proposal developed in PSY 372. They write a formal report of the research and develop and deliver a formal conference style oral presentation of it. Prerequisite: PSY 372.

**PSY 412 Psychology, Faith and Ethics (3)**

This course is a concluding seminar for psychology majors. Areas of convergence and divergence between psychological and spiritual approaches to the human condition are explored, and various models of integration are presented and discussed. This course also reviews the ethical principles identified by the American Psychological Association as important in working with humans, either in research or in areas of applied psychology. Prerequisites: PSY 410 and senior status.

## RELIGION

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In contribution to the mission of Bluffton University to provide a superior liberal arts program shaped by the historic peace tradition of Mennonite churches, the religion department of Bluffton University has four objectives:

- to teach the skill and value of critical thinking toward Scripture and toward historical-denominational traditions with an aim toward deeper commitments to God as known in Jesus Christ and greater critical appreciation for the students' own heritage;
- to expose all students at Bluffton University to Judeo-Christian history, literature and values in particular conversation with Anabaptist and Mennonite perspectives and traditions;
- to offer a program of in-depth study for those whose interests take them beyond the minimum exposure to religion in general education courses and that provides further skill in biblical interpretation, in assessing theological proposals and in passing on theological traditions; and
- to be a defining center of contemporary free church theology for both the academic community and the Anabaptist and Mennonite churches.

To accomplish this four-fold mission, the religion department offers one major with three tracks (Biblical Studies, Theological Studies, and Youth Ministry), five minors (Biblical Studies, Theological Studies, Youth Ministry, Missions, and Philosophy), and the Pre-seminary program, each of which reflects and is shaped by the peace church heritage and the Anabaptist-Mennonite tradition while remaining in conversation with other Christian traditions. In addition, the religion department collaborates with other departments to provide interdisciplinary offerings.

We team with the health, physical education and recreation department to offer a major in Youth Ministries and Recreation. This interdisciplinary major is designed to prepare students for entry-level leadership positions in a variety of congregational, camp, para-church and recreational settings.

We also partner with the communication and theatre department on the Communication in Church Organizations Program. Students who are interested in Christian church mission and other ministry institutions may combine this program with a major in religion or communication.

Those who plan to major or minor in religion should take COM 185 instead of MAT 105 as their general education reasoning course.

### Majors

#### **Religion major** (51-56 hours)

In Mark 12, we learn that the study of religion requires the use of our heart, soul, mind and strength. Traditionally this has been accomplished through the pursuit of a diverse set of approaches: the study of the Bible is kept in our heart, the study of spirituality (often called practical theology or ministry) moves forth from our soul, the study of theology engages our mind and the study of ethics conditions our strength. In keeping with this emphasis, the major in religion offers tracks in Biblical Studies, Youth Ministry and Theological Studies.

The major in religion serves the needs of a variety of students. As a religion major, you will learn to think critically and appreciate how to understand and mediate among diverse perspectives. These skills are wonderful preparation for many vocations. The major in religion also provides an excellent foundation for those interested in church vocations or further graduate studies in religion. Religion is also an ideal complement to another major.

#### **Tier I: Prerequisite for religion majors (3 hours)**

REL 100 Introduction to Biblical Worldview (3)

#### **Tier II: Core courses for all religion majors (21 hours)**

REL 250 Introduction to Old Testament (3)

REL 252 Introduction to New Testament (3)

REL 273 Christian Theology (3)

REL 274 Christian Ethics (3)

REL 334 Foundations of Christian Ministry (3)

REL 350 History of Christianity (3)

REL 373 War, Peace and Nonviolence (3)

#### **Tier III or Major Track Courses**

##### ***Biblical Studies (27-28 hours)***

GRK 111, 121 New Testament Greek (2 semesters) (6)  
and/or HEB 111, 121 Old Testament Hebrew

REL 311 Jesus (biblical focus) (3)

REL 312 Exegetical Studies (once with an OT focus and once with a NT focus) (6)

REL 322 Methods of Biblical Interpretation (3)

REL 395 Religion Seminar (1)

ENG 401 Critical Theory (3)

Choose one of the following:

- REL 311 Jesus (theological focus) (3)
- REL 320 Historical and Theological Studies (3)
- REL 325 Sacred and Civil Religion in America (3)
- REL 359 Mennonite History and Thought (3)

Choose one of the following:

- REL 230 Christian Worship (3)
- REL 240 Principles of Christian Education (3)
- REL 242 Spiritual Disciplines in the Life of the Church (3)
- REL 332 Christian Missions (3)
- REL 336 Discipling and Mentoring (3)
- REL 340 Religious Communication (3)
- REL 362 Youth Ministry I: Theology and Programming (3)
- MUS 231 Music Ministry (2)

**Theological Studies (27-28 hours)**

- PHI 105 Introduction to Philosophy (3)  
or PHI 152 Ethics (3)
- REL 311 Jesus (theological focus) (3)
- REL 312 Exegetical Studies (3)
- REL 320 Historical and Theological Studies (3)
- REL 322 Methods of Biblical Interpretation (3)  
or REL 340 Religious Communication (3)
- REL 352 Contemporary Studies in Theology and Ethics (3)
- REL 359 Mennonite History and Thought (3)
- REL 395 Religion Seminar (1)

Choose one of the following:

- REL 230 Christian Worship (2)
- REL 242 Spiritual Disciplines in the Life of the Church (3)
- REL 332 Christian Missions (3)
- REL 362 Youth Ministry I: Theology and Programming (3)
- MUS 231 Music Ministry (2)

Choose one of the following:

- A 2nd REL 320 Historical and Theological Studies (3)
- REL 325 Sacred and Civil Religion in America (3)
- A 2nd REL 352 Contemporary Studies in Theology and Ethics (3)
- ENG 401 Critical Theory (3)
- PCS 230 Theories of Peace and Conflict (3)
- SOC 335 Sociology of Religion (3)

**Youth Ministry (32 hours)**

- REL 230 Christian Worship (2)
- REL 240 Principles of Christian Education (3)
- REL 242 Spiritual Disciplines in the Life of the Church (3)
- REL 336 Discipling and Mentoring (3)
- REL 362 Youth Ministry I: Theology and Programming (3)
- REL 364 Youth Ministry II: History and Praxis (3)
- REL 385 Practicum (2)
- REL 395 Religion Seminar (1)
- PSY 214 Child and Adolescent Psychology (3)

Choose 6 hours from the following:

- REL 311 Jesus (3)
- REL 312 Exegetical Studies (3)
- REL 320 Historical and Theological Studies (3)  
or REL 352 Contemporary Studies in Theology and Ethics (3)

Choose one of the following:

- COM 185 Public Speaking and Persuasion (3)
- REL 340 Religious Communication (3)

**Youth Ministries and Recreation major (53 hours)**

The interdisciplinary major in youth ministries and recreation is designed to prepare students for entry-level leadership positions in a variety of congregational, camp, para-church and recreational settings that will offer an opportunity to develop and test ministry and

leadership skills in a professional setting before committing to ministry, a seminary education or to further training in recreational professions.

**Communication:** (6 hours)

COM 185 Public Speaking and Persuasion (3)  
or COM 340 Religious Communication (3)

One of the following:

COM 195 Interpersonal Communication (3)  
COM 275 Organizational Communication (3)

**Psychology:** (3 hours)

PSY 214 Child and Adolescent Psychology (3)

**Recreation:** (12 hours)

REC 117 Introduction to Recreation (3)

Nine hours from the following:

REC 125 Games and Social Recreation (3)  
REC 215 Commercial Recreation (3)  
REC 225 Recreation Leadership and Program (3)  
REC 260 Outdoor Recreation (3)  
REC 337 Camping Administration (3)

**Religion:** (32 hours)

REL 230 Christian Worship (2)  
REL 240 Principles of Christian Education (3)  
REL 334 Foundations of Christian Ministry (3)  
REL 336 Discipling and Mentoring (3)  
REL 362 Youth Ministry I: Theology and Programming (3)  
REL 364 Youth Ministry II: History and Praxis (3)  
REL 373 War, Peace and Nonviolence (3)  
REL 385 Practicum: Camping and/or Youth Ministry (2)  
REL 395 Religion Seminar (1)

Nine hours from the following:

REL 250 Introduction to Old Testament (3)  
REL 252 Introduction to New Testament (3)  
REL 311 Jesus (3)  
REL 312 Exegetical Studies (3)  
REL 320 Historical and Theological Studies (3)  
REL 325 Sacred and Civil Religion in America (3)  
REL 350 History of Christianity (3)  
REL 359 Mennonite History and Thought (3)

## Minors

Minors enable students to explore a selected area in religion while devoting the majority of their academic program to another discipline. In keeping with the department's focus on conversation and diverse traditions, minors in Missions and Philosophy are offered in addition to Biblical Studies, Theological Studies and Youth Ministry.

### **Biblical Studies minor** (19 hours)

GRK 111, 121 New Testament Greek  
or HEB 111, 121 Old Testament Hebrew (3) (2 semesters recommended)  
REL 250 Introduction to Old Testament (3)  
REL 252 Introduction to New Testament (3)  
REL 312 Exegetical Studies (once with an OT focus and once with a NT focus) (6)  
REL 322 Methods of Biblical Interpretation (3)  
REL 395 Religion Seminar (1)

### **Theological Studies minor** (19 hours)

PHI 105 Introduction to Philosophy (3)  
REL 273 Christian Theology (3)  
REL 274 Christian Ethics (3)  
REL 373 War, Peace and Nonviolence (3)  
REL 395 Religion Seminar (1)

Choose one of the following:

- REL 320 Historical and Theological Studies (3)
- REL 352 Contemporary Studies in Theology and Ethics (3)

Choose one of the following:

- REL 325 Sacred and Civil Religion in America (3)
- REL 350 History of Christianity (3)
- REL 359 Mennonite History and Thought (3)

### **Youth Ministry minor** (21 hours)

- REL 362 Youth Ministry I: Theology and Programming (3)
- REL 364 Youth Ministry II: History and Praxis (3)
- REL 385 Youth Ministry Practicum (2)
- REL 395 Religion Seminar (1)

Choose 9 hours from the following:

- REL 240 Principles of Christian Education (3)
- REL 242 Spiritual Disciplines in the Life of the Church (3)
- REL 334 Foundations of Christian Ministry (3)
- REL 336 Discipling and Mentoring (3)

Choose one of the following:

- REL 311 Jesus (3)
- REL 373 War, Peace and Nonviolence (3)

### **Missions minor** (19 hours)

- REL 220 World Religions (3)
- REL 322 Christian Missions (3)
- REL 350 History of Christianity (3)
- REL 395 Religion Seminar (1)

Choose one of the following:

- REL 311 Jesus (3)
- REL 373 War, Peace and Nonviolence (3)

Choose one of the following:

- REL 334 Foundations of Christian Ministry (3)
- REL 336 Discipling and Mentoring (3)

Choose one of the following:

- LAS 342 Cross-cultural Experience (3) (i.e., a second, with a practicum component)
- REL 385 Practicum in Christian Missions (3)
- REL 390 Independent Study in Missiology (3)

### **Philosophy minor** (21 hours)

- PHI 105 Introduction to Philosophy (3)
- PHI 152 Ethics (3)
- PHI 390 Independent Study in Philosophy (3)
- COM 320 Classical Theories of Rhetoric (3)

Choose one of the following:

- REL 273 Christian Theology (3)
- REL 274 Christian Ethics (3)

Choose 6 hours from the following:

- REL 373 War, Peace and Nonviolence (3)
- ENG 401 Critical Theory (3)
- PLS 270 Political Theory (3)
- SOC 264 Sociological Theory (3)

## **Programs**

### **Pre-seminary program** (31 hours)

- GRK 111, GRK 121 New Testament Greek (6)  
*and/or* HEB 111, HEB 121 Old Testament Hebrew (6)

REL 250 Introduction to Old Testament (3)  
or REL 252 Introduction to New Testament (3)  
REL 273 Christian Theology (3)  
REL 274 Christian Ethics (3)  
REL 311 Jesus (3)  
REL 312 Exegetical Studies (3)  
REL 322 Methods of Biblical Interpretation (3)  
One course in practical theology (3)

Choose one of the following:

REL 325 Sacred and Civil Religion in America (3)  
REL 350 History of Christianity (3)  
REL 359 Mennonite History and Thought (3)  
REL 373 War, Peace and Nonviolence (3)

REL 395 Religion Seminar (1)  
Participation in the Ministry Inquiry Program

## Courses

### Greek

**GRK 111, GRK 121 New Testament Greek 1, 2** (3 each)

An introduction to the elements of New Testament Greek with emphasis on the mastery of basic forms, vocabulary, and syntax. The class combines the formal, systematic approach with the inductive approach to language learning with reading in the Gospel of John. The two semesters are designed to be taken in immediate sequence. Students are also introduced to the culturally conditioned structures of thought reflected in the Greek language. Students completing the course will be able to read simpler portions of the New Testament at sight and more difficult portions with the aid of a lexicon.

### Hebrew

**HEB 111, HEB 121 Old Testament Hebrew 1, 2** (3 each)

An introduction to the Hebrew language of the Old Testament. The two semesters are designed to be taken in immediate sequence. Students study the basic grammar of the language and read short portions of a wide number of Old Testament books. Students completing the course will be able to read simpler portions of the Old Testament at sight and more difficult portions with the aid of a lexicon.

### Philosophy

**PHI 105 Introduction to Philosophy** (3)

Introductory discussion of philosophical methods, ethics, knowledge, nature of reality, and religious beliefs. Attention may be given to the philosophical dimensions of psychology, art and politics.

**PHI 152 Ethics** (3)

Consideration of various ethical theories, issues in contemporary moral philosophy, and moral issues in contemporary life. The student is challenged to clarify the basis of right and wrong conduct.

**PHI 390 Independent Study in Philosophy** (1-4)

By arrangement. Topic to be proposed by the student.

### Religion

**REL 100 Introduction to Biblical Worldview** (3)

An introduction to each of the four main ways that modern theologians have attempted to understand the Bible (biblical studies, ethics, theology and spirituality) through the exploration of the biblical foundations of each approach. Students consider the distinctiveness and the relationships between these different approaches to the biblical text in an Anabaptist context. The course emphasizes the ability to read and understand biblical texts in a discerning way and to explore the text's potential for shaping a contemporary worldview. The Sermon on the Mount provides a focal text for the course.

**REL 220 World Religions** (3)

An introduction to the major religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism and Islam. The course attempts to understand these world wisdom traditions on their own terms through a consideration of their origins, history, sacred texts and religious practices. This course may be taken as part of the Peace and Conflict Studies minor.

**REL 230 Christian Worship** (2)

An examination of how persons and groups have expressed Christian faith through worship. The course includes a historical survey of

worship practices, a comparative study of current worship practices in various traditions, and an examination of how the various arts are used in and contribute to worship. Offered on demand.

**REL 231 Music Ministry (2)**

A practical study of methods and materials for the church musician. The course includes study and projects in hymnology, church choir repertoire, instruments in worship, and administration of a church music program. Not offered every year; REL 230 is a recommended prerequisite. Also listed as MUS 231.

**REL 240 Principles of Christian Education (3)**

Christian education in the context of the church congregation is the primary focus of this course. An overview of the history, theology, use of the Bible, learning models, and settings of Christian education leads to a comprehensive case study by each student of one congregation's educational ministry. Designed for persons currently involved or those who may become involved in Christian education. Prerequisite: REL 100. Offered alternate years.

**REL 242 Spiritual Disciplines in the Life of the Church (3)**

The goal of this course is to expose students to biblical spirituality and historical models of spirituality. In addition to fulfilling the conventional requirements of a typical academic course, students are encouraged to cultivate spiritual devotion in their own personal and corporate lives. Class assignments require more than academic performance. They also challenge students to reflect deeply on and to develop disciplines that will enhance their spiritual lives. Prerequisite: REL 100. Offered alternate years.

**REL 250 Introduction to Old Testament (3)**

An introduction to the literature of the Old Testament with emphasis on the primary text. Students read and analyze material from a broad spectrum of biblical texts in the effort to understand the main components of the biblical story and the nature of the literature in the Old Testament. The course emphasizes the ability to read and understand biblical text in a discerning way and to explore the text's potential for continuing to shape a modern world view. Prerequisite: REL 100.

**REL 252 Introduction to New Testament (3)**

An introduction to the literature of the New Testament with emphasis on the primary text. Students read and analyze material from a broad spectrum of biblical texts in the effort to understand the main components of the biblical story and the nature of the literature in the New Testament. The course emphasizes the ability to read and understand biblical text in a discerning way and to explore the text's potential for continuing to shape a modern world view. Prerequisite: REL 100.

**REL 273 Christian Theology (3)**

The course surveys central doctrines of the Christian faith and develops a few doctrines in more depth. Topics include the nature and work of Christ, the nature of the church, eschatology, religious authority, and creation. Emphasis on particular topics may vary. The overall focus of the course is to present these doctrines both from the perspective of the church of the so-called Constantinian synthesis and from peace church perspectives. Prerequisite: REL 100.

**REL 274 Christian Ethics (3)**

The first part of the course demonstrates how much of mainstream ethics reflects the church of the so-called Constantinian synthesis and then provides a peace church view of Christian ethics. The second part of the course applies this learning to the spectrum of issues that confront Christians in the modern world. Prerequisite: REL 100.

**REL 311 Jesus (3)**

An investigation of one area in the study of Jesus. Course content varies and is announced prior to registration. Areas of investigation include a discussion of the methodological problems involved in studying the historical Jesus and may concentrate on a theme such as: 1) a study of one of the Synoptic Gospels; 2) a study of the history of research on the historical Jesus in the 19th and 20th centuries; 3) Jesus images in literature; or 4) how Christology is treated in such specific theologies as black theology, feminist theology, and womanist theology. May be repeated for credit with a different topic. Prerequisite: REL 100.

**REL 312 Exegetical Studies (3)**

An investigation of one particular book or selection of text in the Bible. Occasionally the focus is on ancient texts outside of the Bible that are of particular importance for understanding the origins and nature of Christian and/or Jewish faith. The focal areas include (but are not limited to) the Psalms, the prophets, women in the Old Testament, the Gospel of John, the letters of Paul, the book of Revelation and the Dead Sea Scrolls. The topics alternate and are announced prior to registration. May be repeated for credit with a different topic. Prerequisite: the appropriate Introduction course (REL 250, REL 252) or permission of instructor. With an appropriate topic, this course may be taken as part of the Women's Studies minor.

**REL 320 Historical and Theological Studies (3)**

An investigation of one area of church history or Christian theology. Topics vary across the entire range of Christian history and are announced prior to registration. While not limited to the following, topics might include the history of monasticism, the theology of Martin Luther, the theology of John Calvin, Radical Reformation, black theology, liberation theology, feminist theology, atonement theology. May be repeated for credit with different topic. Prerequisite: REL 273 or REL 274 and sophomore standing, or permission of the instructor. Offered alternate years. With an appropriate topic, this course may be taken as part of the Women's Studies minor.

**REL 322 Methods of Biblical Interpretation (3)**

Examines various approaches to how Christians today read and interpret the Bible. Explores problems and possibilities associated with interpreting the Bible and looks at various principles and methods of interpretation that have been proposed. Examines how to read the

Bible devotionally and how to lead Bible studies in a variety of settings, such as in youth groups, residence hall Bible studies and Sunday school classes. Prerequisite: REL 100. Offered alternate years.

**REL 325 Sacred and Civil Religion in America (3)**

The course surveys developments in American religion from the earliest permanent settlements by Europeans to the present. Particular attention is given to those aspects of the American religious scene which have contributed to the evolution of Civil Religion. Examples of these phenomena might be the New England Theocracies, the Revolutionary War, the Benevolent Empire, the Civil War or the separation of church and state. Prerequisites: REL 100, REL 273 or permission of instructor.

**REL 332 Christian Missions (3)**

This course studies how God works in the world to bring about reign of God and transform human lives and how churches participate in that mission. Students survey major eras in the history of Christian missions, learn to recognize contemporary "types" of mission strategy, and develop the biblical and theological basis of Christian mission. They examine how to share a message that truly is *good* news for people suffering violence and oppression, people who want to protect their cultural and religious traditions from Western culture, and people in the increasingly pluralistic "post-Christian" West itself. The course makes regular use of case studies. Prerequisites: REL 100, REL 220.

**REL 334 Foundations of Christian Ministry (3)**

Addresses fundamental ministry issues on the personal and professional level, including one's call to ministry; the theological principles of ministry; the balance of priestly and prophetic roles in the ministry; and the character, integrity, and ethics of the ministering person. The course examines identity issues, congregational systems theory, and collegiality issues, both in terms of gender issues and working in multiple staff situations. Prerequisite: REL 100.

**REL 336 Discipling and Mentoring (3)**

Examines ways of encouraging and nurturing people in their faith development. Students analyze, critique, and implement methods of discipleship and mentoring in both one-on-one and small group contexts. Course gives attention both to foundational/theoretical issues and practical issues. Prerequisite: REL 100.

**REL 340 Religious Communication (3)**

This course is an introduction to the theory and practice of religious communication in its sermonic, liturgical, deliberative, and promotional forms. The course surveys homiletic theory from St. Augustine's *On Christian Doctrine* to contemporary narrative approaches to preaching and explores the role of religious language in congregational worship, decision-making and public relations. Attention is given to such current communication issues as the impact of electronic media on religious messages, the use of gendered language in religious texts, and the tension between intimacy and inclusiveness in public worship contexts. Students in the class write sermons, create responsive readings, plan congregational worship services and business meetings, and design church promotional materials. Prerequisite: junior or senior status

**REL 350 History of Christianity (3)**

A history of the Christian church from the death of Jesus Christ through the 16th century. Special attention is paid to the rise of bishops, the formation of creeds, the Great Schism, the Constantinian Shift, the monastic era, pre-reformation free church movements and the reformation in its Anglican, Radical, Protestant, and Catholic forms. Prerequisite: REL100.

**REL 352 Contemporary Studies in Theology and Ethics (3)**

An investigation of one area of Christian theology or ethics. Topics vary and are announced prior to registration. While not limited to the following, topics might include particular focused studies (creation, atonement, intimacy and the body, digital culture), theological or ethical movements (black theology, feminist theology or ethics, environmental ethics), or studies of significant contemporary theologians (John Howard Yoder, Elisabeth Schussler Fiorenza, Gustavo Gutierrez). May be repeated for credit with different topic. Prerequisites: REL 273 or REL 274 and sophomore standing, or permission of the instructor. Offered alternate years. With an appropriate theme, this course may be taken as part of the Peace and Conflict Studies minor.

**REL 359 Mennonite History and Thought (3)**

The course surveys the history and meaning of Mennonitism from its inception to the present. Topics may include Mennonite origins in the Anabaptist Reformation of the 16th century, Mennonites in colonial North America, the movement westward with the frontier, the Quickening of the 19th century, the schisms of the 19th and 20th centuries, the impact of such American phenomena as revivalism and fundamentalism on Mennonite thought, the Mennonite response to war and the character of Mennonite theology. Emphases on particular topics may vary from one term to another. Prerequisite: REL 273 or permission of instructor. This course may be taken as part of the Peace and Conflict Studies minor.

**REL 360 Leadership in Church-related Organizations (3)**

In large, formal church-related organizations (i.e. World Vision and Habitat for Humanity) and small, informal ones (i.e. local congregations and neighborhood associations), persons of goodwill join together in the name of Christ to voluntarily serve those in need. This course suggests to students: 1) the composition of the church-related not-for-profit sector; 2) the contextual variables within that sector which suggest a need for Christian vision and leadership; and 3) the specific competencies required for involvement and leadership in church-related organizations. The following objectives are pursued: 1) to differentiate by mission and structure the various types of organizations which constitute the not-for-profit sector in general and church-related organizations in particular; 2) to investigate numerous opportunities for involvement in not-for-profit church organizations; and 3) to practice Christian communication and leadership within the not-for-profit sector through selective involvement with voluntary organizations. Throughout the course, such concepts as awareness, empathy, foresight, persuasion, and stewardship are introduced and evaluated. This course is also listed as COM 360.



**REL 362 Youth Ministry I: Theology and Programming (3)**

This course explores the theological foundations of youth ministry and their implications for programming in the church. The specific approaches of various theological traditions to youth ministry are explored. Attention is given to the development of adolescent spirituality and how an awareness of these characteristics affects the nature of the age-specific youth ministry approach. Prerequisite: REL 100.

**REL 364 Youth Ministry II: History and Praxis (3)**

This course takes a historical survey of the development of the concept of adolescence and subsequent progression of specific programs of youth ministry. The rise of the vocation of youth ministry is analyzed with its resulting praxis issues. The world of the adolescent is explored in its psychosocial and cultural realms. Prerequisite: REL 100.

**REL 373 War, Peace and Nonviolence (3)**

This course surveys biblical teachings on war and peace and survey the variety of theological understandings throughout the history of the Christian church. The course treats both individual and international dimensions of peacemaking. Sophomore standing required. Prerequisite: REL 100. This course is one of the core courses in the Peace and Conflict Studies minor.

**REL 385 Practicum (3)**

Students carry out an assignment in a church or other institution under the supervision of a minister or other director. Students meet with supervisor and teacher on a regular basis. May include readings and writing assignments as appropriate. For upper-level students.

**REL 390 Independent Study (3-5)**

By arrangement.

**REL 395 Religion Seminar (1)**

Seminar serves as capstone to the religion department majors and minors and enables students to integrate the learning from prior religion courses. Each participant in the seminar makes a presentation to the seminar which depicts her or his religious world view in conversation with these learnings. Seminar presentations emphasize integration, synthesis, and analytical thinking. Prerequisite: upper-level standing.

## SOCIAL STUDIES

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The requirements for the Social Studies major include 45 hours of course work distributed over the areas of economics, history, political science, geography, and sociology (senior comprehensive examinations are taken in each area, where applicable). For a teaching license, additional courses are required. Students interested need to plan carefully with their major advisor and the director of teacher education.

Course requirements include:

**Major (45 hours)****Economics:**

EBA 141 Principles of Macroeconomics (3)

EBA 142 Principles of Microeconomics (3)

Any additional EBA course

**Sociology:**

SOC 152 Introduction to Sociology (3)

*Two of the following: (6)*

SOC 162 Anthropology (3)

SOC 208 Sociology of the Family (3)

SOC 225 Race & Ethnicity in American Society: History & Current Realities (3)

SOC 242 Social Problems and Public Policy (3)

SOC 264 Sociological Theory (3)

SOC 362 Methods of Social Research (3)

**History:**

HIS 225 History: Theory and Application (3)

HIS 263 European Survey (3)

*One of the following:*

HIS 200 Foundations of American Civilization (3)

HIS 201 The Making of Contemporary America (3)

**Political Science:**

PLS 215 Introduction to Politics (3)

Two of the following: (6)

PLS 251 American Political Process (3)

PLS 270 Political Theory (3)

PLS 272 Global Politics (3)

PLS 285 Comparative Politics (3)

PLS 303 Studies in Political Science (3)

**Geography:**

GEO 111 Principles of Geography (3)

Two additional courses in economics, history, sociology or political science

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## SOCIAL WORK

The goals of the social work program are:

- to prepare students for beginning-level generalist social work practice who are well-equipped with theory and skill and socialized into the profession;
- to prepare students with a solid foundation for graduate training in social work;
- to enhance the professional development of social service workers of the region.

Social work practice is licensed in Ohio as in many other states. A social work degree at either the master or baccalaureate level is required to be eligible for a license. Bluffton's baccalaureate social work degree meets the standards for accreditation by the Council on Social Work Education.

Social work is concerned with helping people improve their lives through direct and indirect services. Social workers work with individuals, groups, communities and social policy issues to enable people to deal with their problems. Social workers bring to their practice an examined value orientation and a unique knowledge base that focuses on the interaction of person and environment.

Licensed social workers are employed in many types of settings by public and private agencies. Fields of practice include services to children, medical, mental health, services for elderly, criminal justice, schools, recreational and character-building programs, community planning and organization, overseas relief and development, public welfare and others. Roles for B.A.-level social workers include case management, supportive counseling and beginning level program development and administrative roles.

A generalist approach at the baccalaureate level provides skills enabling graduates to take employment in most fields of social work practice or to go on to graduate study. The program seeks competent students who are concerned about people and social problems and who want to help people and desire to work on improving the social environment in which they live. A strong emphasis is placed on understanding issues of human diversity within our society. Cross-cultural and off-campus experiences are strongly encouraged.

Field work is an important feature of social work education. The student engages in one semester of in-agency practicum within a broad choice of settings. This provides opportunity for the student to integrate knowledge with practice and demonstrate skills and competencies learned throughout the curriculum.

Entrance to the upper-level courses requires a written application into the program and a formal interview with program faculty. Transfer students are asked to submit letters of reference. See the *Social Work Program Student Manual* for further information.

**Major** (64 hours including 10 hours of LAS requirements)

**Foundation courses:** (19 hours)

BIO 105 The Biological World (4)

or NSC 106 Human Biology Today (3)

PLS 251 American Political Process (3)

or PLS 215 Introduction to Politics (3)

PSY 110 Introduction to Psychology (3)

SOC 152 Introduction to Sociology (3)

EBA 141 Principles of Macroeconomics (3)

PSY 340 Abnormal Psychology (3)

**Required social work courses:** (45 hours)

SWK 120 Introduction to Social Work (3)

SWK 141 Understanding Social Welfare (3)

SWK 240 Interviewing Theory and Technique (2)

SWK 263 Human Behavior and Social Environment 1 (3)

SWK 264 Human Behavior and Social Environment 2 (3)

SWK 301 Social Work Practice 1: Micro (3)

SWK 302 Social Work Practice 2: Mezzo (3)

SWK 303 Social Work Practice 3: Macro (3)

SOC 362 Methods of Social Research 1 (3)  
SWK 372 Social Welfare Policy and Analysis (3)  
SWK 401 Field Work (12)  
SWK 404 Field Work Seminar (1)  
SWK 405 Social Work Seminar (3)

The major can begin in the first, sophomore or even in the junior year, although the later beginnings presume substantial prior work on the general education and foundation courses. While breadth in the liberal arts is encouraged, some students may wish to combine the social work major with the peace and conflict studies minor, Spanish or other majors or minors depending on particular career interests.

## **Courses**

### ***SWK 120 Introduction to Social Work*** (3)

Introduces social work as a professional endeavor and the service programs and policies of formally organized agencies and institutions in which social workers work. Looks at the history, purpose, values, methods and structure of the profession. A variety of practice settings and social problem issues of concern are examined. Students are challenged to examine their own value commitment to working with people and striving for social reform, whether as a social work professional or public citizen. Includes a 15-clock-hour community service learning experience in a social service agency.

### ***SWK 141 Understanding Social Welfare*** (3)

This course introduces students to the institutional systems developed in the United States and world wide to meet human needs. The course includes a historical survey of the development of social welfare and examination of society's response to major social issues such as poverty and discrimination. The relationship between societal values and social welfare policies is examined as well as current trends likely to affect the future of social welfare, such as the globalization of corporations and the growth of consumerism.

### ***SWK 185 Women in Society: Contemporary Issues*** (3)

This course examines the roles, status, and contributions of women in social institutions including the family, work place, health system, politics, religion and education. While the course focuses on American society, international perspectives are introduced. The course utilizes guest speakers with expertise in appropriate areas. Examples of topics include the contemporary women's movement (1960-present), the roles of women in changing family structures, the "feminization of poverty," the impact of changing laws regarding domestic violence, the status of women in organized religion, and special concerns of women of color. This course is also listed as SOC 185. This course is the core course in the Women's Studies minor.

### ***SWK 240 Interviewing Theory and Techniques*** (2)

An introduction to the process of helping individuals through the use of interviewing and counseling techniques. A range of theoretical perspectives will be examined regarding this process, with particular emphasis on a solution-focused model. Addresses interpersonal communication and multicultural issues. Focuses on the development of skills using case studies, videos and role playing. Open to all majors.

### ***SWK 263 Human Behavior and Social Environment 1*** (3)

This course focuses on the developmental tasks of the individual through the life cycle from infancy through old age. The influence of the family and other primary groups is examined. Variety and diversity of human experience is explored in context of cultural expectations, values, and social change.

### ***SWK 264 Human Behavior and Social Environment 2*** (3)

This course focuses on the interactional effects of social institutions, diverse groups and individuals. The community as the milieu in which individuals, families and groups function is examined from an ecological perspective. The implications of this knowledge for social work practice are examined.

### ***SWK 280 Child Welfare Services*** (3)

A survey of the child welfare field, examining the range of in-home, foster-care and institutional services, along with related policy issues. Looks at the various organizations and their structures and procedures concerned with child welfare issues, including the legal system. Issues of state regulation for protecting children will be studied as well as approaches to child advocacy. This course is to serve social work majors exploring their interests in the field and for non-majors whose careers will have them relating to the child welfare system.

### ***SWK 301 Social Work Practice 1: Micro*** (3)

This first course in the social work practice sequence presents a generalist model for the sequence. The emphasis is on developing skills in the use of communication techniques including interviewing, individual and family needs assessments, developing and implementing service plans, identification of formal and informal resources and beginning practice evaluation. Prerequisites: SWK 240, SWK 263 and SWK 264.

### ***SWK 302 Social Work Practice 2: Mezzo*** (3)

Introduces theory of group dynamics including communication, group formation, member roles and group functions. Develops skill in the use of small group technique for personal, small group and environmental change. Prerequisite: SWK 240.

### ***SWK 303 Social Work Practice 3: Macro*** (3)

Further development of social work methodology with populations-at-risk using techniques of community needs assessment, socio-

political processes and coalition building and outcome evaluations. Focuses on building macro-practice skills through a supervised services program development or community development project. Prerequisite: SWK 302 or concurrent with SWK 301.

**SWK 372 Social Welfare Policy and Analysis (3)**

The focus of this course is on evaluation and critical analysis of social welfare policies, programs and services. Students are introduced to a framework for analyzing social needs and social problems and methods of service delivery. Practical implications in social welfare policy for social workers are emphasized, incorporating the roles and skills that comprise the "practice of policy." Prerequisite: SWK 141.

**SWK 390 Independent Study in Social Work (1-3)**

For advanced students capable of self-motivated study in an area of the student's interest and not covered in the social work curriculum. Requires the agreement of a faculty member to monitor and consult on the study. Prerequisite: faculty consent.

**SWK 401 Field Work (12)**

Educationally directed field experience in a social agency under the supervision of an agency supervisor and the direction of a faculty member for 448 clock hours. The student is expected to implement the theory and knowledge gained throughout the curriculum and demonstrate the practice competencies learned in the practice sequence. Prerequisites: SWK 301, SWK 302, SWK 303 and SWK 372. Corequisite: SWK 404.

**SWK 404 Field Work Seminar (1)**

A weekly seminar concurrent with field work to facilitate integration of theory with practice. Corequisite: SWK 401.

**SWK 405 Social Work Seminar (3)**

This course completes the social work practice sequence and the social work curriculum and marks a shift from programmed learning to self-directed learning. Students engage in research to acquaint themselves with a selected field of practice. Emphasis is on ethical issues and decision-making in practice, as well as some of the broad issues in social work and professional life. It provides an opportunity for students to integrate their learning and bridge the gap from classroom to job or graduate school. Prerequisites: senior status.

## SOCIOLOGY

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The objectives of the sociology major are to teach the student the nature and functions of the social order and the social process essential to personality development. By studying our complex and changing society in depth, individuals can better accept, modify or oppose social forces in the light of their own values. The sociology major seeks to:

- prepare the student for a career in areas involving human relations. While some sociology courses can be helpful in any vocation, students planning their life work primarily around interaction with people might consider taking sociology courses or majoring in the field. Vocational possibilities include a wide variety, both public and private, of social service- and social work-related environments from criminal justice to family and child welfare agencies, teaching, vocations related to the church, personnel, probation and parole, human resources, administration in business or government, social research, race relations and other social action. In some of these vocations employment may be found upon graduation from college. For others, more specialized training in graduate school is strongly urged;
- provide information on means of social action for those whose conscience calls them to work for social justice and peaceful resolution of conflict in families and communities - local, national, international. This knowledge is of special value for those interested in civic leadership, voluntary service and church institutions; and
- provide students opportunity to prepare for an academic career in a graduate sociology program.

**Major (35 hours)**

**Required: (11 hours)**

SOC 152 Introduction to Sociology (3)  
SOC 264 Sociological Theory (3)  
SOC 362 Methods of Social Research (3)  
SOC 466 Senior Seminar (2)

**Elective: (24 hours)**

SOC 162 Anthropology (3)  
SOC 185 Women in Society: Contemporary Issues (3)  
SOC 208 Sociology of the Family (3)  
SOC 225 Race and Ethnicity in American Society: History and Current Realities (3)  
SOC 242 Social Problems & Public Policy (3)  
SOC 258 Social Psychology (3)  
SOC 275 Criminology (3)  
SOC 284 General Statistics (3)  
SOC 315 Political Economy (3)  
SOC 320 Family Violence (3)  
SOC 330 Social Justice and Social Change (3)

SOC 335 Sociology of Religion (3)  
SOC 385 Sociology Practicum (3)  
SOC 390 Independent Study (1-3)  
SOC 340 Special Topics in Sociology (3)

**Minor** (20 hours)

SOC 152 Introduction to Sociology (3)  
SOC 264 Sociological Theory (3)  
SOC 362 Methods of Social Research (3)  
SOC 466 Senior Seminar (2)

*Remaining electives (minimum 9 hours, 3 courses) from sociology or cognate disciplines.*

**Courses**

**SOC 152 Introduction to Sociology** (3)

What sociologists do and how they think; the study of the interaction of individuals and groups with their physical and social environment; consideration of basic concepts, theories, and major principles of explanation used by sociologists.

**SOC 162 Anthropology** (3)

The comparative study of culture and the development of human beings with an emphasis on primitive societies, past and present.

**SOC 185 Women in Society: Contemporary Issues** (3)

This course examines the roles, status, and contributions of women in social institutions including the family, work place, health system, politics, religion, and education. While the course focuses on American society, international perspectives are introduced. The course utilizes guest speakers with expertise in appropriate areas. Examples of topics include the contemporary women's movement (1960-present), the roles of women in changing family structures, the "feminization of poverty," the impact of changing laws regarding domestic violence, the status of women in organized religion, and special concerns of women of color. This course is also listed as SWK 185. This course is the core course in the Women's Studies minor.

**SOC 208 Sociology of the Family** (3)

A study of modern marriage and family institutions in the context of radical social change; topics include the social regulation of mate selection, kinship relationships and sexual behavior, evaluation of research findings, and emerging trends. This course may be taken as part of the Women's Studies minor.

**SOC 225 Race and Ethnicity in American Society: History and Current Realities** (3)

A course studying the data, causes, and social patterns of differences due to race and minority status as well as the means available to achieve a less-prejudiced social order. Interdisciplinary sources are used.

**SOC 242 Social Problems and Public Policy** (3)

An investigation into the relationship between social structure and the development of popular beliefs and social scientific theory about social problems, from social pathology to "blaming the victim" myths; special attention to conceptual materials relating to public administration, law, and social research and planning. Topics include violence in American culture, criminal justice, poverty, racial and ethnic minority status, and others. This course may be taken as part of the Peace and Conflict Studies minor.

**SOC 258 Social Psychology** (3)

The psychological study of individuals in relation to groups and society. This course offers insight into the dynamic interaction between persons and their social environment and various social problems related to such interaction. Topics include group dynamics, attitude development and attitude change, aggression and violence, and helping behavior. Prerequisite: PSY 110 or permission of instructor. This course is also listed as PSY 258. This course may be taken as part of the Peace and Conflict Studies minor.

**SOC 264 Sociological Theory** (3)

An examination of basic intellectual traditions and paradigm regarding society, including normative beliefs and values, as well as scientific theories of social relations and culture from the 18th century to the present. Emphasis on selected early and contemporary theorists. Prerequisite: SOC 152.

**SOC 275 Criminology** (3)

A social-scientific, theoretical survey of the nature of crime, including causal factors and theories and procedures in prevention and treatment; evaluation of basic assumptions and philosophies of corrections. Prerequisite: SOC 152. This course is also listed as CRJ 275.

**SOC 284 General Statistics** (3)

A study of applied statistics for sociology and other social, behavioral, or natural sciences. This course covers descriptive statistics and statistical inference for parametric and non-parametric situations (z- and t-tests, analysis of variance, correlation, linear regression, and chi-square), including related computer applications. Prerequisites: MAT 100 or MAT 105 or placement into MAT 114. This course is also listed as PSY 284 and EBA 284.

**SOC 315 Political Economy (3)**

This course has two basic objectives: (1) to give the student, from a sociological perspective, an overview of how political forces shape national and global economies, and; (2) to introduce the student to some key theories and comparative analytical tools to deepen their understanding of how and why national policies impact poverty rates, wealth distribution, ecological sustainability, health, and education. Prerequisite: SOC 152. This course may be taken as part of the Peace and Conflict Studies minor.

**SOC 320 Family Violence (3)**

Violent family life has largely been hidden from public analysis. In this class we critically examine the emergence of intimate violence as a social problem, are exposed to experiences of persons involved with family violence, explore various explanations for violence in families, and analyze various prevention and policy measures. In each of these cases, attention is paid to the impact (or non-impact) of demographic factors, such as ethnicity, race, and religion, on the occurrence and effect of intimate violence. This course is also listed as CRJ 320. This course may be taken as part of the Women's Studies minor.

**SOC 330 Social Justice and Social Change (3)**

This course begins with a history of social justice and social change as concepts in the field of sociology and then sees how this foundation influenced contemporary social justice practitioners and theorists. Particular attention is given to social movements, the role of organizing, and civil society. Theory is integrated into practical social justice methodologies and community-based learning. Particular attention is paid to issues of power and powerlessness in domestic and/or international contexts. Prerequisite: SOC 152. This course may be taken as part of the Peace and Conflict Studies minor.

**SOC 335 Sociology of Religion (3)**

Social and cultural interpretations of religious institutions and the relation of the social order, the changing situation of religious belief and experience, cultic expression, ecclesiastical organization, professional and lay religious roles, ethical behavior, and impact of religious institutions and belief on public life. Prerequisite: SOC 152 or PSY 110.

**SOC 340 Special Topics in Sociology (3)**

This course will focus upon significant themes or topics in Sociology that will supplement our regularly offered courses. Possible topics could include Environmental Sociology, Sociology of Mass Media, Sociology of Sexuality and Gender, and Sociology of Community Development. Courses will be offered based upon student needs and demand. May be taken more than once with different topics. Prerequisite: SOC 152.

**SOC 362 Methods of Social Research (3)**

The nature of the scientific method and research as applied to the analysis and interpretation of both quantitative and qualitative data. An introduction to the basic techniques of social research as well as statistics and the interpretation of research results. Use of computer-based data analysis techniques. Prerequisite: SOC 152 or completion of the introductory course in one of the social science disciplines.

**SOC 385 Sociology Practicum (2-3)**

A supervised work/study social science placement in a setting consistent with the student's interest and career goals. Prerequisite: junior or senior status in sociology, permission of faculty supervisor. May be repeated for a total of 6 hours with 3 hours credited to the completion of the Sociology major.

**SOC 390 Independent Study (1-3)**

By arrangement.

**SOC 466 Senior Seminar (3)**

An examination of theoretical problems, strategies and controversies in modern approaches to intellectual and social problems in American culture; review of contemporary thinkers in light of classical theoretical statements.

## SPANISH/FOREIGN LANGUAGE

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The aims of this program are to equip students with skills in a foreign language; to increase student job opportunities in such fields as bilingual elementary education, social work and business; and to promote the appreciation of other cultures. Classroom instruction emphasizes the four basic skills of speaking, understanding, reading and writing. Students interested in a career in international business are encouraged to consider combining a Spanish major or minor with an economics major or minor.

The department offers Spanish as a major or minor.

### Major

**Spanish (39 hours)****39 hours beyond SPA 225 Intermediate Spanish:**

ENG 252 Introduction to Linguistics (3)

SPA 301 Spanish Prose Composition (3)

SPA 302 Spanish Peninsular Culture and Civilization (3)

SPA 303 Latin American Culture and Civilization (3)

SPA 306 Advanced Grammar Review (3)

SPA 311 Survey of Peninsular Spanish Literature (3)  
SPA 312 Survey of Spanish American Literature (3)

*One of the following three courses:*

SPA 240 Spanish Conversation: Story of the Spanish Speaking World (3)  
SPA 242 Spanish Conversation: Music, Film, and Popular Culture in the Spanish Speaking World (3)  
SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World (3)

15 hours in Spanish literature and/or culture courses through BCA study abroad program at a Spanish or Latin American university; courses chosen in consultation with an academic advisor.

## **Minor**

**Spanish** (15 hours)

**15 hours beyond SPA 225 Intermediate Spanish:**

*Four of the following six courses:*

SPA 301 Spanish Prose Composition (3)  
SPA 302 Spanish Peninsular Culture and Civilization (3)  
SPA 303 Latin American Culture and Civilization (3)  
SPA 306 Advanced Grammar Review (3)  
SPA 311 Survey of Peninsular Spanish Literature (3)  
SPA 312 Survey of Spanish American Literature (3)

*One of the following three courses:*

SPA 240 Spanish Conversation: Story of the Spanish Speaking World (3)  
SPA 242 Spanish Conversation: Music, Film, and Popular Culture in the Spanish Speaking World (3)  
SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World (3)

**Or**

**21 hours beyond SPA 225 Intermediate Spanish:**

Two Spanish courses at the 300 level and 15 hours in Spanish literature and/or culture courses through the BCA study abroad program at a Spanish or Latin American university; courses chosen in consultation with academic advisor.

## **Courses**

### **Greek**

**GRK 111, GRK 121 New Testament Greek 1, 2** (3 each)

An introduction to the elements of New Testament Greek with emphasis on the mastery of basic forms, vocabulary and syntax. The class will combine the formal, systematic approach with the inductive approach to language learning with reading in the Gospel of John. The two semesters are designed to be taken in immediate sequence. Students will also be introduced to the culturally conditioned structures of thought reflected in the Greek language. Students completing the course will be able to read simpler portions of the New Testament at sight and more difficult portions with the aid of a lexicon.

### **Hebrew**

**HEB 111, HEB 121 Old Testament Hebrew 1, 2** (3 each)

An introduction to the Hebrew language of the Old Testament. The two semesters are designed to be taken in immediate sequence. Students will study the basic grammar of the language and read short portions of a wide number of Old Testament books. Students completing the course will be able to read simpler portions of the Old Testament at sight and more difficult portions with the aid of a lexicon.

### **Spanish**

**SPA 111, SPA 121 Beginning Spanish 1, 2** (3 each)

Emphasizes audio-bilingual skills, supplemented by language laboratory. Includes grammar and reading.

**SPA 225 Intermediate Spanish** (3)

Rapid, intensive review of grammar; selected prose readings. Language laboratory as required by the instructor. Prerequisite: SPA 121 or placement in course through exam.

**SPA 240 Spanish Conversation: Story of the Spanish Speaking World** (3)

Advanced conversation with emphasis on the human geography of contemporary Spanish speaking societies. The class will focus on telling stories of life in the Spanish speaking world. Historical forays will be used to cast light on current realities. Prerequisite: SPA 121 or placement in course through exam.

**SPA 242 Spanish Conversation: Music, Film, and Popular Culture in the Spanish Speaking World** (3)

Advanced conversation with emphasis on Latino/Hispanic popular culture in Latin America, Spain, and the Diaspora. Students will listen

to and learn music, view and critique films, and overhear conversations as windows into contemporary culture. Prerequisite: SPA 225 or consent of instructor.

**SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World (3)**

Advanced conversation with emphasis on the struggle for cultural, political, and economic survival of communities with roots in the Spanish speaking world. Particular emphasis will be placed on areas of current conflict. This course may be taken as part of the Peace and Conflict Studies minor. Prerequisite: SPA 225 or consent of instructor.

**SPA 301 Spanish Prose Composition (3)**

Advanced composition with emphasis on syntax and style. Achievement of a high level of oral and written fluency. Analysis and discussion of contemporary texts of Hispanic prose. May be repeated for credit whenever literature content and course objectives are different. Prerequisite: SPA 225 or consent of instructor.

**SPA 302 Spanish Peninsular Culture and Civilization (3)**

Lectures, readings and discussions on Spanish history, philosophy, religion, education, music, architecture, science. Prerequisite: SPA 225 or consent of instructor.

**SPA 303 Latin American Culture and Civilization (3)**

Lectures, readings and discussions on Latin American history, philosophy, religion, education, music, architecture, science and pre-Colombian cultures. Prerequisite: SPA 225 or consent of instructor.

**SPA 306 Advanced Grammar Review (3)**

There will be conversation, readings, and a review or, in many cases, relearning of specific areas of grammar. The texts will provide the students with a means to understand very difficult conceptual distinctions between English and Spanish and, when there is no graspable concept involved, to learn particular differences between the two. Prerequisite: SPA 225 or consent of instructor.

**SPA 311 Survey of Peninsular Spanish Literature (3)**

A survey course designed to acquaint the student with the most important works of Peninsular Spanish literature. Analysis and discussion of major works from medieval period to the present. Prerequisite: SPA 225 or consent of instructor.

**SPA 312 Survey of Spanish American Literature (3)**

A survey course designed to acquaint the student with the most important works of Spanish American literature from the colonial period to the present. Prerequisite: SPA 225 or consent of instructor.

**SPA 385 Spanish Internship (1-3)**

Allows the student to apply classroom learning to work in a Spanish-language setting, with an on-site supervisor and overall supervision and evaluation by Bluffton faculty (Spanish instructor and/or department chair).

**SPA 390 Independent Study (1-3)**

By arrangement.

## WOMEN'S STUDIES

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The purpose of a minor in women's studies is to provide students with an opportunity to explore the historical experiences of women, including the achievements of women and the obstacles they have faced; contemporary issues that affect women's lives; scholarly writings and creative works by women; and the methodologies employed to assess women's lives. While this interdisciplinary minor includes the study of gender as an analytic category and social construction, its primary focus is on the diversity and meaning of women's lives. Courses provide students with an opportunity to pursue in-depth study of how issues of concern to women are addressed and understood in various disciplines.

The minor is designed to:

- promote the interdisciplinary study of women;
- promote a scholarly understanding of the current issues women face academically, professionally and personally;
- examine the impact of cultural attitudes and social structures on women's lives;
- explore the diversity of women's experiences across race, culture and class;
- gain an understanding and appreciation for women's contributions in the arts, sciences and other arenas;
- engage in scholarly discourse that allows for the integration of this content with students' fields of study; and
- foster a spirit of community among women's studies faculty and students and a commitment to work toward the goal of a just and equitable world.

**Minor (21 hours)**

**Core course:**

SWK 185 Women in Society: Contemporary Issues (3)

**Elective courses: (17-18 hours, selected from at least four different disciplines)**

*Interdisciplinary elective courses are included based on their significant content devoted to women's issues.*



ART 380 Studies in Art: Women Artists (3)  
COM 338 Gender, Race, and Communication (3)  
ENG 243 Studies in American Literature (3)  
ENG 261 Studies in English Literature (3)  
FCS 100 Human Ecology (2)  
FCS 364 Historical Costume (3)  
HIS 310 U.S. Women's History (3)  
PSY 325 Special Topics in Psychology (3)  
REL 312 Exegetical Studies (3)  
REL 320 Historical and Theological Studies (3)  
REL 352 Contemporary Studies in Theology and Ethics (3)  
SOC 208 Sociology of the Family (3)  
SOC 320 Family Violence (3)

Additional courses offered by departments under an umbrella title or departmental independent studies, e.g., science, music, HPER, psychology, education, will be considered for approval if appropriate content is demonstrated.

## ADULT DEGREE COMPLETION

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### Human resource management

The Bluffton cohort-based human resource management program is an intensive, accelerated bachelor degree-completion program for adults, which provides students with knowledge and skills in human resource management. In this program, qualified students currently working in business, industry, health and public service sectors who have received professional or academic training in human resource management can complete their course work in as few as four 18 week semesters.

#### Objectives

- Prepare students for positions of leadership that address the needs of the organization and its employees;
- Enhance the skills of students currently involved with human resource responsibilities;
- Enable students to capitalize on their work and life experience; and
- Help working adults finish their degree through a program that is convenient, structured and tailored to meet their needs.

#### Features

- Curriculum designed to apply current principles of adult learning;
- Utilization of students' experiences and skills learned on the job;
- Current, integrative, comprehensive approach to management;
- Opportunity to investigate areas of special interest through the development of two research projects;
- One four-hour class session per week; and
- Classes of 8-12 people remaining together throughout the program.

#### Admission requirements

Admission requirements address the applicant's ability to perform well in a demanding academic environment, to apply classroom learning in an appropriate work setting and to contribute to the classroom experiences. The following criteria must be met:

- Applicants must have at least 54 semester or 81quarter hours of transferable college work;
- Applicants must be at least 23 years of age;
- Applicants must be regularly employed or actively involved in the human resource function of an organization or have had received professional or academic training in human resource management;
- Applicants must demonstrate proficiency in writing skills; and
- Applicants must have a minimum G.P.A. of 2.0.

#### Major

HRM 301 Group and Organizational Behavior (3)  
HRM 304 Principles of Management and Leadership (3)  
HRM 306 Business Communication (3)  
HRM 310 Employment Policies and Practices (3)  
HRM 315 EAP and Occupational Safety, Health, Security (3)  
HRM 320 Information Management and Use (3)  
HRM 407 Faith and Community (4)  
HRM 409 Personal Values and Business Ethics (3)  
HRM 410 Living in the Global Community (4)  
HRM 415 Financial Analysis and Decision Making (3)  
HRM 420 Compensation and Benefits (3)  
HRM 425 Research Project I (2)

- HRM 430 Human Resource Development (3)
- HRM 435 Labor Relations (3)
- HRM 440 Strategic Human Resource Management (3)
- HRM 445 Research Project II (1)

**Liberal arts and sciences core program**

The liberal arts and sciences requirements listed below must be met to graduate. This can be done through course work at Bluffton, transfer credit, DSST, CLEP or academic credit by examination. An advisor will work with you to determine the best option. The completion of English composition is required before beginning HRM. It is recommended, but not required, that the remaining liberal arts and sciences core be completed before beginning the program as well.

	semester hours
English composition	3
Humanities	6
Fine arts appreciation (art, music or theatre)	3
Natural science (must be in two areas of science, one must be a lab course)	6

Other objectives of the Bluffton liberal arts and sciences core program, including studies in religion and theology, cross-cultural experience and the social sciences, are met through the human resource management sequence of courses.

**Courses**

***HRM 140 Portfolio Development for Assessment of Prior Learning (2)***

Because not all learning takes place in the college classroom, students may earn college credit for professional and technical training associated with their employment and learning associated with work, home, community and other environments. This course teaches students to: 1) identify those areas that warrant college credit; 2) write life-learning essays that articulate prior learning; and 3) gather appropriate documentation to support the petition for college credit. A maximum of 18 semester hours can be earned through the portfolio.

***HRM 200 Technology Tools and Theory (3)***

This course will provide students with familiarity with the hardware, software and functions of computers. The course introduces students to the operating system, word processing and presentation software. Specific course assignments target the human resource management field of study.

***HRM 301 Group and Organizational Behavior (3)***

Students will study group and team behavior in organizations. Emphasis will be placed on understanding how the organization context and internal team dynamics impact team and organizational effectiveness.

***HRM 304 Principles of Management and Leadership (3)***

Students examine motivational theory and its application to individual and group functioning in work situations. Leadership styles related to particular circumstances are analyzed. Negotiation is studied through reading and class practice, with an analysis of the effect on productivity.

***HRM 306 Business Communication (3)***

Students will be introduced to the communication process with special attention given to building skills in listening, verbal and nonverbal communication, public speaking and written expression.

***HRM 310 Employment Policies and Practices (3)***

An examination of employment polices and practices, including job descriptions, hiring, performance appraisals, workplace behavior problems, legal and regulatory factors, termination, and downsizing.

***HRM 315 EAP and Occupational Safety, Health, Security (3)***

The course will cover employee assistance plans, safety issues and occupational health and security.

***HRM 320 Information Management and Use (3)***

An overview of the critical role that knowledge management plays in an organization and how HR information assists people in the organization to achieve organizational goals. Students will learn to use computer software for data analysis and presentation.

***HRM 407 Faith and Community (4)***

Students will discover the historical and biblical roots of faith, articulate the claims of faith and analyze the role of faith in their lives. The role of the Christian community in developing moral values and assisting in the decision-making process will be explored.

**HRM 409 Personal Values and Business Ethics (3)**

Students explore the intricacies of business and personal ethics through the study of the basic philosophical theories of ethics. Application is made to business and personal situations through case study analysis.

**HRM 410 Living in the Global Community (4)**

An interdisciplinary examination of issues concerning the economic, environmental and social sustainability. Students relate their own lives and actions, and those of their organizations, to the global context and understand some implications of their global citizenship.

**HRM 415 Financial Analysis and Decision Making (3)**

Students will develop analytical and critical thinking skills in financial decision making.

**HRM 420 Compensation and Benefits (3)**

Students will analyze, develop, implement and evaluate the total compensation and benefits system for employee benefit programs.

**HRM 425 Research Project I (2)**

Students identify and research a human resource problem that exists in an organization with which they are familiar. Course products are an oral report and an eight to ten page paper that includes problem identification, review of literature and recommendations for action.

**HRM 430 Human Resource Development (3)**

This course will cover employee education topics, including developing a needs analysis, basic learning principles, designing and delivering effective training, evaluating training, and developing, implementing and evaluating change management programs.

**HRM 435 Labor Relations (3)**

An examination of labor relations issues, including dispute resolution; union representation of employees; union relations; collective bargaining process; unfair labor practices; labor negotiations; and history of labor relations.

**HRM 440 Strategic Human Resource Management (3)**

Through this course, students will learn to develop HR strategies to support organization needs. They will participate in an organizational strategic planning process.

**HRM 445 Research Project II (1)**

Students perform a human resource-related needs assessment of an organization and develop a one hour employee training plan related to one of the needs identified. Course products are a four to five page report of the needs assessment, an employee training lesson plan and a class presentation of the assessment and plan.

## Organizational management

The Bluffton cohort-based organizational management program (BCOMP) is an intensive, accelerated degree-completion program for adults, which provides students with knowledge and skills in management. In this program, qualified students currently working in business, industry, health and public service sectors can complete their course work in as few as four 18 week semesters.

**Objectives**

- to prepare students for managerial-level positions;
- to enhance the skills of students currently holding managerial positions;
- to enable students to capitalize on their work and life experience; and
- to help working adults finish their degree through a program that is convenient, structured and tailored to meet their needs.

**Features**

- curriculum designed to apply current principles of adult learning;
- utilization of students' experiences and skills learned on the job;
- a current, integrative, comprehensive approach to management;
- team-based research project;
- one four-hour class session per week; and
- classes of 15-20 people remaining together throughout the program.

**Special admission requirements**

Admission requirements address the applicant's ability to perform well in a demanding academic environment, to apply classroom learning in an appropriate work setting and to contribute to the classroom experiences. The following criteria must be met:

- applicants must have at least 60 semester or 90 quarter hours of transferable college work;
- applicants must be at least 23 years of age;
- applicants must be regularly employed or actively involved in an organization; and
- applicants must demonstrate minimum proficiency in writing skills.

**Major (42 hours)**

OMP 301 Group and Organizational Behavior (3)

- OMP 303 Organizational Theory and Design (3)
- OMP 304 Principles of Management and Leadership (3)
- OMP 305 Research and Statistical Methods (3)
- OMP 306 Business Communication (3)
- OMP 308 Management Control Systems (3)
- OMP 406 Human Resource Management (3)
- OMP 407 Faith and Community (3)
- OMP 409 Personal Values and Business Ethics (3)
- OMP 410 Living in the Global Community (3)
- OMP 412 Independent Research Project (3)
- OMP 413 Leadership in Nonprofit Organizations (3)
- OMP 414 Entrepreneurship (3)
- OMP XXX OMP/Humanities (3)

**Liberal arts and sciences core program**

The liberal arts and sciences requirements listed below must be met to graduate. This can be done through course work at Bluffton, transfer credit, DSST, CLEP or academic credit by examination. An advisor will work with you to determine the best option. The completion of English composition is required before beginning BCOMP. It is recommended, but not required, that the remaining liberal arts and sciences core be completed before beginning the program as well.

	semester hours
English composition	3
Humanities	3
Fine arts appreciation (art, music or theatre)	3
Natural science (must be in two areas of science, one must be a lab course)	6

Other objectives of the Bluffton liberal arts and sciences core program, including studies in religion and theology, cross-cultural experience, the social sciences and humanities are met through the organizational management sequence of courses.

**Courses**

**OMP 140 Portfolio Development for Assessment of Prior Learning (2)**

Because not all learning takes place in the college classroom, students may earn college credit for professional and technical training associated with their employment and learning associated with work, home, community and other environments. This course teaches students to: 1) identify those areas that warrant college credit; 2) write life-learning essays that articulate prior learning; and 3) gather appropriate documentation to support the petition for college credit. A maximum of 20 semester hours can be earned through the portfolio.

**OMP 301 Group and Organizational Behavior (3)**

A study of group behavior in the context of the larger organization. Emphasis is placed on understanding the impact of various internal processes and the broader organization environment on the outcome of the group work.

**OMP 303 Organizational Theory and Design (3)**

An examination of the formal and informal functions of organizations and problem solving within an organization, using a systems model.

**OMP 304 Principles of Management and Leadership (3)**

Students examine motivational theory and its application to individual and group functioning in work situations. Leadership styles related to particular circumstances are analyzed. Negotiation is studied through reading and class practice with an analysis of the effect on productivity.

**OMP 305 Research and Statistical Methods (3)**

Research design and data analysis techniques are presented. Application of empirical methods for the research project are covered.

**OMP 306 Business Communication (3)**

An introduction to the communication process with special attention given to building skills in listening, verbal and nonverbal communication, public speaking and written expression.

**OMP 308 Management Control Systems (3)**

The primary objective of this course is an understanding of managerial accounting concepts and the way in which they impact the organization. Throughout the course, a simulated business will be used to illustrate these concepts and formulate an application of the material.

**OMP 406 Human Resource Management (3)**

An exploration of policies and practices regarding recruitment, selection, training and development of employees including EEO and OSHA legislation.

**OMP 407 Faith and Community (3)**

The role of the Christian community in developing moral values and assisting in the decision-making process will be explored. Students learn to identify the historical and biblical roots of faith, articulate the claims of faith and analyze the role of faith in their lives.

**OMP 409 Personal Values and Business Ethics (3)**

A course designed to explore the intricacies of business and personal ethics through the study of the basic philosophical theories of ethics. Theories are applied to current case studies of business and personal ethics situations.

**OMP 410 Living in the Global Community (3)**

An interdisciplinary examination of issues concerning the economic, environmental and social sustainability of the global community. The aim of this course is to help students relate their own lives and actions and those of their organization to the global context and understand some implications of their global citizenship.

**OMP 412 Independent Research Project (3)**

Students combine research with practical implementation of theories and concepts and develop either a team or individual project. Students will be encouraged to work in teams focusing on service learning projects; however, an individual project focusing on a student's workplace may also be acceptable. The project will empirically examine a problem in a community-based organization or within a student's place of employment. Library research methods and resources are introduced to assist students in the development of this project. The team of students, or individual student, will present the results of their project in oral and written form in class and to the community-based organization where service learning occurred or to their employer.

**OMP 413 Leadership in Nonprofit Organizations (3)**

The course provides an overview of the growing nonprofit sector in American society and introduces the student to unique governance, accounting and management issues associated with the nonprofit sector.

**OMP 414 Entrepreneurship (3)**

Entrepreneurship brings together, examines and develops the knowledge required to successfully organize, create, and manage a business endeavor. The student will explore the feasibility of an idea through the use of a business plan with measured results.

**OMP XXX Humanities (3)**

This course is under development.

## GRADUATE STUDIES

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Bluffton University offers graduate studies in:

Education (MAEd and endorsements)  
Organizational management (MAOM)  
Business administration (MBA)

Upon enrollment, the student receives the appropriate *Graduate Student Handbook* which further details the specifics to his/her degree program.

**Degree authorization and program approval**

The Ohio Board of Regents has approved the Master of Arts in Education (MAEd), the Master of Arts in Organizational Management (MAOM) and the Master of Business Administration (MBA) programs and has authorized Bluffton University to grant the MAEd, the MAOM and the MBA degrees.

Bluffton University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools ([www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org); 312-263-0456).

## Graduate programs in education

Designed for early, middle, and secondary teachers, the Graduate Programs in Education offer students fresh perspectives on teaching and learning. Through personalized courses of study, students strengthen their classroom teaching, expand their knowledge of relevant content areas, and experience dynamic professional growth.

The Master of Arts in Education at Bluffton University are composed of core courses and four possible concentrations: liberal arts and sciences, the Intervention Specialist (K-12 mild/moderate educational needs), and the Literacy Specialist Endorsement\*. Students pursuing a master's degree (Master of Arts in Education) will choose one of the concentrations. Students who already have a master's degree or do not wish to pursue a master's degree may complete intervention specialist--mild/moderate educational needs courses for

an intervention specialist (K-12) license or one of the endorsement programs for an endorsement to their teaching license.

\*Pending approval by the Ohio Department of Education -- anticipated fall 2008

### **Program characteristics**

The Graduate Programs in Education enjoy these unique characteristics:

- Grounded in the historic peace church tradition of Bluffton University, instructors assist students to investigate issues of peace and justice.
- Involvement with The Lion and Lamb Peace Arts Center fosters a deeper appreciation of the arts and literature.
- A liberal arts core with specialized content area electives expands and strengthens classroom teaching.
- Students undertake classroom-relevant research projects.
- Both content and methodology receive substantial attention.
- Students can either earn an MAEd and/or can complete Ohio Department of Education credential programs to expand their teaching opportunities.

### **Program overview**

The Master of Arts in Education degree program includes a minimum of 30 semester hours of coursework:

**Required core:** (21 semester hours)

EDU 620 The World of Art (3)\*

or EDU 540 The World of Literature (3)\*

EDU 630 American Studies (3)\*

EDU 645 Educational Technology (3)

EDU 650 Research Methods in Education (3)

EDU 660 Classroom Assessment and Application (3)

EDU 680 The Historical and Philosophical Basis of American Education (3)

EDU 695 Teachers as Action Researchers (3)

### **Concentrations:**

**Humanities:** (9 semester hours)

EDU 515 Non-Western Studies, alternate years (may be taken twice) (3)\*

EDU 630 American Studies (must be taken twice) (3)\*

EDU 640 Curriculum Integration (2)

EDU 530 Curriculum Exploration: Model for Integrating the Arts in the Curriculum (1)

(May be taken with EDU 640 and can be repeated for elective credit)

\*Although course topics change each year, course objectives are maintained.

**Mathematics and Science:** (9 semester hours)

EDU 520 Inquiry-Based Science Instruction, alternate years (may be taken twice) (3)\*

EDU 525 Discovery and Modeling in the Mathematics Classroom, alternate years (3)\*

EDU 640 Curriculum Integration (3)

EDU 530 Curriculum Exploration: Model for Integrating the Arts in the Curriculum (1)

(May be taken with EDU 640 and can be repeated for elective credit)

\*Although course topics change each year, course objectives are maintained.

**Intervention Specialist License (K-12):** (23 semester hours)

This is an initial licensure program and is not appropriate for teachers who already hold the Mild/Moderate License.

Prerequisites:

--Introduction to Students with Disabilities

--EDU 215 Human Growth and Development (or comparable course)

Required Courses:

SED 600 Students with Disabilities in a Diverse Society (may also fulfill EDU 630 American Studies in the core) (3)

SED 601 Instructional Strategies: Young Children with Mild/Moderate Educational Needs (2)

SED 602 Instructional Strategies: Young Adolescents with Mild/Moderate Educational Needs (2)

SED 603 Classroom Organization: IS (3)

SED 604 Advanced Diagnosis and Educational Planning (3)

SED 605 Reading and Language Arts for Diverse Learners (3)

SED 606 Issues in Special Education (1)

SED 607 Collaboration (3)

SED 608 Practicum (3)

Additional requirements for Ohio Department of Education licensure: 12 credits of teaching reading, including a 3 credit course in Teaching Phonics.

**K-12 Literacy Specialist Endorsement:** (20 semester credits)

Prerequisites:

- Introduction to Students with Disabilities
- EDU 215 Human Growth and Development (or comparable course)
- Professional license or certificate
- At least three years of successful teaching under a standard teaching certificate, provisional teaching license, or professional teaching license; and
- Reading Endorsement

Required Courses:

- EDU 624 Reading and Writing Foundations (3)
- SED 605 Language Development (3)
- EDU 627 Curriculum and Instruction: Reading and Writing (3)
- EDU 665 Advanced Reading Assessment, Diagnosis, and Evaluation (3) (may also count for EDU 660 in the MAEd core)
- EDU 540 The World of Literature (3) (also part of the MAEd core)
- EDU 628 Educational Coaching and Consultation (3)
- EDU 626 Internship: Literacy Specialist (2)

## Education Courses

**EDU 511 Learning the Language of Community (1)**

An overview of key concepts critical to successful operation within the Mennonite Anabaptist community will be presented including an introduction to the people, the organizations and the vision of the church. Three key questions will be examined: What is the ethics base for Mennonite Education? What is discipleship within the Mennonite Anabaptist community? What do you believe and model about truth seeking?

**EDU 512 Understanding the Roots of Community (1)**

This course explores the theology and history of the Anabaptist movement, inviting students to articulate the significance of this movement for themselves as person and teacher. Who are the Anabaptists? Where do they come from? What is the story? What do Anabaptists believe? How do I fit into or respond to this story?

**EDU 513 Building Caring Communities (1)**

This course will explore the essential components of a vibrant diverse community with attention to service, conflict transformation, respect, simplicity and social justice.

**EDU 514 Shaping a Community of Learners (1)**

Personal values and beliefs form the integrity of the teachers' soul and ultimately the learning environment. Teachers will be asked to reflect on their spiritual journey, to craft a personal mission statement for teaching, and to integrate faith seamlessly into their classroom instruction. Faith development for children and youth will inform teaching practice that is content and grade specific. Pedagogical methods will be introduced and/or reviewed for their congruence with Anabaptist Mennonite faith and practice.

**EDU 515 Non-Western Studies (3)**

Provides an overview of history from a non-Western perspective. A survey course which examines the history, thought and contributions of Eastern civilizations, it also provides an opportunity for students to examine in depth a particular element, art form or feature of a non-Western culture. The course may be repeated. Offered alternate years.

**EDU 520 Inquiry-Based Science Instruction (3)**

Focuses on a particular strategy for teaching science. Classroom time is spent in the laboratory using an activity-based approach which includes experiments, small group interactions, and dialogues with the instructor. Content is used as a vehicle to illustrate the activity-centered, inquiry-based approach to teaching science. Topics change so that the course may be repeated. Offered alternate years.

**EDU 525 Discovery and Modeling in the Mathematics Classroom (3)**

Contains two major segments of mathematical activity suggested by the Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics. One segment emphasizes the discovery-conjecture-proof theme in elementary mathematics learning and teaching. For the second segment, content is chosen from the areas of geometry, arithmetic, problem solving, and functions. Topics change so that the course may be repeated. Offered alternate years.

**EDU 530 Curriculum Exploration: Model for Integrating the Arts in the Curriculum (1)**

Aids students in the development of classroom learning activities based on the works, inspiration, and experience of the noted author, visual artist, composer, or performing artist directing the workshop. Because a different area of the arts is emphasized each time it is offered, the workshop may be repeated up to three times for elective credit. It is recommended that the workshop be taken simultaneously with EDU 640 and/or 620. Frequently the workshop is sponsored by The Lion and Lamb Peace Arts Center of Bluffton University.

**EDU 532 Curriculum Workshop: Mathematics (1)**

Combines mathematics content with classroom techniques, activities, methods, and discoveries. Emphasis is placed on making mathematics meaningful. Since a different area of mathematics is emphasized each time it is offered, the workshop may be repeated.

**EDU 534 Curriculum Workshop: Science (1)**

Combines mathematics content with classroom techniques, activities, methods, and discoveries. Emphasis is placed on making science meaningful. Since a different area of science is emphasized each time it is offered, the workshop may be repeated.

**EDU 535 Graduate Workshop: Topics Vary (1-3)**

Graduate workshops are offered through the master of arts in education program to provide workshop credit to area teachers seeking professional development hours. Topics vary according to interest or need. Each course is usually held on a single weekend or during the summer. Workshops offered under EDU 535 do not count toward the master's degree program at Bluffton University but can be used as professional development through a teacher's LPDC.

**EDU 540 The World of Literature (3)**

Designed for practicing teachers who are interested in integrating children's and adolescent literature across the curriculum. Students read and review fiction and/or non-fiction children's and adolescent books, work as a class on the creation of a book review journal, and develop materials for integrating literature from social studies across the curriculum. Picture books through novels are read, with art as well as text explored. Students uncover and investigate themes that surface again and again throughout history. Topics change so that the course may be repeated. Elective course.

**EDU 590 Independent Study (3)**

Permits students opportunities to investigate areas of interest in greater depth. Students apply for approval from the director of the MAEd program by completing an independent study form.

**EDU 620 The World of Art (3)**

Enhances students' knowledge of and experience with the arts, as well as provides insight into the use of the arts across a variety of classroom settings and content areas. Course content rotates among visual art, music, and drama with specific topics changing as the course is offered. May be repeated.

**EDU 624 Reading and Writing Foundations (3)**

This course provides candidates knowledge of the foundations of reading and writing processes and instruction and meets Standard One: Foundational Knowledge and Dispositions for the Literacy Specialist Endorsement.

**EDU 626 Internship: Literacy Specialist (2)**

The internship is the culminating activity supporting and integrating the accomplishment of Standards One--Six. The internship includes a school-based practicum in a professional development activity supporting colleagues in the continuous improvement of literacy curriculum, instruction, and assessment, including diagnostic reading/writing and clinical experiences. Prerequisite: All coursework for the endorsement.

**EDU 627 Curriculum and Instruction: Reading and Writing (3)**

This course provides candidates knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. This course meets Standard Two: Curriculum, Instructional Strategies, and Materials for the Literacy Specialist Endorsement and Standard Four: Creating A Literate Environment.

**EDU 628 Educational Coaching and Consultation (3)**

This course provides candidates knowledge in collaboration and consultation to provide professional development to teachers for the purpose of high levels of student learning in reading, writing, and mathematics. Prerequisite: EDU 623 or EDU 627.

**EDU 630 American Studies (3)**

Provides an holistic understanding of an era or theme in American history. Students explore a selected era or theme in American history, delving into its political, social and cultural milieu with a particular focus on cultural expression. Through class discussions, lectures, readings, in-class presentations and films, students gain a thorough understanding of the particular era or theme under examination and come to form their own understandings of the intersection of American cultural, social and political history. May be repeated.

**EDU 640 Curriculum Integration (2)**

Promotes a model of curriculum integration which is both interdisciplinary and inclusive. Students identify and develop thematic studies based on the needs of their particular classrooms. Workshops, sponsored by The Lion and Lamb Peace Arts Center, utilize a noted author, visual artist, composer, or performing artist to aid the development of thematic units.

**EDU 645 Educational Technology (3)**

The intent of this course is to provide the candidate with skills necessary for using educational technology creatively in the classroom. Candidates work in small groups with defined responsibilities and create and use the class as a lab for practice teaching. Simple non-traditional tools are explored and used. The course focuses on hands-on teaching, exploring the literature on technology and education, and current technology tools used in the classroom.

**EDU 650 Research Methods in Education (3)**

Introduces research terminology, methods, purposes, and procedures. Specific attention is devoted to appropriate measurement concepts, quantitative and qualitative data collection techniques, and statistical and qualitative data analysis methods. Formal methods for writing research reports in APA style and the critical evaluation of research are discussed. By the conclusion of the course, each



student proposes a plan of research for investigating a problem meaningful to classroom teachers. The proposal becomes a permanent part of the student's file.

***EDU 660 Classroom Assessment and Application (3)***

Enhances students' knowledge of tests and measurements for practicing classroom teachers and satisfies the Standards for Teacher Competence in Educational Assessment stipulated by the National Council of Assessment of the National Education Association and the American Federation of Teachers. Students become skilled in choosing, developing, administering, scoring and interpreting external and teacher-produced assessment methods. Emphasis is placed on developing skilled applications of principles and procedures.

***EDU 665 Advanced Reading Assessment, Diagnosis, and Evaluation (3)***

This course meets the International Reading Association Standard Three: Assessment, Diagnosis, and Evaluation outcomes at the Reading Specialist Level.

***EDU 680 The Historical and Philosophical Basis of American Education (3)***

Acquaints students with the cultural, historical, and philosophical bases of education. Each year the course focuses on a particular theme or a selected area of investigation. Offered alternate years.

***EDU 695 Teachers as Action Researchers (3)***

A continuation of research methods where students complete the approved research project developed in EDU 650. Final projects are presented to the Bluffton University community in an "Action Research Symposium." The final project becomes a permanent part of the student's file.

## **Special Education Courses**

***SED 600 Students with Disabilities in a Diverse Society (3)***

This course is designed to enable educators to place students with exceptional learning needs (ELN) in the context of a diverse society. Prerequisites: Undergraduate or graduate level course in Introduction to Students with Disabilities (determined by transcript review).

***SED 601 Instructional Strategies: Young Children with M/M Educational Needs (2)***

This course is designed to develop educator competency, to analyze the young learner (ages 3 – 8) with exceptional learning needs (ELN), and to plan the "least restrictive environment" for the young child with ELN. Skills focus on designing, implementing and evaluating appropriate educational interventions in the areas of language, math, reading, social studies, science, the arts and movement. Fifteen field hours in an inclusive early childhood setting are required. Prerequisite: SED 600.

***SED 602 Instructional Strategies: Young Adolescents with M/M Educational Needs (2)***

This course is designed to develop educator competency, to analyze the young adolescent and AYA learner with exceptional learning needs (ELN), and to plan the "least restrictive environment" for the learner with ELN. Skills focus on designing, implementing, and evaluating appropriate educational interventions in the areas of language, math, reading, social studies, science, the arts and movement that are age and ability appropriate. Field experiences in a middle school and high school setting are required (21 hours total). Prerequisite: SED 600.

***SED 603 Advanced Classroom Organization: Intervention Specialist (3)***

This course is designed as an advanced course to assist prospective intervention specialists in understanding student and teacher behaviors as they apply to good classroom organization. Students explore techniques for maximizing learning in a variety of classroom settings, building students' self concepts, and understanding the use and abuse of power. The focus is on building communities of respect that nurture and support high levels of student learning. Prerequisite: SED 600.

***SED 604 Advanced Diagnosis and Educational Planning (3)***

This course is designed as an advanced course and focuses on information and practical experiences relating to assessment and the development of academic and social planning for the learning of individuals with ELN. Fifteen hours of field experience required. Prerequisite: SED 600.

***SED 605 Reading and Language Arts for Diverse Learners (3)***

This course focuses on speech and language acquisition of the typically and atypically developing child. It also presents an overview of various disorders and their effects on receptive and expressive language functions and learning. Ten hours of field experience required. Prerequisite: SED 600.

***SED 606 Issues in Special Education (3)***

This course is designed to present current issues affecting the education of individuals with ELN. Students examine contemporary research, current federal and state regulations, and special education service delivery models. Students also reflect upon their role as a professional educator and life-long learner and how to access on-going professional development. Prerequisite: SED 600.

***SED 607 Collaboration (3)***

This course prepares the prospective special educator to work effectively with individuals with ELN, families, school and community personnel, and general educators to develop and implement individualized programs. Communication skills, methods to access support services, and team processes are covered with special emphasis on respect when working with individuals from differing cultural, socio-economic, and educational backgrounds. Prerequisite: SED 600.

### **SED 608 Practicum: Intervention Specialist (3)**

This practicum provides supervised experiences in applying the principles techniques learned in the professional courses to actual classroom situations under the guidance and direction of a cooperating teacher. Practicum students spend full days in their assigned classroom for 10 weeks. Prerequisite: All courses in the intervention specialist program.

### **Admissions process**

Applicants should submit the following materials to the director of the GPE program:

- Official transcripts from all previous college work.
- Three letters of recommendation from academic and/or professional references.
- An application (including a signed statement relative to the standards of campus conduct).
- A statement of personal and professional goals, relative to the degree being sought.
- A copy of current teaching license/ certificate and / or evidence of teaching experience.
- Praxis I scores (Reading 173, Math 172, Writing 172) or a comparable assessment of basic skills are required for the intervention specialist concentration and the endorsement programs. Applicants may register for Praxis I at [ETS.org/praxis](http://ETS.org/praxis) or contact the office of adult and graduate education for scheduling assistance.
- A nonrefundable application fee of \$20.

The following are the criteria for admission to the GPE program:

- Completed application materials.
- A bachelor's degree from an accredited institution.
- A 3.0 grade point average (on a 4.0 scale) in the last half of the bachelor's degree program.
- Satisfactory letters of recommendation.
- A satisfactory interview with the director of the GPE program (or a designee).
- Approval for admission by the GPE committee.

### **Conditional admission**

When an applicant fails to meet the regular admission requirements and there is cause for significant concern about the student's success in the program, the GPE faculty committee (or the director/designee and a subgroup of two GPE committee members during the summer) may choose to grant conditional admission to that applicant. A conditionally admitted student who fails to achieve a GPA of 3.0 during the first nine hours will be placed on academic suspension. At this point the regular suspension procedures apply.

### **Special student status**

Special student status may be granted to applicants to permit them to complete nine semester hours of coursework prior to regular admission to the GPE program. During the first nine semester hours, special students must demonstrate an ability to maintain a 3.0 grade point average (on a 4.0 scale) to be considered for regular admission.

As space allows, special student status also may be granted to non-degree-seeking students who hold a bachelor's degree. Applicants should complete special student status forms as a part of the application process.

The GPE program is designed for classroom teachers with experience. As space allows, however, a limited number of teachers without classroom experience may be admitted to the program.

### **Transfer of graduate credit**

If completed within five years of the application date, up to six semester hours (or nine quarter hours) of graduate credit may be transferred to the GPE program from another accredited institution. Credits transferred must be approved by a relevant GPE instructor (for core courses) or the director of the GPE program (for elective courses). Workshop credits are not transferable.

### **International students**

International applicants are expected to have a minimum score of 565 on the TOEFL exam. This requirement can be waived at the discretion of the director and/or the admissions committee of the GPE, provided satisfactory English proficiency on an alternative evaluative measure can be demonstrated. In addition, all foreign language documents accompanying the application must include notarized translations.

### **Admission to candidacy**

Students who have completed 15 semester hours of coursework (including transfer credits) at a B level or above may apply for admission to candidacy for the degree. Eligible students should submit candidacy applications to the director of the GPE program for review by the GPE committee. Students not admitted to candidacy should meet with the director of the GPE program to discuss the resubmission of candidacy applications. A 3.0 GPA is required to maintain candidacy.

### **Graduation requirements**

Students must complete the GPE program within four years of their admission to candidacy for the degree. Graduation requirements include:

- Completion of at least 30 semester hours of coursework (with a cumulative GPA of at least 3.0).

- Participation in an exit interview.
- Submission of an intent to graduate form by the end of the fall semester prior to graduation.

### **Graduate Programs in Education tuition and fees**

The University reviews tuition and fees annually.

**Application fee** \$25.00 0  
(non-refundable and waived for applicants who previously attended Bluffton University)

**Tuition** – per semester hour \$395.00

**Technology Fee** – \$100.00  
(per semester for 3 hours or more)

**SED 608–Clinical Experience Fee** \$100.00

Cost of books will depend on the course taken.

## **Graduate programs in business**

Bluffton University offers two graduate programs in business. The master of business administration (MBA) and the master of arts in organizational management (MAOM) share a common core of courses that are taken by both MBA and MAOM students. Each program also has a set of program specific courses that are taken only by MBA or MAOM students. All students take the same courses during the first year of the two-year program. Except when noted otherwise, admissions policies and academic procedures are identical for both programs.

### **Master of Business Administration (MBA)**

Organizations today seek leaders who offer creative approaches to problems, respect diversity and embrace change. The MBA program prepares graduate students for enhanced roles in their organizations and the larger society. MBA students examine carefully the roles organizations play in an era of rapid and global change. In the process, students increase their capacity for use of quantitative concepts and tools in productive and strategic managing. Grounded in the historic peace church tradition of Bluffton University, the MBA program assists students to develop and nurture healthy organizations and a just society.

#### **Program characteristics**

The MBA program enjoys these unique characteristics:

- Admission to the MBA program does not require an undergraduate business degree. Graduates are employed in the for-profit, not-for-profit and public sectors and have a variety of educational backgrounds.
- Students enhance their managerial skills through extensive investigations of management issues. Class presentations, materials, and assignments relate closely to the managerial challenges which students confront.
- Classes are interactive in nature with substantial opportunities for experiential learning. Student evaluations are based on papers, class participation, and presentations.
- Students enjoy support from a creative, interactive community of advanced learners. They also receive personalized attention from faculty members who hold appropriate advanced degrees in relevant fields of study.
- Evening classes permit students to continue full-time employment.

#### **Program requirements**

Required:

MGT 505 The Theory and Practice of Management (3)  
MGT 510 Organizations, Management and American Culture (3)  
MGT 515 Data Analysis and Decision-Making (3)  
MGT 520 Professional Ethics and the Common Good (3)  
MGT 525 Financial Decision Making (3)  
MGT 615 Organizations and Information Technology (3)  
MGT 620 Organizations and the Global Economy (3)  
MGT 625 Strategic Issues in Contemporary Management (3)  
MGT 635 Managerial Economics (3)

Three hours of credit from among the following:

MGT 531 Managing Across Cultures (1)  
MGT 533 Conflict Resolution in the Workplace (1)  
MGT 534 Leadership Skills Self Assessment (1)  
International Business Study trip (2) offered every other year

Three courses from the following list of optional courses:

MGT 530 Managing People in Organizations (3)  
MGT 610 Foundational Theories in Marketing (3)  
MGT 630 Organizational Financial Management (3)  
MGT 640 Production and Operations Management (3)  
MGT 645 Leadership Communication in the Workplace (3)

## **Master of Arts in Organizational Management (MAOM)**

Organizations today seek leaders who offer creative approaches to problems, respect diversity and embrace change. The MAOM program prepares graduate students for enhanced roles in their organizations and the larger society. MAOM students examine carefully the roles organizations play in an era of rapid and global change. In the process, students increase their capacity for imaginative, productive and strategic managing. Grounded in the historic peace church tradition of Bluffton University, the MAOM program assists students to develop and nurture healthy organizations and a just society.

### **Program characteristics**

The MAOM program enjoys these unique characteristics:

- Admission to the MAOM program does not require an undergraduate business degree. Students are employed in the for-profit, not-for-profit and public sectors and have various educational backgrounds.
- Students enhance their managerial skills through extensive investigations of management issues. Class presentations, materials, and assignments relate closely to the managerial challenges which students confront.
- Classes are interactive in nature with substantial opportunities for experiential learning. Student evaluations are based on papers, class participation, and presentations.
- Students enjoy support from a creative, interactive community of advanced learners. They also receive personalized attention from faculty members who hold appropriate advanced degrees in relevant fields of study.
- Evening classes permit students to continue full-time employment.

### **Program requirements**

Required:

MGT 505 The Theory and Practice of Management (3)  
MGT 510 Organizations, Management and American Culture (3)  
MGT 515 Data Analysis and Decision-Making (3)  
MGT 520 Professional Ethics and the Common Good (3)  
MGT 525 Financial Decision Making (3)  
MGT 530 Managing People in Organizations (3)  
MGT 531 Managing Across Cultures (1)  
MGT 533 Conflict Resolution in the Workplace (1)  
MGT 534 Leadership Skills Self Assessment (1)  
MGT 610 Foundational Theories in Marketing (3)  
MGT 615 Organizations and Information Technology (3)  
MGT 620 Organizations and the Global Economy (3)  
MGT 625 Strategic Issues in Contemporary Management (3)  
MGT 645 Leadership Communication in the Workplace (3)  
MGT 690 Integrative Seminar (3)

## **Courses**

### ***MGT 505 The Theory and Practice of Management* (3)**

Examines the theory and practice of management from early times through the era of scientific management. "Learning organization" theory also is investigated.

### ***MGT 510 Organizations, Management, and American Culture* (3)**

Provides students with an understanding of models for organizations and management based in historical and cultural realities. Organizations of the industrial revolution to those of our post-modern, multicultural society are examined.

### ***MGT 515 Data Analysis and Decision-Making* (3)**

Explores the use of formal tools and processes (PERT charts, decision trees, "what if" spreadsheets) to enhance the quality of management decision-making.

### ***MGT 520 Professional Ethics and the Common Good* (3)**

Aristotelian virtue ethics and the concept of the common good are used to provide a framework for understanding ethical issues in management. Case studies are used to illustrate course concepts.

### ***MGT 525 Financial Decision Making* (3)**

Emphasizes the use of analytical and critical thinking skills in financial decision-making. Topics include opportunity costs, breakeven analysis, operational and capital budgeting. Spreadsheets are used for decision-making purposes throughout the course.

**MGT 530 Managing People in Organizations (3)**

Surveys selected topics related to the management of people in organizations, including personnel selection and training, motivation, leadership, team building, the organization of work hours and space.

**MGT 531 Managing Across Cultures (1)**

Examines current issues associated with managing in a multicultural workplace. Students will identify and develop some of the understandings and skills needed to work effectively across cultures.

**MGT 533 Conflict Resolution in the Workplace (1)**

This course examines skills useful for resolving conflicts in the workplace. Theory relevant to conflict resolution, management and conflict transformation will be discussed.

**MGT 534 Leadership Skills Self Assessment (1)**

Uses the conceptual framework of emotional intelligence to offer students a chance to assess their own skills and approach to leadership. Students will complete various self-assessment tools including an Emotional Competence Inventory.

**MGT 610 Foundational Theories in Marketing (3)**

Foundational Theories in Marketing provides students with a historical overview of marketing theory. This course examines and evaluates each of the twelve major schools of marketing thought and places a specific emphasis on today's dominant theory of market orientation. The course will utilize specific case studies of current marketing strategies.

**MGT 615 Organizations and Information Technology (3)**

Explores the impact of rapid change in information technology and the opportunities such change creates. Students receive an overview of information systems technology, including the management of computer, telecommunications and office systems. They also identify potential applications of such technology for their organizations. Students actively use technology as an integral part of the course structure.

**MGT 620 Organizations and the Global Economy (3)**

Provides students with an understanding of the increased interdependence of national economies and the spread of common political and economic ideologies. Students use economic tools to research the effects of increased globalization on individual organizations and countries.

**MGT 625 Strategic Issues in Contemporary Management (3)**

Combines theory with case analysis to investigate the development and implementation of strategy in the public and private sectors. Key topics include strategy formulation in various environmental contexts, strategy analysis and organizational and managerial impacts on strategy formation.

**MGT 630 Organizational Financial Management (3)**

This is an advanced course designed for students who are potentially financial managers of organizations. The primary goal of the course is to operationalize financial value evaluation techniques and value adding processes in both the profit and non-profit arenas.

**MGT 635 Managerial Economics (3)**

This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts and government regulation.

**MGT 640 Production and Operations Management (3)**

This course covers the primary concepts and tools associated with rational organizing and quality monitoring of manufacturing of goods and/or provision of services. The course will make use of quantitative tools in developing approaches to particular work flow and quality management issues in the workplace.

**MGT 645 Leadership Communication in the Workplace (3)**

This course brings theories of language, narrative and performance to a discussion of the ways that communication shapes organizational identity, managerial leadership and employee identification. All through the course, students are invited to make critical and ethical commentary on the language of management and organizations. The language, narrative and performance of nationally recognized leaders such as Rudy Giuliani, Jack Welch and Stephen Covey are used as illustrations.

**MGT 690 Integrative Seminar II (3)**

Involves independent study and a student presentation related to the broad topic of "understanding effective management." A final paper demonstrates the use of primary as well as applied sources related to the topic. This paper includes a reflective synthesis by the student of a coherent management philosophy.

**Admissions process**

Applicants should submit the following materials to the office of adult and graduate education:

- Official transcripts from all previous college work.

- Two letters of recommendation from academic and/or professional references.
- An application for admission.
- Typed responses to three short essay questions.
- A current resume.
- A nonrefundable application fee of \$25.

The following are the criteria for admission to the graduate programs in business:

- Completed application materials.
- A bachelor's degree from an accredited institution.
- A 3.0 grade point average (on a 4.0 scale) in the last half of the bachelor's degree program.
- Four years of management experience in the for-profit, not-for-profit or public sector.
- Satisfactory letters of recommendation.
- Satisfactory interview with program director or other designated person.
- Satisfactory completion of a basic algebra test and a writing sample (or completion of a defined remediation program if the results of the algebra test or writing sample prove unsatisfactory).
- Approval for admission by the director of the graduate programs in business.

### Special student status

Special student status may be granted to applicants to permit them to complete nine semester hours of course-work prior to regular admission to the MBA or MAOM program. During the first nine semester hours, special students must demonstrate an ability to maintain a 3.0 grade point average (on a 4.0 scale) to be considered for regular admission.

As space allows, special student status also may be granted to non-degree-seeking students who hold a bachelor's degree. Applicants should complete special student status forms as a part of the application process.

The MBA and MAOM program is designed for experienced managers. As space allows, however, a limited number of managers with limited experience may be admitted to the program.

### Transfer of graduate credit

If completed within five years of the application date, up to six semester hours (or nine quarter hours) of graduate credit may be transferred to the MBA or MAOM program from another accredited institution. The director of the graduate programs in business must approve credits transferred from another institution. Workshop credits are not transferable.

### International students

International applicants are expected to have a minimum score of 565 on the TOEFL exam. This requirement can be waived at the discretion of the director and/or the admissions committee of the MBA and MAOM programs, provided satisfactory English proficiency on an alternative evaluative measure can be demonstrated. In addition, all foreign language documents accompanying the application must include notarized translations.

### Graduation requirements

Students must complete coursework within four years of their admission to the MBA or MAOM program. Graduation requirements include completion of 39 semester hours of coursework (with a cumulative GPA of at least 3.0). Students must earn a grade of C- or above in all courses. They may repeat courses to earn improved grades. Students must pay for courses each time they are taken.

## Graduate study academic procedures

### Evaluation of student performance

Graduate students are evaluated utilizing a letter grade system with quality points. To remain in good standing, students must maintain a 3.0 GPA (on a 4.0 scale). Grades are calculated according to the following scale:

Letter grade	Quality points per semester hour
A 4.0	
A- 3.7	
B+ 3.3	
B 3.0	
B- 2.7	
C+ 2.3	

C 2.0	
C- 1.7	
E 0.0	

**Withdrawal**

Students must notify the office of adult and graduate education in writing of their intent to withdraw from courses. Neither notifying instructors nor failing to attend courses constitutes withdrawal. Failure to complete appropriate withdrawal procedures may yield failing grades for the affected courses.

**Incompletes**

To receive an “incomplete,” a student must apply for and obtain permission from the course instructor. It is expected that an incomplete will be removed within the first two weeks of the semester or term following the one in which it was given. If not removed by the end of the semester or term following the one in which it was given, the “incomplete” becomes an E.

**Probation**

Any time that their cumulative GPA falls below 3.0, degree-seeking graduate students are placed on academic probation. Students placed on probation must achieve a cumulative GPA of 3.0 by the end of an additional nine semester hours of coursework or they will be placed on academic suspension.

**Suspension**

Academic suspension requires the student to leave the program for the equivalent of one complete semester. Students must request readmission to the program. The program director will consider each request for readmission on a case by case basis.

**Graduate study financial information**

The University reviews tuition and fees annually.

**Application fee**

A nonrefundable fee of \$25 is due with each application.

**Tuition**

MAOM/MBA: \$485 (per semester hour)

**Technology fee**

MAOM/MBA: \$150 (per semester)

**Refund policy**

Students who withdraw from the MAOM or MBA program following approved withdrawal procedures receive refunds according to the schedule available from the business office or the financial aid office.

Students who are recipients of Title IV aid have refunds and repayments distributed as prescribed by federal law. Distribution schedules are available to all prospective and current students from the business office or the financial aid office.

# OFFICERS, STAFF, FACULTY

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## Officers

### The Board of Trustees

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Secretary LaVo	nne Hartman
Treasurer Elai	ne Moyer

## Members

Larry Copeland - At Large Businessman, Findlay, OH	2012
Ernest Thomas - At Large Businessman, Medina, OH	2012
Kent Yoder - Central District Businessman, Middlebury, IN	2012
James Bassett - At Large Businessman, Lima, OH	2011
Ronald Lora - Alumni Professor, Bluffton, OH	2011
Steve Mullet - Central District Businessman, Berlin, OH	2011
Thomas Reichenbach - At Large Retired businessman, Bethesda, MD	2011
Richard Cripe - At Large Businessman, Syracuse, IN	2010
LaVonne Hartman Businesswoman, Elida, OH	2010
Jerry Lewis - At Large Businessman, Bluffton, OH	2010
Roberta Mohr - Central District Retired teacher, Wadsworth, OH	2010
Martha Augsburg Showalter - MCUSA Professor, Ann Arbor, MI	2010
Edith Landis - Mennonite Church USA Administrator, Telford, PA	2009
John L. Liechty - Central District Administrator, Goshen, IN	2009
Elaine Moyer - At Large Administrator, Harleysville, PA	2009
Terry Shetler - Alumni Retired businessman, Bellvue, CO	2009
Morris Stutzman - At Large Attorney, Wooster, OH	2009
David Baumgartner - At Large Attorney, Berne, IN	2008
Charles Bishop - Alumni Retired Businessman, Findlay, OH	2013
Lawrence Milan - At Large Businessman, Glastonbury, CT	2013



James Sommer - At Large  
Retired businessman, Tremont, IL 2013

Mark Weidner - Central District  
Retired Pastor, Bluffton, OH 2013

### **Honorary members**

Howard Baumgartner – Attorney  
Berne, IN

Ed Diller -- Attorney  
Cincinnati, OH

Roland Bixler – Retired businessman  
Woodbridge, CT

Richard Rosenberger – Attorney  
Quakertown, PA

Louis Delagrange – Businessman  
New Haven, IN

Allen Yoder, Jr.—Retired businessman  
Middlebury, IN

Revised May 21, 2008

### **President's Cabinet**

James M. Harder	President
Eric W. Fulcomer	Vice President for Enrollment Management and Student Life
Hans Houshower	Vice President for Advancement
Willis J. Sommer	Vice President for Fiscal Affairs
Sally Weaver Sommer	Vice President and Dean of Academic Affairs

### **Women's Council**

Susan Moyer-Mennonite Church USA  
Carmel, IN

Tina Basinger-Alumnae  
Ottawa, OH

Carolyn Fitzwater-Mennonite Church USA  
Dalton, OH

Susan Schaaf-Alumnae  
Bluffton, OH

Rachel Augsburger-Mennonite Church USA  
Dalton, OH

Nancy Yeager-Alumnae  
Bluffton, OH

## Faculty

### Department chairs

Gregg Luginbuhl	Art
Melissa Friesen	Communication and theatre
George Lehman	Economics, business administration, accounting and marketing
George Metz	Education
L. Lamar Nisly	English and language
Kay Soltesz	Family and consumer sciences
Tami Forbes	Health/physical education and recreation
Perry Bush	History and religion
Darryl Nester	Mathematics, computer science and technology
Mark J. Suderman	Music
Robert Antibus	Sciences
William Slater	Social and behavioral sciences

### Program directors

Deborah Myers	Dietetics
George Lehman	Graduate programs in business
Stephen Steiner	Honors
Ted Bible	Human resource management; organizational management
Jennifer Hughes	Social work
George Metz	Teacher education; Graduate programs in education

### The faculty

#### Faculty emeriti

Donald Brubaker Associate professor of social work; Director of social work program	1987-2008
Jaye Bumbaugh Professor of art	1967-2004
Susan M. Bumbaugh Assistant professor of education	1987-2004
Carlin B. Carpenter Assistant professor of health, physical education and recreation	1979-2003
Gene Caskey Assistant professor of speech	1962-1998

Stanley R. Clemens Vice president for advancement Professor of mathematics	1998-2007 1984-1998
Dale F. Dickey Professor of speech	1953-1960, 1968-1990
Ronald L. Friesen Professor of economics	1969-2004
Richard D. Hansgen Professor of education	1987-2004
Harvey C. Hiebert Librarian	1965-1997
Stephen Jacoby Professor of music	1966-2006
Maurice Kaufmann Professor of biology	1963-1993
Judith Kingsley Associate professor of English	1995-2006
Phillip R. Kingsley Professor of psychology	1988-2006
Paul P. Klassen Professor of social work	1977-1987
Earl W. Lehman Professor of music	1954-1987
Leland C. Lehman Professor of economics	1968-1985
Darvin R. Luginbuhl Professor of art	1958-1984
Wanda E. McDowell Professor of nursing	1976-1988
Mary Anne Moser Librarian	1966-1994
Elmer Neufeld President-emeritis Professor of philosophy	1978-1996 1965-1996
Donald L. Pannabecker Vice president and dean of academic affairs	1964-1997
Wesley D. Richard Professor of communication	1983-2003
Don Schweingruber Vice president and dean of student life	1972-2005
Luther L. Shetler Professor of mathematics	1950-1984
R. Arden Slotter Professor of chemistry	1986-1997

Lee Snyder President-emeritis; professor of English	1996-2006
Betty Sommer Associate professor of social work	1985-2005
Barbara A. Stettler Associate professor of family and consumer sciences	1970-2000
Mary Ann Sullivan Professor of English	1972-2006
Linda F. Suter Assistant dean and registrar Associate professor of English	1980-1999 1967-1999
Robert Suter Professor of chemistry	1969-1988 1998-2005
Jean A. Szabo Professor of music	1965-1991
Lawrence H. Templin Professor of English	1961-1984
J. Denny Weaver Professor of religion	1975-2006
J. Richard Weaver Professor of physics and chemistry	1950-1987
Burton Yost Professor of religion	1961-1993

## Current faculty

<b>Jonathan Andreas, Ph.D. cand.</b> <b>Assistant professor of economics</b> B.A., Grinnell College, 1990; M.A., University of Illinois at Chicago, 2003	<b>2007</b>
<b>Robert K. Antibus, Ph.D.</b> <b>Professor of biology</b> B.S., M.S., Kent State University, 1973, 1976; Ph.D., Virginia Polytechnic Institute & State University, 1980; University of Montana, 1981-85; Clarkson University, 1985-93	<b>1993</b>
<b>Kathleen Aufderhaar, M.L.S.</b> <b>Technical services and systems librarian</b> B.S., Bowling Green State University, 1983; M.L.S., Kent State University, 1991; Bowling Green State University, 1983-92; Library of Michigan, 1992-94	<b>1994</b>
<b>Cynthia L. Bandish, Ph.D.</b> <b>Associate professor of English</b> B.A., Hiram College, 1985; M.A., University of North Carolina, 1990; Ph.D., Drew University, 1998; Union College, 1999-2000	<b>2000</b>
<b>Trevor G. Bechtel, Ph.D.</b> <b>Assistant professor of religion</b> B.Th., Canadian Mennonite Bible College, 1991; B.A., University of Manitoba, 1993; M.A., Loyola University Chicago, 1999; Loyola University Chicago, 1998-2002; Seabury-Western Theological Seminary, 2002-2004	<b>2004</b>
<b>Daniel J. Berger, Ph.D.</b> <b>Professor of chemistry</b> B.U.S., B.S., North Dakota State University, 1985; A.M., Ph.D., Washington University, 1992, 1995; Washington University, 1991-95; Virginia Polytechnic Institute & State University, 1995-96	<b>1996</b>

**2004**

- Jeffrey D. Boehm, Ph.D.**  
*Professor of music*  
B.M.E., Otterbein College, 1982; M.M., University of Wisconsin, 1988; Ph.D. University of Wisconsin, 1994; University of Wisconsin, 1988-1994; William Penn College, 1994-1997; Otterbein College, 1997-2004
- Laura L. Brenneman, Ph.D.** 2004  
*Assistant professor of religion*  
B.A., Eastern Mennonite University, 1996; M.A. Eastern Mennonite University, 2000; M.A. Associated Mennonite Biblical Seminary, 2001; Ph.D., University of Durham, 2005
- Heather J. Bruder, M.A.** 2006  
*Assistant professor of health, physical education and recreation*  
B.A., Alma College, 1999; M.A., Central Michigan University, 2005; Northwood University, 2002-2006
- Perry J. Bush, Ph.D.** 1994  
*Professor of history*  
B.A., University of California Berkeley, 1981; M.A., Ph.D., Carnegie Mellon University, 1987, 1990; Phillips University, 1990-94
- Timothy L. Byers, M.A.** 1996  
*Assistant professor of education*  
B.A., Bluffton College, 1975; M.A., University of Dayton, 1982
- Susan Streeter Carpenter, Ph.D.** 2005  
*Assistant professor of English*  
B.A., Case-Western Reserve University, 1969; M.A., Antioch Graduate School of Education, 1971; Ph.D., University of Cincinnati, 2005; Sinclair Community College, 1987-1990; Wright State University, 1988; Antioch College, 1991-1997; Wittenberg University, 1997-2000
- Sarah M. Cecire, Ph.D.** 2006  
*Associate professor of education*  
B.Ed., Washburn University, 1972; M.Ed., Washburn University, 1975; Ph.D., Kansas State University, 1997; Bethel College, 1990-1996; The University of Findlay, 1997-2002; Ohio Dominican University, 2002-2006
- Charles A. Daws, Ph.D.** 1997  
*Professor of chemistry*  
B.A., University of Northern Iowa, 1984; Ph.D., University of Minnesota, 1993; Hamline University, 1995-96; University of Wisconsin, 1996-97
- Michael D. Edmiston, Ph.D.** 1978  
*Professor of chemistry and physics*  
B.A., Bluffton College, 1972; Ph.D., Michigan State University, 1976; Los Alamos National Laboratory, 1976-78
- Tamara J. Forbes, Ph.D. cand.** 1993  
*Associate professor of recreation*  
B.S., Huntington College, 1982; M.S., Michigan State University, 1987; Recreation Management Department, 1982-93
- Melissa J. Friesen, Ph.D.** 2002  
*Associate professor of theatre and communication*  
B.A., Bethel College (Kansas), 1994; M.A., Bowling Green State University, 1999; Ph.D., University of Wisconsin-Madison, 2005
- Eric Fulcomer, Ph.D.** 1993  
*Vice President for enrollment management and student life*  
B.S., Eastern Michigan University, 1993; M.A., Bowling Green State University, 1995; Ph.D., University of Toledo, 2003
- Daniel Fultz, M.A.**  
*Visiting Assistant professor of communication*  
B.A., Bluffton University, 1998; A.A. Rhodes State, 1993
- Larry D. George, Ph.D.** 2004  
*Pathways associate professor of African American biblical faith & history*  
B.S., University of California, 1979; M. Div., Spring Valley Bible College and Seminary, 1983; M.Div., San Francisco Theological Seminary, 1990; M.A., Vanderbilt University, 1994; Ph.D., Vanderbilt University, 1997; American Baptist College, 1997-1999; Payne Theological Seminary, 1999-2004
- Jeffrey G. Gundy, Ph.D.** 1984  
*Professor of English*  
B.A., Goshen College, 1975; M.A., Ph.D., Indiana University, 1978, 1983; Hesston College, 1980-84

- James M. Harder, Ph.D.**  
**President; Professor of economics**  
 B.A., Bethel College (Kansas), 1978; M.A., Ph.D., University of Notre Dame, 1987, 1990; Bethel College, 1990-2001
- Karen Klassen Harder, Ph.D.** **2001**  
**Professor of business and economics**  
 B.S., Bethel College (Kansas), 1979; Ph.D., Purdue University, 1989; Bethel College, 1990-2001
- Stephen H. Harnish, Ph.D.** **1996**  
**Professor of mathematics**  
 B.A., Goshen College, 1985; Ph.D., University of Illinois, Urbana, 1996; Indiana University at South Bend, 1993-94; Neumann College, 1994-96
- Donald E. Hooley, Ph.D.** **1994**  
**Professor of mathematics**  
 B.A., Eastern Mennonite University, 1977; M.S., Virginia Polytechnic Institute and State University, 1979; M.S., University of Iowa, 1987; Ph.D., University of Iowa, 1988; Hesston College, 1979-81; Akwanga College of Education, Nigeria, 1981-84; Woodstock School, India, 1988-90; Northern Kentucky University, 1990-94.
- Hans Houshower, Ph.D.** **1997**  
**Vice president for advancement**  
 B.A., Goshen College, 1975; Ph.D., University of Washington, 1983
- Jennifer Hughes, M.S.W., LISW** **2005**  
**Assistant professor of social work**  
 B.S., Bowling Green State University, 1989; M.S.W., The Ohio State University, 1995
- Lynette Jacobs-Priebe, Ph.D.** **2007**  
**Assistant professor of psychology**  
 B.A., Westminster College, 1995; M.A., University of New Haven, 2000
- Mary Jean Johnson, M.S.** **2001**  
**Library director**  
 B.S., Olivet Nazarene University, 1973; M.S., University of Illinois, 1991; Olivet Nazarene University, 1992-1994; Taylor University, 1998-2001
- James M. Jones, M.Ed. 2007** **1991**  
**Assistant professor of education**  
 B.A., Bluffton University, 1998; M.Ed., University of Toledo, 2007
- Rudi Kauffman, Ph.D. cand. 2008**  
**Assistant professor of restorative justice**  
 B.S., Eastern Mennonite University, 2001; M.A.T. Earlham College, 2003
- Randall S. Keeler, D.M. cand.**  
**Assistant professor of religion**  
 B.A., Bluffton College, 1980; M.Div., Eastern Mennonite Seminary, 1986
- Judith Kingsley**  
**Visiting associate professor of English**  
 B.A., Bluffton College, 1962; M.A., Ph.D., The University of Michigan, 1968, 1980; University of Zambia, 1972-73, 1978-82; Murray State University, 1983-84; University of Swaziland, 1984-88; Bluffton College adjunct faculty, 1988-1995
- Heather Koontz, M.S.W, LISW 2006**  
**Assistant professor of social work**  
 B.A., Bluffton University, 1997; M.S.W., Ohio State University, 2003
- Colin Lasu, Ph.D. cand.** **2007**  
**Assistant professor of communication**  
 B.A., Bluffton College, 1999; M.A., Ohio University Athens, 2000; Albany State University, 2005-2007
- Michelle Latour, D.M.A.** **2005**  
**Associate professor of music**  
 B.A., California State University, 1989; M.M., Boston University, 1991; D.M.A., University of Southern California, 1999

<b>George A. Lehman, E.D.M.</b> <b>Professor of business</b> B.A., Bluffton College, 1969; M.B.A., University of Pittsburgh, 1978; E.D.M., Case Western Reserve University, 2000	<b>1994</b>
<b>Dawn Ledyard, M.S.</b> <b>Visiting assistant professor of education</b> B.S.Ed. Bowling Green State University, 1985; M.S., University of Dayton, 1990	<b>1984</b>
<b>Gregg J. Luginbuhl, M.F.A.</b> <b>Professor of art</b> B.A., Bluffton College, 1971; M.F.A., University of Montana, 1975; University of Findlay, 1976-84	<b>1988</b>
<b>William J. Lyons II, M.B.A.</b> <b>Assistant professor of business</b> B.S., Findlay College, 1968; M.B.A., St. Francis Graduate School, 1976; Lima Technical College, 1983-1988; Ohio Northern University, 1985-1988	<b>1988</b>
<b>Gerald J. Mast, Ph.D.</b> <b>Professor of communication</b> B.A., Malone College, 1987; M.A., Ph.D., University of Pittsburgh, 1991, 1995; University of Iowa, 1995-96	<b>1996</b>
<b>George W. Metz, Ph.D.</b> <b>Associate professor of education</b> B.A., Western Maryland College, 1978; M.Ed., Frostburg State University, 1988; Ph.D., The University of Toledo, 2001	<b>2001</b>
<b>Angela H. Montel, Ph.D.</b> <b>Professor of biology</b> B.A., Manchester College, 1990; Ph.D., Indiana University School of Medicine, 1996	<b>1996</b>
<b>Darryl L. Moody, M.F.A., M.A.</b> <b>Assistant professor of art</b> B.A., University of Illinois, 1972; M.F.A., The School of Art Institute, Chicago, 1975; M.A., Indiana University, 2001; Vincennes University, 2002-2003; University of Indianapolis, 2002-2003; Huntington College, 2003-2004	<b>2004</b>
<b>Deborah I. Myers, Ed.D. RD, LD</b> <b>Associate professor of food and nutrition</b> B.S., M.S., Purdue University, 1979, 1981; Lima Technical College, 1988-2000; Nova Southeastern University, 2008; Ed.D	<b>2000</b>
<b>Pam S. Nath, Ph.D.</b> <b>Professor of psychology</b> B.S., University of Dayton, 1985; M.A., Ph.D., University of Notre Dame, 1988, 1991	<b>1996</b>
<b>Diane E. Neal, M.S.</b> <b>Assistant professor of education</b> B.S., Bowling Green State University, 1978; M.S., Baldwin-Wallace College, 1988	<b>1989</b>
<b>Guy L. Neal, M.S.</b> <b>Assistant professor of health, physical education and recreation</b> B.S., M. S., Bowling Green State University, 1982, 1983; Baldwin-Wallace College, 1985-89	<b>1989</b>
<b>Christine M. Nerad, Ph.D.</b> <b>Associate professor of interiors and fashion, retail merchandising and design</b> B.A., Bowling Green State University, 1987; M.S., The Ohio State University, 1990; Ph.D., Bowling Green State University, 2000; Ohio University, 1999-2003	<b>2003</b>
<b>Darryl K. Nester, Ph.D.</b> <b>Professor of mathematics</b> B.A., Bluffton College, 1988; Ph.D., Purdue University, 1993	<b>1992</b>
<b>L. Lamar Nisly, Ph.D.</b> <b>Professor of English</b> B.A., Messiah College, 1990; M.A., Ph.D., University of Delaware, Newark, 1993, 1996	<b>1996</b>
<b>Lynda D. Nyce, Ph.D.</b> <b>Professor of sociology</b> B.A., Goshen College, 1991; M.A., Ph.D., University of Notre Dame, 1993, 1999	<b>1996</b>
<b>Jessie R. Oliver, M.Ed.</b> <b>Assistant professor of spanish</b> B.A., Berea College, 2000; M.Ed., The Ohio State University, 2002; The Ohio State University, 2002-2003	<b>2004</b>

<b>Troy D. Osborne, Ph.D. 2007</b> <b>Assistant professor of history</b> A.A., Hesston College, 1991; B.A., Goshen College, 1994; M.A. in Theological Studies, Associated Mennonite Biblical Seminary, 1998; Ph.D., University of Minnesota, 2007	<b>2004</b>
<b>Jo Ellyn Peterson, Ph.D.</b> <b>Associate professor of education</b> B.S., Illinois State University, 1982; M.Ed., Auburn University, 1989; Ph.D., Auburn University; 2004; Columbus State University, 1998; The University of Findlay, 1999-2004	
<b>Carrie Phillips, M.L.I.S.</b> <b>Archives and special collections librarian</b> B.A., Bluffton College, 1999; M.L.I.S., University of Washington, 2006	<b>1999</b>
<b>Hamid A. Rafizadeh, Ph.D.</b> <b>Associate professor of business</b> B.S., Oregon State University, 1966; M.H., Wright State University, 1970; Ph.D., Massachusetts Institute of Technology, 1970; M.B.A., University of Dayton, 1983; Pahlavi University, 1970-1973; Tehran Polytechnic, 1973-1975; Northeastern University (MA), 1979-1980; University of Dayton, 2002-2005	<b>2005</b>
<b>W. Todd Rainey, Ph.D.</b> <b>Professor of biology</b> B.A., Illinois Wesleyan University, 1975; Ph.D., University of Chicago, 1980; Washington University, 1980-82; Northwestern University, 1982-86; Lakeside Veterans Administration Medical Center, 1986-88; Lecturer, Lake Forest College, 1988-89	<b>1989</b>
<b>Nicole Rosen</b> <b>Visiting instructor of sociology</b>	<b>2006</b>
<b>David Sawatzky, D.M. cand.</b> <b>Assistant professor of music</b> B.M., University of Manitoba, 1999; M.M., University of Alberta, 2002	
<b>Adam J. Schattschneider, D.M.</b> <b>Professor of music</b> B.M., (music performance) University of Minnesota, 1988; B.M., (music education) University of Minnesota, 1988; M.M., Indiana University, 1990; D.M., Indiana University, 1997	<b>1991</b>
<b>Gary L. Schiefer, M.B.A., M.A.</b> <b>Associate professor of business</b> B.S., M.A., M.B.A., Bowling Green State University, 1981, 1984, 1989; The Ohio State University, 1985-86; Ohio Northern University, 1985-88; Clarion University, 1989-90	<b>1990</b>
<b>Arthur D. Shelly, M.S.</b> <b>Assistant professor of computer science; Computer networking director</b> B.A., Bluffton College, 1985; M.S., University of Missouri-Rolla, 1987	<b>1987</b>
<b>Chad C. Shutler, M.Ed.</b> <b>Assistant professor of health, physical education and recreation</b> B.A., Heidelberg College, 1997; MAEd., Bowling Green State University, 1999	<b>2005</b>
<b>J. Alexander Sider, Ph.D.</b> <b>Assistant professor of religion</b> B.A., Messiah College, 1995; M.T.S., Duke University, 1998; Ph.D., Duke University, 2004	<b>2006</b>
<b>William E. Slater, Ph.D.</b> <b>Professor of psychology</b> B.S., Rio Grande College, 1975; M.Div., United Theological Seminary, 1983; Ph.D., University of Alabama, 1992	<b>1992</b>
<b>Stephen Clemens Smucker, M.Ed.</b> <b>Assistant professor of health, physical education and recreation</b> A.A., Hesston College, 1989; B.A., Goshen College, 1991; M.Ed., Temple University, 2002	<b>2003</b>
<b>Kay S. Soltesz, Ph.D., RD, LD</b> <b>Professor of dietetics; Director of assessment</b> B.S., University of Cincinnati, 1976; M.H.E., Bowling Green State University, 1986; Ph.D., University of Toledo, 1993; Bowling Green State University, 1985-1995	<b>1995</b>
<b>Sally Weaver Sommer, Ph.D.</b> <b>Vice president and dean of academic affairs; Professor of economics</b> B.A., Bluffton College, 1974; M.A., Ph.D., University of Colorado, 1980, 1985	<b>1982</b>



<b>Willis Sommer, Jr., M.A., C.P.A.</b> <i>Vice president of fiscal affairs; Associate professor of business</i> B.A., Bluffton College, 1967; M.A., Ohio University, 1968	<b>1979</b>
<b>Stephen A. Steiner, Ph.D.</b> <i>Professor of chemistry</i> B.A., Bluffton College, 1978; Ph.D., University of Notre Dame, 1984; Duke University Medical Center, 1984-85	<b>1988</b>
<b>Mark J. Suderman, D.M.A.</b> <i>Professor of music</i> B.A., Bethel College, 1980; M.A., D.M.A., University of Iowa, 1986, 1990; Tabor College, 1990-96; Georgetown College, 1996-2000	<b>2000</b>
<b>Philip Sugden, B.F.A.</b> <i>Assistant professor of art</i> B.F.A., New York School of Visual Arts, 1977; Certificate du Completion, Paris American Academe des Beaux Arts et du Langues, Paris, France, 1981; University of Findlay, 1990-2004	<b>2004</b>
<b>J. Peter Suter, D.B.A.</b> <i>Associate professor of business</i> B.A., Bluffton College, 1994; M.A.O.M., Bluffton College, 2002	<b>2002</b>
<b>Jason Swartzlander, M.B.A., C.M.A., C.F.M.</b> <i>Assistant professor of accounting</i> B.S., Bowling Green State University, 1993; M.B.A., Tiffin University, 2005	<b>2007</b>
<b>Peter Terry, D.M.A.</b> <i>Associate professor of information technology and music</i> B.M., University of Michigan, 1980; M.M., Bowling Green State University, 1982; D.M.A., University of Texas (Austin), 1986	<b>1995</b>
<b>Gayle M. Trollinger, Ph.D.</b> <i>Associate dean of academic affairs; Professor of education</i> B.A., Bethel College (Minnesota), 1977; M.S., The University of Wisconsin-Madison, 1983; Ph.D., The Pennsylvania State University, 1996; Marywood College, 1995-96	<b>1996</b>
<b>Lucia R. Unrau, D.M.A.</b> <i>Professor of music</i> B.M., Oberlin Conservatory, 1982; M.M. Indiana University, 1983; D.M.A., University of Texas, 1992	<b>1994</b>
<b>Paul L. Weaver, M.S.L.S.</b> <i>Reference librarian</i> B.A., Malone College, 1988; M.S.L.S., University of Kentucky, 1997; University of Kentucky, 1995, 1996-1997	<b>1998</b>
<b>Paul Neufeld Weaver, Ed.D.</b> <i>Assistant professor of education</i> B.A., Bluffton College, 1981; M.A., University of Illinois at Chicago, 1987; Ed.D., University of St. Thomas, 2002	<b>2005</b>
<b>Steven Yarnell, M.A.</b> <i>Assistant professor of health, physical education and recreation</i> B.S., University of Findlay, 2003; M.A., University of Findlay, 2005	<b>2005</b>

## Staff

Mustaq Ahmed	Director of buildings and grounds
Jackie Bayer	Assistant director of financial aid/process and systems coordinator
Jayne Benroth	Advancement records secretary
Mark Bias	Custodian, Marbeck Center
Ted Bible	Director of adult and graduate education office
Jeff Boehr	Assistant director of alumni, parent and church relations
Mark Bourassa	Assistant dean of student life; Director of Marbeck Center/conferences
Robin Bowlus	Director of public relations

Jill Burkholder	Buildings & grounds secretary
Andrew Burnette	Head groundskeeper
Mary Cannon	Director of financial aid
Rebecca Cox	Administrative assistant, adult & graduate education
Karyl Crawford	Circulation manager & serials assistant
Linda Cupples	Admissions receptionist
Kathy Dickson	Director of career development
Jodi Diller	Administrative assistant, music department
Jewell Dukes	Assistant grounds keeper
Jill Duling	Writer/media relations associate
Marie Yoder Dyke	Interim financial aid office coordinator
Ron Epp	HVAC maintenance
Barbara Easterday	Acquisitions coordinator; cataloging assistant
Linda Fleming	Administrative assistant, education department
Chris Gable	Secretary, HPER/Athletics
Marcia Gallant	Marbeck Center secretary
Mel Gingerich	Custodian, Centennial Hall
James Grandey	Head baseball coach
Del Gratz	Assistant registrar
Brenda Groman	Technology help desk specialist
Julie Hadding	Communications coordinator
Shannon Hadding	Financial aid officer
Sheryl Haehl	Dean of students
Audra Hammond	Access services coordinator, Musselman Library
Bill Hanefeld	Sports information director
Sue Hardwick	Administrative assistant, advancement
Nita Hashbarger	Assistant to the business manager
Theresa Henry	Director of multicultural affairs
Deborah Houston	Campus nurse
Mike Hutchinson	Preventative maintenance
Stephen Intagliata	Campus pastor
Andrea Janzen	Admissions counselor
Chris Jebesen	Director of admissions
Raymond Karcher	Technology coordinator/specialist
Larry Kinn	Carpenter
Sara Kisseberth	Web communication manager
Julie Krupp	Director of human resources
Larry Lee	Assistant custodial services
Richard Lichtle	Business manager
Jenna Liechty	Admissions counselor

Cindy Luginbuhl	Student account coordinator
Roger Luginbuhl	Supervisor residence hall maintenance
Louise Matthews	Director of The Lion and Lamb Peace Arts Center
Larry Maynard	Custodian, Founders Hall
Janet Mitchell	Mediation coordinator
Brad Moore	Admissions counselor
Chris Moser	Regional director of development
Coral Naylor	Administrative assistant, adult & graduate education
Nancy Neff	Administrative assistant, dean's office
Iris Neufeld	Interim registrar
Deb Niswander	Assistant director of financial aid
Rick Nussbaum	Assistant soccer coach
Tim Pannabecker	Regional development officer
Amy Parthemore	Application processing coordinator
Janine Paul	Bookstore assistant manager
Barbara Quatman	Director of development
Peggy Reichenbach	Business office secretary
Fred Rodabaugh	Electrician
Steve Rodabaugh	Director of personal computing
Tyler Schlosser	Assistant athletic trainer
Scott Schomburg	Campus ministries interim
Deb Schroeder	Data processing
JP Schumacher	Coordinator, Institute for Learning in Retirement
Joyce Schumacher	Alumni events coordinator
Sue Schultz	Business office cashier
Janean Shannon	Assistant to the business manager
Scott Shumaker	Plumber
Sally Siferd	Administrative assistant, president's office
Deborah Simon-Heinfeld	Site-coordinator; adult and graduate education representative
Jacqui Slinger	Director of academic support services
Amber Smith	Administrative assistant, student affairs
Josh Smith	Advancement services manager
Margaret Smith	Administrative assistant, registrar's office
Mark Spencer	Assistant football coach
Dan Stanowick	Assistant director of Marbeck Center
Rory Stauber	Director of Pathways to Mission and Vocation
Mary Pannabecker Steiner	Adult and graduate education representative
Randy Steiner	Assistant custodial supervisor

Rosalie Stluka	Counselor
Elaine Suderman	Administrative assistant, academic affairs; cross-cultural programs
Julia Fischer Szabo	Director of annual giving
Phill Talavinia	Director of athletics; athletic trainer
Tom Truman	Bookstore manager
Deb Turner	Director of information technology
Sue Van Eman	Associate director of admissions
Tyson Veidt	Head football coach
Pauline Watts	Admissions coordinator/adult and graduate education representative
Mark Weidner	Sr. advisor for church relations
Jacklyn Wells	Director of residence life
James White	Assistant football coach
Sue White	Adult and graduate education representative
Sarah Woods	Custodial services supervisor
Jessica Wright	Campus visit coordinator
Cathy Yoakam	Interim financial aid officer; student loan coordinator