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# BLUFFTON UNIVERSITY ACADEMIC CATALOG

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**2022-23**



# BLUFFTON BLUEPRINT

**AT BLUFFTON UNIVERSITY,  
WE PREPARE STUDENTS  
FOR A FUTURE THAT WILL  
BE DIFFERENT THAN  
ANYONE CAN IMAGINE.**

Through the Bluffton Blueprint, four foundational classes with experiential components woven into the curriculum, our students develop a core of resiliency. Starting with The Great Adventure, a first-year retreat in the Great Smoky Mountains of Tennessee, our students reflect on Bluffton's enduring values of discovery, community, respect and service. Ultimately, these experiences provide Bluffton graduates the tools to develop a framework for the challenges that come with life.

## **YEAR 1**

First-year students take Becoming a Scholar, a class that introduces young people to college-level learning. The course features The Great Adventure, a fall break experience funded by university donors. Surrounded by the vast natural beauty of Tennessee, students reflect on the question "Who am I?"

## **YEAR 2**

In their sophomore year, Bluffton students take Learning in Community. Hands-on community partnerships developed specifically for this class in nearby, Lima, Ohio, allow our students to get an early look at how they can make a difference in their field of study. During this experience students answer the question "Who am I in community?"



## **YEAR 3**

A pivotal element of a Bluffton education, students often take their cross-cultural experience in their junior year of study. These explorations for growth and understanding allow students to reflect on the question "Who am I in the world?" as they explore a range of new locations from Appalachia to Israel/Palestine.

## **YEAR 4**

A Bluffton education comes full-circle during the final course in the Bluffton Blueprint, Enduring Values Capstone. In this course, students are challenged to answer the same question posed to John the Baptist, "What then shall we do?" Students graduate from Bluffton understanding how to use their talents to serve the greater global community.

In addition to the Bluffton Blueprint, students choose courses from a variety of core competencies to complete Bluffton's general education program. The program is designed to prepare students for today's challenges while remaining grounded in the arts and sciences.



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# ACADEMIC CALENDAR

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Adult and Graduate Studies programs each have their own schedules. Consult the AGS office for details.  
Dates below are for the traditional undergraduate program.

## AUGUST

- 26-28 Orientation
- 29 Fall semester classes begin

## SEPTEMBER

- 2 Deadline for adding courses
- 5 Labor Day (classes are in session)
- 12 Deadline for dropping courses

## OCTOBER

- 10-11 Fall break; the Great Adventure
- 15 Homecoming
- 17 Deadline for non-emergency withdrawals

## NOVEMBER

- 14 Registration begins for spring semester
- 23-25 Thanksgiving break (W, R, F)

## DECEMBER

- 9 Last day of fall semester classes
- 12-15 Final examinations
- 15 Fall semester ends

## JANUARY

- 11 Spring semester classes begin
- 16 Martin Luther King Jr. Day holiday (observed)
- 18 Deadline for adding courses
- 25 Deadline for dropping courses

## March

- 1 Deadline for non-emergency withdrawals
- 5-10 Spring break
- 27 Registration begins for fall semester
- 29 Civic Engagement Day

APRIL

- 7 Good Friday holiday
- 10 Easter Monday holiday; classes resume at 6 p.m.
- 27 Only Monday classes (day and evening)
- 28 Last day of spring classes

MAY

- 1-4 Final examinations
- 4 Spring semester ends at 5 p.m.
- 6 Commencement
- 10-31 May term classes



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# INTRODUCTION TO BLUFFTON UNIVERSITY

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# MISSION STATEMENT

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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:

- to provide a superior baccalaureate program in the liberal arts emphasizing individual inquiry, critical thinking and lifelong learning;
- to provide superior preparation in a select number of professional areas as an integral part of the liberal arts program;
- to provide select master's degree programs in areas of Bluffton University strengths and expertise which address contemporary needs;
- 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;
- to contribute to the intellectual, cultural and spiritual welfare of the local, national and global communities.







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# CAMPUS LIFE

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# COMMUNITY OF RESPECT

Bluffton strives to be a community of respect where everyone is held in mutual high regard. Our belief that every human being is created in the image of God demands that we recognize in each human being that divine spark, and that all of us welcome and celebrate the diversity in which we have been created as children of God. As members of the Bluffton University community, we strive to treat with respect each member of the community. Our standards of campus conduct are based on the mutual respect we believe we are committed to extend to each other.

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, 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. For a full list of these expectations, please see the Bluffton University Student Handbook.

# NONDISCRIMINATION POLICY

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## Nondiscrimination policy

Bluffton University is committed to a healthy campus community in which all individuals are treated with respect and dignity. Each individual has the right to live and work in an atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment and retaliation. Therefore, Bluffton University expects that all relationships among persons in the campus community will be free of discrimination and harassment.

It is the policy of Bluffton University that no person shall, on the grounds of race, color, national origin, ancestry, sex, age, religion<sup>1</sup>, disability, marital status, sexual orientation, gender identity or any other status protected by law, be excluded from participation in, be denied benefits of, or be subjected to discrimination in employment or in any educational program or activity of the university. To that end, and in compliance with federal and state laws, the university prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they are guests, patrons, independent contractors or clients, from discrimination, harassment and retaliation against any other person in the university community in violation of this policy.

### DEFINITIONS:

- **DISCRIMINATION** is defined as unequal, adverse treatment of an individual because of a protected legal status, noted in the policy statement above, that is sufficiently severe, persistent or pervasive such that it unreasonably interferes with, denies, or limits someone's employment access, benefits or opportunities, or the rights, privileges, programs and activities generally made available to students at the institution, to include the administration of policies, participation in educational, social and residential programs or activities, scholarship and loan programs, athletic programs and other school-administered programs.
- **HARASSMENT** is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of a protected legal status, noted in the policy statement above, or that of his or her relatives, friends or associates, and that: a) has the purpose or effect of creating an intimidating, hostile or offensive community or work environment, b) has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or c) otherwise adversely affects an individual's academic, social or employment

opportunities. Harassing conduct includes epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on publically-visible areas on the university's premises or circulated within the university, during class or work time or using university equipment by email, phone (including voice messages), text messages, social networking sites or other means.

- **RETALIATION** of any sort will not be tolerated against an administrator, faculty, staff or student who, in good faith, reports discrimination, harassment or retaliation or cooperates with investigation regarding same. Retaliation may come in the form of harassment, as described above or as adverse academic or employment actions. This policy is intended to encourage and enable employees and others to raise serious concerns within the university prior to seeking resolution outside the university.

More policies and procedures are in the Student and Employee Handbooks.

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<sup>1</sup> As a religious institution, Bluffton University expressly reserves its rights to appoint faculty and staff who share a commitment to the Christian faith which is consistent with the Mennonite/Anabaptist beliefs of the university's founding and supporting church.

## LEARNING RESOURCES

### Musselman Library

Bluffton University's Musselman Library provides support for learning, teaching and research for all in the Bluffton University community. Beginning with an introduction to the library during the first year, students at Bluffton have many opportunities to experience all that the library offers in resources and services. Librarians provide instruction about research strategies and search tools in classroom settings and through meetings with small groups or individuals at the point of need. Programs in the historic Reading Room highlight student creativity and intellectual pursuits at all levels.

Located on the western side of campus near College Hall, the library seeks to be a key center in a Bluffton student's educational journey. Flexible seating options and collaborative spaces throughout the library facilitate access to online research tools in close proximity to all of the in-library resources needed for assignments and research. The Archives and Special Collections, including historical collections reflecting the Anabaptist-Mennonite affiliation of Bluffton University, are important to the Bluffton experience and offer unique opportunities for research and study. The library also houses the Curriculum Resource Collections for education students and is home to both the Writing Center and the Center for Career and Vocation.

The library website offers a gateway to the many resources and services available to Bluffton students, including the library catalog, research databases, e-books and online journals, and digital media. Through membership in the OPAL (Ohio Private Academic Libraries) and OhioLINK consortia, students have easy access to materials held in academic and public libraries throughout the state. Interlibrary loan extends the research options to resources from libraries across the nation and around the world. WINDOW, the library's discovery tool, helps researchers and librarians to work together to locate resources efficiently, whether for a short essay, a semester-long project or for any information need between.

## Technology resources

Bluffton's campus has been designed to provide for the needs of 21st century learners. Our classrooms have the technology you would expect – projectors, computers, document cameras and sound systems – with the ability to connect your own computer to the classroom technology. Sharing your work in class is simple and seamless. Beyond that, most classes also have an online presence to supplement the in-person learning with notes, resources and assignments available at all times. Of course, WiFi is available across campus, and each residence hall room has a robust internet connection so your network-connected devices will work as expected.

Bluffton students can install Microsoft Office and the Adobe Creative Suite – standard software in the workplace – on their own computers at no charge. We also provide a student-staffed Technology Center with plenty of computers, printers and scanners available from morning through late night, with no charge for black and white or color printing anywhere on campus. Feel free to print your class notes, meet with a tutor or plan a costumed watch party in your room with your friends – complete with themed invitations and paper masks. Cameras and other equipment are available for students to check out at any time with their ID card. Student workers are available to solve any issues in the Technology Center, and Bluffton's Help Desk supports any technology problem that may arise.

Our desire is for all Bluffton students to graduate with the technology skills needed for professional success and life-long learning.

## Learning Resource Center

The Learning Resource Center provides academic and personal support in the forms of study groups, tutoring, workshops, 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 third 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 counselor for disability services. The counselor for disability services will work with the student and other persons as necessary to determine the appropriate modifications. The office of the counselor for disability services is located in the Learning Resource Center on the third floor of College Hall and can be reached at 419-358-3215.

## 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. The writing center is located at the entrance of Musselman Library.







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# ADMISSIONS AND FINANCIAL AID

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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 College Credit Plus program.

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

# ADMISSIONS

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## University statement of nondiscrimination

Bluffton University admits students of any race, color, national origin, ancestry, sex, age, disability, marital status, sexual orientation, gender identity or any other status protected by law to all the rights, privileges, programs and activities generally made available to students at the institution. In addition, Bluffton University does not discriminate on the basis of any of these same characteristics in the administration of its educational policies, scholarship/loan programs, athletic programs and other school-administered programs.

## Admission requirements

Bluffton University has a test-flexible policy for prospective students who are applying as first-year students in undergraduate degree programs. Students who are consistently on their high school honor roll can be admitted solely based on GPA.

Standardized test results will remain to be required for placement in certain majors, for class placements and for competitive academic scholarships.

To be considered for regular admission, applicants must meet one of these two criteria:

- High school GPA of 3.0 or higher.
- High school GPA between 2.3 and 2.99 as well as a minimum 19 ACT/990 SAT. In addition, class rank or College Credit Plus classes may be considered.

Students who do not meet these regular entrance requirements may be invited to apply to the Discovery Program, which requires additional application materials.

## Admission procedures

Application materials are available on the university website. Application should be made late in the junior year or early in the senior year.

Applications open on June 1, 14 months before the start of the new

academic year. The deadline for submitting the application is two weeks prior to the intended date of enrollment (semesters begin in August and January).

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

- complete and return the application for admission;
- 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.

Acceptance is contingent on successful completion of secondary school or general education diploma (GED).

After being accepted, a student will be asked to submit a \$100 enrollment deposit to secure their spot to attend Bluffton. The enrollment deposit is refundable until May 1. After submitting the enrollment deposit, students will be invited to register for an orientation where important information and forms about items such as student health insurance, medical forms and billing will be distributed.

### **Conditional admittance (Discovery Program)**

The Discovery Program is designed to support students of academic promise who do not meet Bluffton University's admission requirements. The Discovery Program includes a semester of carefully planned classes to help students develop the skills necessary for post-secondary academic success. Students admitted to the university through this program must enroll in DIS 050 (Applied College Skills) and complete it with at least a C- in order to continue at Bluffton University. Other expectations of students in this program will be outlined in the acceptance letter.

### **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 grants transfer credit for all college credit earned at a regionally accredited college or university for college level courses with grades of C- or above. For students in the state of Ohio, this credit is generally earned through College Credit Plus, a program sponsored by the state of Ohio which allows high school students to earn college and high school credits at the same time.

### COLLEGE CREDIT PLUS (CCP)

Bluffton University provides an opportunity for Bluffton High School students to enroll in university courses for high school and college credit through the CCP, Option A program. The intent of the program is to enrich the learning of high school students; not to replace courses offered at the high school level.

Students in Bluffton's CCP program have full access to the many resources that Bluffton has to offer such as Musselman Library and the Technology Center.

While participating in Bluffton's CCP program, students study and learn with college students, learn from Bluffton professors who are highly respected within their disciplines, and form lasting relationships with fellow classmates and professors.

### PROGRAM GUIDELINES

- Students interested in participating in CCP at Bluffton University must submit an online application for admission into the program along with a teacher's recommendation and a transcript with ACT/SAT scores listed.
- The deadline for new applications is May 1 for fall semester and Dec. 1 for spring semester. No exceptions. **Note:** Students who met the May 1 deadline **DO NOT** need to re-apply by Dec. 1. The December deadline is for students who missed the May deadline and wish to take courses in the spring semester.
- Students who have previously taken CCP courses through Bluffton University **DO NOT** need to re-apply each year. By listing Bluffton on their letter of intent (due to the high school by April 1) and sending an updated transcript, their participation is confirmed.
- Students must meet both the Bluffton University admission standards as well as the college readiness standards as defined by the state of Ohio. Guidance counselors have additional details.
- CCP course registration will be early-August for fall semester and mid-December for spring semester.

- Admission to the CCP program does not guarantee that a student will be able to enroll in any given course since the university has a primary obligation to first serve the needs of the university's degree-seeking students.
- Unless previously approved by the course instructor and the registrar, no more than 15 percent of the students in any course section shall be CCP students.
- Students are responsible for consulting with their high school guidance counselor to determine if and how courses completed through CCP will be granted as credit toward high school graduation requirements.
- All admitted students must attend a CCP orientation session held on Bluffton's campus in August prior to course registration.
- Students in CCP will be limited to 30 college credit hours per academic year. Students can earn a maximum of 120 college credit hours while in the program.
- The high school guidance counselor will monitor the total number of credit hours a student takes.
- *Registration will be based on a first-come, first-served basis, determined by the date of application submission.*
- The registrar's office will annually compile a list of courses for which accepted CCP students will be allowed to register, based on space availability. Course selection will be limited each semester.
- CCP students must return textbooks and any software on the last day of exams for each semester. Grades will not be released until textbooks and software are returned. (This does not apply to students continuing in classes that require the same textbook the next semester.)
- Failure to pass, complete or properly drop a course for reasons other than those accepted by the student's school district may result in any or all financial obligation for the course defaulting to the student or the student's parent.
- For students who enroll at Bluffton University after high school graduation, the credit earned will be applied toward their degree.

## 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, students may earn college credit and may be excused from certain college requirements by satisfactorily passing advanced placement examinations.

Credit and possible course waiver will be issued to applicants who earn a score of four or five on any of these examinations. Credit and/or course 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, 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
- scores from an aptitude test. 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.

## Three-year program

Bluffton's three-year bachelor's degree program provides high achieving students with a quality education in a condensed period of time and at a lower cost. Students in this program can still take advantage of the opportunities available to all students at Bluffton, including internships, practicums and student life activities.

By carrying a larger course load and taking classes in the summer while balancing other leadership and personal responsibilities, students will be prepared for the academic rigor of top-level graduate programs.

Students accepted into the three-year bachelor's degree program must declare their major before beginning classes and take approximately 18 hours per semester for three years and additional courses in the summer.

Majors offering a three-year degree include:

Accounting	History
Art	Marketing
Business administration	Music
Economics	

Students who decide to change their major, stop following the plan or for any reason decide to slow down, can easily transition into the traditional, four-year program.

Requirements:

- a minimum high school GPA of 3.4 and an ACT score of 24 (SAT 1110 verbal and math only);
- Attend summer orientation in May to ensure registration in needed classes.

## 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;
- official transcript of high school record;
- official transcript from each post high school institution attended;
- signed transfer recommendation from post high school institution most recently 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 Clark State Community College, Edison Community College, Hesston College, Northwest State Community College, Owens Community College, James A. Rhodes State College, Rosedale Bible College and Terra Community College whereby students with associate degrees 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. Rosedale Bible College students with an associate of arts degree are assured of meeting all lower level general education requirements with the exception of science. All students interested in transferring are encouraged to contact the transfer coordinator in the admissions office for a full transfer evaluation.

## **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.

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

## **Requirements for international students**

A student who plans to apply as an undergraduate international student to Bluffton University must submit the following:

- Application for admission

- Results of the TOEFL or SAT (critical reading and math only) or approved equivalent assessment
- Transcripts and/or national exam results
- Declaration of finances form
- Financial aid application
- Transfer recommendation form (for international transfer students)
- Two teacher recommendations

On occasion, international students may be asked to submit additional information to establish English proficiency (i.e. writing sample).

## 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 2021-22 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.

### **Billing and refund information**

The following information has several purposes: 1) to acquaint you with Bluffton University billing periods and financial policies; 2) to help you calculate what your costs will be; 3) to help you determine a suitable payment plan. Please read this material carefully.

#### **BILLING AND STUDENT ACCOUNT BALANCE**

The Business Office will send a bill in June for the fall semester and December for the spring semester. You can view your student account information online by going to [my.bluffton.edu](http://my.bluffton.edu) and logging in with your student username and password. Select Student / Financial Information.

Throughout the semester, the Business Office will notify students regarding their unpaid balance. If you are needing to request a printout of your student account balance transactions, please contact the Business Office.

## PAYMENT OPTIONS

Bluffton offers two payment options (described later in this information):

- A. Payment-in-Full by Semester (preferred method)
- B. Monthly Payment Plan by Semester:
  - a. Fall semester (August – December)
  - b. Spring semester (January – May)

You must select one of these options by indicating your choice on the Payment Information Form. The Payment Information Form needs to be completed, signed and returned to the Business Office no later than July 15, 2022. If you choose the monthly payment plan, your fall semester first payment is due by Aug. 1, 2022, and spring semester first payment is due by Jan. 3, 2023. Subsequent payments will be due on the first business day of the month.

While Bluffton prefers that families subscribe to one of the two payment plans listed above, we recognize that some family income patterns may warrant an alternate arrangement. We can usually accommodate such arrangements if first approved by the Business Office. Please call the Business Office if you wish to discuss another option.

## 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.

## 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.

## PAYMENT OPTIONS DESCRIPTIONS

The following payment options are acceptable:

- A. Payment-in-Full by Semester: The fall semester bill is due by Aug. 1, 2022, and the spring semester bill is due by Jan. 3, 2023, for all students. The bill is calculated on the costs for that semester as of the date the bill was generated. Additional charges that are added to your student account must be paid at the time they are incurred. An example of these charges may include, but are not limited to: Bookstore charges, lab fees, change in tuition hours (e.g. overload), cross cultural program fees, etc.
- B. Monthly Payment Plan by Semester: This payment option is divided into five equal installments. There will be a \$30 non-refundable fee each semester for being on the payment plan. Payments will be

August – December for fall semester and January – May for spring semester. Your first payment for fall semester is due by August 1, 2022, and spring semester is due by Jan. 3, 2023, with subsequent payments due on the first business day of each month. Additional charges that are added to your student account must be paid at the time they are incurred. An example of these charges may include, but are not limited to: Bookstore charges, lab fees, change in tuition hours (e.g. overload), cross-cultural program fees, etc.

\*Note: All costs per semester are an estimate. Please check your balance frequently.

## HOW TO PAY YOUR STUDENT ACCOUNT BALANCE

Payment toward your student account may be paid with the following:

- Check
  - If sending payment in mail, mail to:  
Bluffton University  
Business Office  
1 University Dr.  
Bluffton, Ohio 45817
- Credit Cards (online or in person)
  - For a student to pay online, go to [my.bluffton.edu](http://my.bluffton.edu). Sign in with your username and password. Select Student / Financial Information / My Account Balances / Make a Payment / follow prompts to make a payment.
  - For a parent/guardian to pay online after receiving login information. Go to [my.bluffton.edu](http://my.bluffton.edu). Sign in with your username and password. Select Parent / Student Name / Student Account Information / My Account Balances / Make a Payment / follow prompts to make a payment.
  - Please note: a three percent convenience fee applies to all credit card transactions for payment of tuition, room and board, and fees on student accounts.
- ACH
  - By selecting the ACH (Automatic Clearing House) payment option, your payments can be automatically deducted from your checking or savings account.
- 529 Payment
  - Notify the Business Office when a 529 Payment is being processed and on the way to the university for payment.

- VA Payment
  - Notify the Business Office when a VA Payment is being processed and on the way to the university for payment.

When submitting payments, identify the student by indicating the student's name and their Bluffton University ID number.

## VETERANS BENEFITS

Pursuant to the *Veterans Benefits and Transition Act of 2018*, Bluffton University does not impose any penalties, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover financial obligations to Bluffton University due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

## STATEMENTS

A monthly statement is available on [my.bluffton.edu](http://my.bluffton.edu) at any time. The *Federal Privacy Act of 1974* prohibits the release of information on a student's account to anyone other than that student without written permission. This authorization form (FERPA – Family Educational Rights & Privacy Act) is available on [my.bluffton.edu](http://my.bluffton.edu). Select Student / Give Permissions to my Data (FERPA). If this FERPA information is not provided, our staff will not be authorized to discuss student information with anyone other than the student. After a parent/guardian has been given permission to a student account, they will receive their own login for [my.bluffton.edu](http://my.bluffton.edu).

## FINANCIAL AID FOR RETURNING STUDENTS

- Submit the FASFA every year to renew your financial aid. Bluffton's priority deadline for filing the FASFA is May 1 of each year. The FAFSA school code for Bluffton University is 003016.
- Financial aid awards are processed beginning in April after registering for fall classes, as long as all other requirements are met.

## UNPAID ACCOUNT POLICIES

Bluffton University expects that all students will follow one of the payment options described above. We treat unpaid accounts as follows:

- A. Bluffton University will add interest at the rate of one percent per month to accounts not current. This represents an annual interest charge of 12 percent. Interest is charged on the entire unpaid balance.
- B. Students with unpaid balances are not allowed to enroll in a subsequent semester. All accounts past due must be paid in full before a student may register.
- C. Bluffton University will not issue transcripts, diplomas, teaching certificates or records of any kind for students having past-due accounts.

## 2022-23 FEE SCHEDULE

Basic fees:	Yearly billing	Semester billing
Tuition (12-17 hours/semester)	\$34,716	\$17,358
Technology fee	\$650	\$325
Student activity fee	\$150	\$75
*Room	\$5,712	\$2,856
Board (15-meal plan**)	\$5,890	\$2,945
Room damage deposit (new students only)	\$100	
<b>Total</b>	<b>\$47,218</b>	<b>\$23,559</b>

- Charge per semester hour if less than 12 hours: \$1,447 per semester hour
- Charge per semester hour over 17 up to and including 20 hours: \$1,022 per semester hour
- Charge per semester hour over 20 hours: \$1,447 per semester hour

### MEAL PLANS

Residential students are initially billed for the Premier 15-meal plan. Each meal plan includes "Beaver Bucks," dollars that can be used to purchase food items in the snack bar or additional meals in The Commons. Residential students are required to choose one of three meal plans: Full Value 20 plus meal plan, Premier 15 Plus meal plan or Basic 10 Plus meal plan. First-year students must select between the 20 meal plan or the 15 meal plan their first semester, and have the option of selecting the 10 meal plan beginning their second semester. Commuter and apartment meal plans are also available.

#### \*\*Meal plan cost per semester

20 meal plan	\$3,068
15 meal plan	\$2,945
10 meal plan	\$2,828
Commuter 5 meal plan	\$1,114

### ADDITIONAL SPECIAL FEES:

Riley Court apartment with 70 Block Meal Plan, per semester	\$5,261
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Super single, per semester	\$770
Student teaching	\$460
Private music lessons, per credit hour, in addition to tuition	\$250
Accompaniment fee, per credit hour in addition to tuition and private lessons fee	\$225
Becoming a Scholar fee (non-refundable after first day of class)	\$115
Rooming in Neufeld or Ramseyer, per semester	\$100
Audit, per course	\$90
There may be additional fees for auditors in courses using special supplies or equipment	
Digital music fee	\$50
Payment plan fee per semester	\$30
Vehicle registration, per semester	\$25
Returned payment fee (non-sufficient funds)	\$15
Additional vehicle registration per semester	\$10

All students who are opted into the Slingshot Choice (formerly Textbook Butler) textbook program through the Bookstore will have their textbook fee added to their student account. The bookstore charge is added to student accounts at the beginning of each semester and must be paid in full to the Business Office within 30 days.

## ACADEUM

Bluffton University has a consortial agreement with Acadeum.

Degree-completion students and students on the degree-completion pathway who take courses through Acadeum will be billed at the rate of \$495 per credit hour.

Traditional undergraduate students who take courses through Acadeum in the summer semester (or, in the fall or spring semester with permission granted by the academic dean due to extenuating circumstances) will be billed at the rate of \$400 per credit hour.

## CASH CREDIT BALANCES – FEDERAL TITLE IV FUNDS AVAILABILITY AND USE (INCLUDES FEDERAL GRANTS/LOANS)

The following statements are provided as required by federal regulations for Title IV Funds.

Disbursements of financial aid may create credit balances on student accounts. Federal regulations stipulate that if a credit balance is created by Title IV Funds, it can only be kept on the account for future charges upon written authorization from the student or the student's parent. Bluffton University does not pay interest to students/parents on student accounts that have credit balances. Refunds can be issued to the student or parent after the add/drop periods have been completed. A form will need to be completed on [my.bluffton.edu](http://my.bluffton.edu) to request a refund. If a credit occurs due to a Federal Parent Plus loan, the refund will be issued to the parent.

Federal regulations require that if "a student or student's parents be notified of the amount of Title IV, HEA (Higher Education Act) program funds the student can expect to receive, and how and when those funds will be paid." Specific reference to billing and cash management is also outlined in materials sent from the financial aid office, specifically the award letter and the policies brochure. Additional copies are available upon request from the financial aid office.

## REFUND POLICIES

Students who withdraw from Bluffton University and follow the approved withdrawal procedures will receive refunds for instructional fees, room, and board according to the following schedule:

- Up to and including the first day of classes in the semester 100% refund
- From 2nd day to 10% period of time in the semester 90% refund
- After 10% and up to 20% period of time in the semester 80% refund
- After 20% and up to 30% period of time in the semester 70% refund
- After 30% and up to 40% period of time in the semester 60% refund
- After 40% and up to 50% period of time in the semester 50% refund
- After 50% and up to 60% period of time in the semester 40% refund
- After 60% period of time in the semester no refund

## CROSS-CULTURAL PROGRAM REFUNDS

In the event that cross-cultural experiences are cancelled due to circumstances beyond the university's control, an affected student's remedy is first limited to registering for a cross-cultural experience in the following academic year. If this remedy is impossible, the university will refund the program fee, less airline voucher, to the student's account.



## LIABILITY POLICY

The university shall not be liable for any failure, delay or interruption in performing its obligations and duties herein stated due to causes or conditions beyond its control or which could not have been prevented or remedied by reasonable effort at reasonable expense. The university's inability to perform any term or condition of this contract as a result of force majeure conditions beyond its control such as, but not limited to, strikes, fires, flood, government restrictions, acts of nature, epidemics, damage or destruction shall not be deemed a breach of this contract. In such case, the university's liability will be limited to a pro-rata credit for non-graduating students or a pro-rata refund for graduating seniors. In addition, neither the university nor its officials, agents and employees are liable for the loss, theft, disappearance, damage or destruction at any time or in any place of any property belonging to, used by, or in custody of any resident no matter where such property may be normally used, kept or stored. Students are strongly encouraged to extend their family's homeowner's insurance or purchase specific renter's insurance to cover personal belongings.

## POLICY FOR SYMPTOMATIC STUDENTS WHO REFUSE COVID-19 TESTING

Students who exhibit symptoms of COVID-19 and refuse testing must go to a designated quarantine space until they are symptom-free, following the Allen County Health Department (or their local health department) protocol or they will be administratively withdrawn.

## Tuition and fees for additional programs

MBA Tuition (per semester hour)	\$625
Technology fee per semester	\$125
MA in Education Tuition (per semester hour)	\$495
Technology fee per semester	\$125
Organizational Management Tuition (per semester hour)	\$495
Technology fee per semester	\$125
RN-BSN Tuition (per semester hour)	\$465
Technology fee per semester	\$125
Dietetics Internship Application fee	\$50
Tuition (18 hours graduate credit and 3-day RD exam review course)	\$16,000
Technology (per semester)	\$125
Campus parking permit (per semester)	\$25

# SCHOLARSHIPS AND FINANCIAL AID

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Bluffton University administers financial assistance through scholarships, grants, loans and student employment programs. Scholarships are usually awarded on the basis of scholastic achievement or talent. Grants and loans are awarded on demonstrated financial need and/or remaining costs.

Financial aid and a student's financial need vary considerably. Students are encouraged to discuss their specific needs with the financial aid personnel located in Financial Aid House on Spring Street. Office hours are 8 a.m. to noon and 1-5 p.m. Monday through Friday. The telephone number is 419-358-3266 and the email address is [finaid@bluffton.edu](mailto:finaid@bluffton.edu).

## General information

Parents (of dependent students), to the extent that they are able, have the primary responsibility to pay for their child's education. Students are also expected to contribute to their educational costs. Eligibility for 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. The FAFSA school code for Bluffton University is 003016.

A student's financial need is determined by subtracting the Expected Family Contribution (EFC as determined by the FAFSA) from Bluffton University's Cost of Attendance (COA). COA includes direct costs of tuition, fees, room and board (if applicable) and indirect costs/personal expenses.

For the 2022-23 academic year indirect costs/personal expenses include:

	Resident	Dependent	Independent
Books and supplies	\$1,400	\$1,400	\$1,400
Personal expenses	\$1,600	\$1,600	\$2,600
Transportation	\$1,000	\$1,700	\$1,700
Room and board		\$2,440	\$8,140
Total	\$4,000	\$7,140	\$13,840

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

Federal regulations (34 CFR 668.16 & 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. Bluffton University monitors student progress toward a degree on a per-term basis (including summer, if attended) for academic and financial aid purposes. Students who meet minimum standards of academic achievement for continuing their enrollment are eligible for financial aid. Financial aid (federal, state, institutional) will not be awarded to students who do not maintain satisfactory academic progress toward a degree or certificate as outlined below.

### 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 will automatically be placed on financial aid warning for one subsequent term. A student on financial aid warning will continue to receive financial aid. The student must achieve the requisite GPA by the end of the following term (including summer if applicable) or their aid will be suspended. A student placed on financial aid warning for not meeting the qualitative measure will receive written notification.

NOTE: Grades of WF are included in the calculation of GPA, but W and WP are not (see Grading system). Grades for courses taken at another college/university are also not considered in the evaluation of Qualitative measure. However, as noted below, transfer credits accepted by the Registrar are included in the evaluation of Quantitative measure.

It is possible for a student to have more than one financial aid warning semester during their academic career if they move above the standards of satisfactory academic progress threshold, and again fall below them in a later semester. However, the semester warning periods cannot be consecutive (see financial aid probation status).

### QUANTITATIVE MEASURES - MAXIMUM TIME-FRAME REVIEWED EACH TERM

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 6-year (12 semester) period. All courses and credit hours attempted (including transfer, post-secondary option and dual enrollment credits accepted by the registrar) are considered in the 186 attempted hours calculation (letter grades, pass/fail, remedial, withdrawn - including W/WP/WF - , repeated, incompletes and hours transferred from other schools as determined by the registrar). For part-time students, the maximum time-frame is prorated. To further clarify, this measure is calculated at the end of each term (including summer if applicable), and the student notified if it is no longer mathematically possible to meet this requirement.

To be in good standing, therefore, a student must have successfully completed at least two-thirds of the cumulative total hours attempted. A student who does not meet the two-thirds requirement (as calculated at the end of each term, including summer if applicable) will automatically be placed on financial aid warning for the next term and will continue to receive financial aid during this term. By the end of this warning term, the student must have met the two-thirds cumulative requirement or their aid will be suspended outside of an approved appeal (see appeals and financial aid probation status). A student placed on financial aid warning for not meeting the quantitative measure will receive written notification.

At the end of each semester, including summer, incompletes are calculated as "attempted" but "not completed" until a letter grade is assigned. An incomplete may resolve after the start of the next term (see Academic procedures) but this resolution will not impact financial aid during the term in progress. The resolution of an incomplete during a term already in progress will impact qualitative and quantitative measures of Satisfactory Academic Progress calculated at the end of the term.

NOTE: Undergraduate students seeking a bachelor's degree who are also pursuing more than one major and/or minor must complete their degree following both Qualitative and Quantitative measures as outlined above. This includes students who change majors/minors during their academic career. All grades and credits from all classes, including those required in a previous major/minor but not the current major/minor, are included. There are no exceptions outside of an approved appeal because of extenuating circumstances. A student pursuing a second bachelor's degree must maintain a cumulative GPA of 2.0 to meet the qualitative component of Satisfactory Academic Progress. For the quantitative component, a student completing a second bachelor's degree must have combined credits of at least 150 semester hours (see Academic procedures). Therefore the maximum time-frame for a second degree student will be 225 hours (150% of the 150 total hours required for the second degree).

#### FINANCIAL AID WARNING STATUS - PACE OF PROGRESSION

As outlined above, a student is automatically placed on financial aid warning (no appeal needed) for one term and the student continues to receive financial aid for which they are eligible.

#### SATISFACTORY ACADEMIC PROGRESS - WITHDRAWAL OR STOP-OUT

A student who is notified at the end of a term that they will be on financial aid warning in the next term may of their own choosing and for their own reasons withdraw or stop-out for the upcoming semester(s). Upon reenrollment, the student will automatically be placed on financial aid warning as outlined above.

## APPEALS AND FINANCIAL AID - PROBATION STATUS

A student not meeting the standards for satisfactory academic progress after a term of financial aid warning will have their aid suspended. A student who has had financial aid suspended has the opportunity to appeal such action to the financial aid appeals committee. This committee consists of the director of financial aid, the vice president for student life and athletics, the vice president and dean of academic affairs and the registrar. The appeal must be in writing and submitted directly to the director of financial aid.

The appeal may be on the basis of any undue hardship or unforeseen circumstance (e.g., documented serious illness, severe injury or death of a family member). The appeal must include why the student failed to make satisfactory academic progress and what has changed that will allow the student to make satisfactory academic progress by the end of the next term. If it is determined, based on the appeal, that it will mathematically require more than one payment period to meet satisfactory academic progress standards, an academic plan will be developed for the student at the time of the approved appeal. This plan will be reviewed at the end of each term that it is in effect to determine if the plan is being followed in order for the student to regain eligibility as outlined in the plan.

If an appeal is approved, the student will be placed on financial aid probation for a maximum of one term or for the time period of an approved academic plan (see previous paragraph). The financial aid office will communicate to the student the terms of their continued financial assistance. This might include (but is not limited to) meeting with an academic advisor to develop an academic plan, mandatory follow-up sessions with an academic advisor, mandatory participation in support services at the Learning Resource Center.

During this approved financial aid probation period, a student will receive the financial aid for which he or she is eligible. At the end of the probation period, a student who meets all of the satisfactory academic progress requirements will be removed from financial aid probation. A student who fails to meet all of the satisfactory academic progress requirements at the end of a semester of financial aid probation will be suspended from receiving financial aid. This suspension can be appealed but must include a reason or reasons different than the first appeal. If the appeal is approved the student will be placed on an approved academic plan. If all appeals are denied, eligibility can be re-established as outlined below. As stated elsewhere, Satisfactory Academic Progress is reviewed at the end of each term (including summer, if applicable).

A student appealing to go beyond 186 hours for the maximum time frame requirement must include an explanation of the need for additional hours and include a written 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.

## Academic procedures and satisfactory academic progress

### STUDENT SUSPENDED OR DISMISSED BUT SUCCESSFULLY APPEALED

A student who has been suspended or dismissed for academic reasons has the right to appeal by submitting a letter and supporting documentation to the registrar. If the appeal is granted the student is eligible to continue in their academic program. Because the student's financial aid may also be suspended for not meeting satisfactory academic progress, a separate appeal must be submitted to the financial aid appeals committee. The documentation may include some or all of the same material used in the academic suspension or dismissal appeal. However, the satisfactory academic progress appeal must be written to the financial aid appeals committee and submitted in its entirety to the director of financial aid. If the appeal is granted, the student will be on financial aid probation for one term (or for the period of time in an approved academic plan). If the appeal is denied, the student can re-establish eligibility for financial aid as outlined below.

NOTE: See Academic Forgiveness Policy for a student who returns to Bluffton University after at least a five-year absence. The Academic Forgiveness Policy does not extend to financial aid eligibility for a student who was not meeting Satisfactory Academic Progress at the time of withdrawal. All previous courses will continue to be counted in both quantitative and qualitative components. The appeal process outlined above must be followed if financial aid was suspended under Satisfactory Academic Progress rules. If the appeal is denied, the student can re-establish eligibility for financial aid as outlined below.

### SUSPENSION

A student who was suspended from the university for not meeting minimum standards of academic achievement is eligible after one semester (not including summer) to apply for readmission. Readmission in and of itself does not meet the requirements for receiving financial aid under satisfactory academic progress rules. The student must write an appeal as outlined above to the financial aid appeals committee. This appeal must include an approved academic plan that is to be submitted within the first two weeks of the academic term. If the appeal is granted, the student will be on financial aid probation for one term (or for the period of time in an approved academic plan). If the appeal is denied, the student can re-establish eligibility for financial aid as outlined below.

### RE-ESTABLISHING ELIGIBILITY

Students may re-establish eligibility by improving their completed courses and grade point averages through Bluffton University at their own expense. If a student whose financial aid has been suspended for not meeting Satisfactory Academic Progress (Qualitative or Quantitative) later meets the minimum GPA for their grade-level and/or the maximum time-frame threshold at the end of a subsequent semester, the student can again receive financial aid.

## REPEATED COURSEWORK

A student who repeats a failed course will receive financial aid for the repeated course each time it is attempted. A student who repeats a previously passed course in order to receive a higher grade can only receive financial aid for the repeated course one time. When a student repeats a course, only the most recent grade will be calculated in the grade point average for purposes of the Qualitative measure of Satisfactory Academic Progress. Note that credits for all attempted courses, including repeated courses, count in the maximum time frame calculation.

## Application procedures

Students seeking financial aid are required to complete and submit the FAFSA. Students should apply online at [studentaid.gov](http://studentaid.gov). The federal school code for Bluffton University is 003016. 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.

The FSA ID - a username and password - must be used to log into certain U.S. Department of Education websites, including the FAFSA. Your FSA ID confirms your identity when you access your financial aid information and electronically sign Federal Student Aid documents. If you do not already have an FSA ID, you can create an account at [studentaid.gov](http://studentaid.gov).

## 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 Oct. 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 accepted first-time or returning 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 (FSEOG grants and federal work-study) and for Bluffton University need-based grants.

## Bluffton University scholarships and grants

Bluffton University offers many different scholarships and grants. A complete listing of these for the academic year can be found online.

University-funded, non-repayable aid when combined with other non-repayable aid, will not be awarded beyond what is needed to meet the total college expense budget.

## RENEWAL POLICY FOR BLUFFTON UNIVERSITY SCHOLARSHIPS/GRANTS

Students receiving a Bluffton University scholarship and/or grant that has a GPA requirement for renewal, must maintain the minimum GPA to continue to receive that scholarship or grant. Scholarships or grants that are awarded based on participation in a program or specific major of study may have additional requirements for renewal. A student who falls below the requisite GPA for scholarship renewal at the end of an academic year will continue to receive the award during a scholarship grace period and this student will continue to receive the scholarship in subsequent semesters as long as the cumulative GPA goes up. If/when the requisite GPA for renewal is reached, the scholarship is fully reinstated. If at the end of any semester during a scholarship grace period the cumulative GPA does not go up, the scholarship is lost. A student also has the option to appeal the loss of a scholarship based on documented extenuating circumstances.

Bluffton University grants and scholarships will be awarded for a maximum of four years (eight fall/spring 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.

## Student employment

Bluffton University has a wide variety of student employment opportunities available 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. Most student jobs are four-to-eight hours per week. Inquiries about the Learn and Earn program may be directed to the Learn and Earn office at [campusjobs@bluffton.edu](mailto:campusjobs@bluffton.edu).

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.

## State and federal aid

### 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/).



## FEDERAL AID PROGRAMS

The following federal grant programs are administered by Bluffton University: Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG) and the Teacher Education Assistance for College and Higher Education (TEACH Grant). Additional information and eligibility requirements for these programs are available online.

### Loan programs

#### FEDERAL DIRECT LOAN PROGRAM

The Federal Direct Loan Programs offer low cost loans to students. Subsidized loan amounts are calculated on need as determined by the FAFSA. Unsubsidized loans are not need-based. Direct loans for students are subject to an origination fee when disbursed.

Students must complete a Master Promissory Note (MPN) and Entrance Loan Counseling (ELC) to utilize these loans. Both can be completed online at [studentaid.gov](http://studentaid.gov). Students will be awarded their maximum eligibility and are given the option to decline some or all of that eligibility. If the student does not reduce or decline the loan eligibility, the loan(s) are originated automatically. Funds will not be disbursed to a student's account until both the MPN and ELC are complete. Returning students who borrowed previously do not need to complete a MPN or ELC.

Students must be enrolled at least half-time and maintain satisfactory academic progress toward a degree to be eligible to receive Federal Direct Loans. Loan funds are disbursed to the student's account at the beginning of each semester or in a timely manner if the loan has been originated after a term has started.

#### FEDERAL DIRECT PARENT PLUS LOAN

The Federal Direct PLUS Loan allows parents to borrow up to the student's cost of attendance, minus other financial aid. Parents can apply online at [studentaid.gov](http://studentaid.gov) and must fill out a separate Master Promissory Note (MPN) for each dependent student for whom they are applying. The PLUS loan is subject to approval and an origination fee when disbursed.

#### PRIVATE EDUCATION LOANS

Several lending institutions offer private or alternative loans to students and families. Various options and terms apply which should be weighed carefully before any commitment is made.





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# UNDERGRADUATE ACADEMIC LIFE

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The responsibility for planning the academic program rests largely with the student. Information in the undergraduate academics 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 PROCEDURES**

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### **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 Becoming a Scholar 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. Students who are still deciding on a major are advised by the director of the Center for Career and Vocation. 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. See current academic calendar.

#### 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. Honors Program students may enroll in 18 hours per term. Presidential Scholars may enroll in 20 hours per 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. The deadline to add BENV 300 Cross-Cultural Experience is the Tuesday prior to the start of spring semester classes. 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 do 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.

## DEFINITION OF A CREDIT HOUR

Bluffton University defines a credit hour as a unit of measure that gives value to the level of instruction, academic rigor, time requirements and fulfillment of learning objectives for a course taken at the university. Basically, it is a proxy measure of student learning as defined by the fulfillment of learning objectives reasonably judged to require at least 12.5 clock hours per credit hour or 37.5 clock hours for a 3 credit hour course. Bluffton offers courses with a variety of learning formats and delivery modes. The following guidelines help define the average minimal time commitment required for one credit hour:

- Not less than 50 minutes of classroom or direct faculty instruction and a minimum of 100 minutes out of class student work each week for 15 instructional weeks (including exam week) for one semester hour of credit are expected for a course taught in a traditional format.
- At least an equivalent amount of time as required in # 1 above is required for other academic activities including laboratory work, internships, practica, cross-cultural experiences, independent studies, studio work, directed studies and other academic work leading to the awarding of credit hours.
- At least an equivalent amount of time as required in # 1 above is required for courses taught in an online or accelerated format.

## Grading system

A permanent record of student 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
W	Withdrawn, not included in semester or cumulative GPA
WP	Withdrawn with passing work at the time of withdrawal, not included in semester or cumulative GPA
WF	Withdrawn with failing work or without official approval, included in semester and cumulative GPA as an E

I	Incomplete (because of illness or other emergency, the student was given an extension of time to complete a course. To receive an incomplete a student must consult with the course instructor to determine if an incomplete is appropriate for the course. The course instructor and student must then present the rationale for an incomplete to the Associate Dean, who can grant permission. It is expected that an incomplete should 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.)
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## 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 a major, a minor nor for a Bluffton Enduring Values course;

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. Students earning a C in a course may repeat the course with permission from the registrar. 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. A special topics course repeated with a new topic may not be used to replace an earlier failing grade.

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.

See financial aid implications of repeated courses.

#### GRADE APPEALS

A Bluffton University student who feels that a final course grade has been unfairly or erroneously assigned has a right to appeal. The student should first discuss the grade with the professor who assigned it. The student must contact the professor as soon as possible after the disputed grade is issued and no later than 10 class days after the next term begins. After talking with the professor, if the student is still convinced that the grade is an unfair

or erroneous evaluation of the student's performance, the student should contact the academic dean. The contact must be made within 20 class days after the next term begins. The academic dean will talk with the student, the professor and the department chair to attempt to arrive at a mutually satisfactory settlement of the disagreement. If the dispute is not resolved to the student's satisfaction, the student may initiate a formal grade appeal:

- No later than 10 class days after the dean of academic affairs confirms that the dispute is not resolved to the student's satisfaction the student should file with the academic dean a written appeal which includes:
  - o a statement of the nature of the complaint
  - o the evidence, if any, on which the complaint is based; and
  - o the redress or remedy that the student seeks.
- Upon receiving the written appeal, the academic dean will impanel a hearing committee composed of three faculty members and one student. The academic dean will select one faculty member from the faculty at large and one faculty member each from lists of three faculty submitted by the student and the professor. The student will be nominated by the Student Senate.
- The hearing committee will review written statements and information supplied by the student and professor. Both the student and the professor have the right, but are not obligated, to make a personal appearance before the panel. All discussions and written statements will be treated as strictly confidential. The hearing committee has the power to make recommendations to the professor, the student and/or the academic dean.

Typically the faculty member has the responsibility to determine the final grade for the course. In the event that the faculty member does not follow the recommendation of the hearing committee, the committee may petition the academic dean who, in consultation with and under the direction of the president of the university, will make the final determination.

Academic grievances over matters other than final grades should follow the general procedures outlined for final grade disputes.

Certain Bluffton University academic departments and professional programs may use additional procedures for grade appeals and academic grievances.

## FINAL EXAM POLICY

In order to guarantee a fair and efficient final examination program, the Bluffton faculty has agreed to uniform procedures in administering final examinations. It is the policy of the university to not make exceptions to the final examination schedule. Except in rare cases, students are expected to take their final examinations at the times scheduled. However, certain circumstances justify a change in an individual student's final examination schedule.

The following circumstances have been pre-approved as valid reasons for a change in the examination schedule:

- Three exams in one day
- A death in the immediate family
- Serious illness
- University-sponsored extra-curricular commitments
- Emergency or extreme circumstances not covered above

To apply for a change, a student **must** stop in the registrar's office and pick up a Change of Final Exam Request Form. Once the request form has been completed, it is to be submitted to the associate dean of academic affairs for review. If approved, the student then makes arrangements for an individually scheduled examination time with the course instructor. Except in emergencies, the request **must** be returned to the registrar's office **at least one week prior to the beginning of the examination period**.

**Students needing to take exams early due to transportation issues home will not be excused. Necessary arrangements should be made in advance to avoid this conflict.** All requests will be evaluated by the associate dean of academic affairs.

## 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. Students who are on probation will attend a probation meeting and develop a plan for success. Students initially placed on academic probation will automatically be placed on financial aid warning.

### 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.

Any student having attempted 24 semester hours including transfer credit, whose grade point average for the semester is below 1.0 will be subject to suspension. Any student having attempted fewer than 24 semester hours including transfer credit whose grade point average is 0.0 will be subject to suspension.

For nursing program students, when the GPA at Bluffton would make the student eligible for suspension, a combined GPA of Bluffton and Rhodes credit will be calculated. The combined GPA will be used in determining suspension and/or dismissal.

Students who have been suspended must apply for readmission and provide evidence that it is in their best interest to be readmitted. Work taken at another college or university during the period of suspension will not be accepted for credit at Bluffton University. Students who are re-admitted after an academic suspension who wish to reinstate financial aid must appeal to the financial aid appeals committee.

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 vice president and dean of academic affairs and/or his/her designate, the vice president for student life and dean of students, the chairperson of the Undergraduate Academic Programs

Council, and another faculty member designated by the Undergraduate Academic Programs Council. The role of the vice president for student life and dean of students 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 conduct 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. Students whose academic suspension or dismissal appeal has been approved and who wish to reinstate financial aid must appeal to the financial aid appeals committee.

#### 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.

Students who leave after the nonemergency withdrawal deadline for a reason other than an emergency as determined by university personnel or without notification to the university are considered unofficially withdrawn for academic and financial aid purposes. These students will be assigned grades based on the requirements of the entire semester, typically E's.

When it is determined that a student has stopped attending classes and has withdrawn (officially or unofficially), the registrar contacts the instructors for that student to determine the last date of attendance in each class. The latest date of attendance then is the withdrawal date used for both official and unofficial withdrawals.

#### 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

### MAJOR

All students must complete a major in order to graduate from Bluffton University. A major is a program of study designed to equip students with the knowledge, skills and values related to a particular discipline. The requirements and curricula for majors are designed and proposed by departments and approved by the faculty. Requirements for all majors are specified in the Bluffton University catalog.

### MINOR

Students may choose to complete a minor. A minor is a secondary field of study requiring 18 to 22 hours. The requirements and curricula for minors are designed and proposed by departments or interdisciplinary groups of faculty members and approved by the faculty.

## CONCENTRATION

A concentration is an option available to students in some majors at Bluffton University. Concentrations require focused and coordinated academic work either within the major or within an area of study meaningfully related to the major. Concentrations include a minimum of nine semester hours.

## 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 should meet with the department chair to indicate the planned major. The department chair will assign an advisor to the student and notify the registrar's office of the student's major.

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

Students declare the major or minor that is in effect when they declare the major or minor.

## Evaluation

### EVALUATION OF INSTRUCTION

Course evaluations are available online for at least a week at the end of the semester. Students are notified of evaluation availability by email.

Evaluation results will be tabulated and a report will be sent 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. Copies of the reports are filed in the academic affairs office.

### ASSESSMENT OF UNIVERSITY ACHIEVEMENT OF GOALS

Assessment is an ongoing effort by Bluffton University to measure student learning 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 non-majors 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 coursework 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 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.

## TRANSFER CREDIT

Full credit is normally given for all courses completed at any regionally 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 are transferable. Please see the Admissions information for students for a list of colleges with which Bluffton University has articulation agreements.

All students enrolled at Bluffton University who want to take coursework 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 coursework 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 SEMESTER PROGRAMS

Study abroad opportunities are available around the world. In consultation with the academic advisor, students may choose from a number of programs in a variety of academic disciplines, including programs offered by BestSemester, BCA Study 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 Washington, D.C. For additional information, please refer to descriptions under the off-campus programs and to the assistant director of cross-cultural programs.

## 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 four total credits during their athletic career. Two-sport athletes

may only receive credit for one sport each academic year. Credit is 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:

Completing the entire sporting season by attending practices, meetings, competition and year-end banquet.

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.

## **Student records**

### **TRANSCRIPT OF RECORD**

Official transcripts of a student's academic record can be released only at the request of the student. Bluffton University partners with the Parchment organization to ensure security for all transactions. Transcripts can be sent in either electronic or paper format. Transcripts are issued only if all financial obligations have been met. See the registrar's webpage for instructions and fees.

### **NOTIFICATION OF RIGHTS UNDER FERPA BLUFFTON UNIVERSITY POLICY ON STUDENT RECORDS**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and affords students certain rights with respect to those records.

FERPA deals with the question of what information is private by directing institutions to list information that is considered directory information and therefore not protected as private.

In accordance with FERPA guidelines Bluffton University has designated the following items as directory information:

student name, campus address, home address, cell phone number, home telephone number, e-mail address, major field(s) of study, class, full or part-time status, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, degrees, honors and awards granted, date of graduation and previous schools attended.

All information not included in the above list should be considered private. This would include, for example: grades, GPA, class rank, probation or suspension status, and remaining requirements for a degree. You may opt to prohibit disclosure of directory information as well by signing a form available in the registrar's office.

As a student, you may release your protected information to whomever you wish. Information may be released electronically through your MyBluffton

account, using the “Give permissions to my data” option. Students may release specified data through this option to any designated individual. Students may set end dates for the release or may rescind the release at any time. Monitoring information released in this manner is the responsibility of the student.

Alternatively, students may sign a statement in various offices around campus indicating what information is to be released and to whom. Thus, a signed transcript request authorizes us to release a transcript to the address(es) submitted by the student.

### **To report violations:**

Students may report FERPA violations to or request information from Iris Neufeld, Bluffton University FERPA Officer, at [neufeldi@bluffton.edu](mailto:neufeldi@bluffton.edu) or 419-385-3322.

FERPA guarantees students these rights:

**Right to Inspect:** You have the right to inspect and review all of your education records maintained by or at this institution within 45 days of our receipt of your written request. To exercise this right, contact the registrar’s office for instructions at [registrar@bluffton.edu](mailto:registrar@bluffton.edu) or 419-358-3321.

**Right to Request Amendment:** You have the right to seek to have corrected any parts of an educational record you believe to be inaccurate, misleading or otherwise in violation of your 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 record according to your request. To exercise this right, contact the registrar’s office for instructions at [registrar@bluffton.edu](mailto:registrar@bluffton.edu) or 419-358-3321.

**Right to Prevent Disclosure:** You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your education records to:

those instances when prior consent has been given to the disclosure;

items of directory information (see list above) unless you have directed the university in writing to suppress the release of this information. If you would like to suppress the release of directory information, please contact the registrar’s office;

or items under the provisions of FERPA which allow disclosure without prior written consent. This includes information necessary for school officials to perform their assigned tasks, disclosures related to some judicial orders or lawfully issued subpoenas, and some other circumstances as defined by FERPA.

### **Right to File a Complaint with the U.S. Department of Education:**

If you believe that Bluffton University has failed to comply with the

requirements of FERPA or has violated your FERPA rights, you have the right to file a complaint with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, S.W., Washington, D.C. 20202-8520 or by emailing FERPA.Complaints@ed.gov. Instructions about filing a complaint and a complaint form is available on their web page.

**Right to Obtain Policy:** You have the right to obtain a copy of this student records policy. You can obtain a copy of the policy from the registrar's office. You may also contact the Registrar's Office with any questions that you have about your FERPA rights.

A school official is a person employed by Bluffton University in an administrative, supervisory, academic, research or support staff position (including security personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Bluffton University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the school.

Notice regarding FERPA rights is emailed to students annually and is available from the registrar's office.

## 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 undergraduate degree-seeking students with at least a half-time load of graded courses 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 international 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 should start working on their idea in the fall semester of their junior year. During this time they need to pick a faculty advisor. The student and advisor should meet with the department chair early enough to discuss the proposal and obtain approval so that the student may register for independent study in the spring semester to write the proposal.
- The student registers for a 1-2-hour independent study no sooner than the junior year. A special departmental honors proposal form is used for registration purposes. It needs to be signed by the sponsoring faculty member and the department chair. 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, is submitted by the sponsoring professor to the Special Studies and Honors Committee before April 1 of the junior year. In exceptional circumstances, the committee is willing to consider a proposal submitted by September 15 of a student's senior year. A successful fall proposal would need to have been started before the fall semester in the previous summer. 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 using the Departmental Honors Project independent study form obtained on the registrar's office web page. On this form the student reports all departmental honors hours for which she/he intends to register. (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 according to the timetable included in the proposal.

- 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 student's major department office, and the office of the vice president and dean of academic affairs.
- 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.

## SENIOR EXAMINATIONS

Bluffton requires a comprehensive assessment for each senior in his/her field(s) of study. The purpose of the assessment 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 assessment will vary among departments. In some it is a written examination; other departments may choose to require some other method to evaluate a student's performance such as standardized tests, portfolios or oral interviews.

## DEGREES GRANTED

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

## Graduation requirements

A student seeking a degree must meet the requirements for graduation stated in the catalog in effect at the time of the student's entrance. 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 general education program;

- completion of the arts and lecture requirement;
- completion of language 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 four times a year, at the end of each semester and at the end of summer session one and two. 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 online Application for Graduation provided by the registrar's office 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.

Upon completion of a degree, the transcript for that degree is sealed: the hours, GPA, majors or minors earned for that degree will not be changed.

## SECOND BACHELOR'S DEGREE

A second bachelor's degree in any of our undergraduate majors or in one of our degree completion programs may be granted to a graduate of Bluffton or to a graduate of another regionally accredited institution.

### **Admission**

Applicants for a second bachelor's degree will meet with admissions staff from the office of adult and graduate studies and must meet the minimum requirements for admission as a post baccalaureate student. Admission to Bluffton will be based on the applicant's cumulative GPA of at least 2.0 and good standing at the last institution attended.



## Graduation requirements

To earn a second bachelor's degree, students must successfully complete:

- a minimum of 30 additional semester hours of credit at Bluffton beyond completion of the first degree;
- a minimum of 24 of the last 30 hours completed at Bluffton University;
- combined credit in both degrees which add up to at least 150 semester hours;
- all requirements for the major including departmental senior comprehensive exams;
- a general education program as part of the first degree or completion of Bluffton's general education program;
- the cross-cultural requirement either through options offered by Bluffton or through comparable coursework;
- 3 semester hours of biblical studies and theology by completing REL 100 Introduction to Biblical Worldview, REL 200 Introduction to Biblical Literature, OMP 407 Faith and Community, or a comparable course from an Anabaptist perspective;
- BENV 400 Christian Values in a Global Community or OMP 410 Living in the Global Community;
- a minimum GPA of 2.0 in the second degree and the new major;
- an affirmative recommendation of the faculty based on the student's academic record and personal character;
- participation in the baccalaureate and commencement services, unless exception is granted by the dean of academic affairs.

To qualify for academic honors in a second bachelor's degree, the student must earn the requisite grade point average in all Bluffton hours taken after completion of the first degree.

# GENERAL EDUCATION

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## Enduring Values General Education Program

Bluffton University is a liberal arts institution which prepares students for a future that will be different than anyone can imagine. The Bluffton University Enduring Values General Education Program is at the core of the university curriculum and reflects the mission and values of the institution. The curriculum includes two main component areas: the Bluffton Blueprint and the Competencies.

The Bluffton Blueprint provides a yearly sequence of shared experiences for students to develop a core of resiliency. This core includes a first-year

and a capstone course, reflecting research that shows the importance of these bookend courses. The sophomore and junior courses offer significant experiential components to student learning.

First-year: Discovery

BENV 100 Becoming a Scholar (3 hours)

Ponder the big questions in life.

Sophomore: Community

BENV 200 Learning in Community (5 hours)

Work with community partners to see how coming together can bring about change.

Junior: Respect

BENV 300 Cross-cultural (3 hours)

Take a personal journey into the richness and challenges of other cultures.

Senior: Service

BENV 400 Enduring Values Capstone (2 hours)

Discover how your purpose in life can serve the greater global community.

The Competencies provide for broad liberal arts learning while offering a great deal of flexibility. Students must take one course per competency and may only use the same prefix twice to meet competencies.

Writing Well (3 hours)

CMP 110 College English

CMP 120 Advanced College English

Speaking and Listening (3 hours)

COM 120 Communication for the Common Good

COM 195 Interpersonal Communication

COM 270 Religious Communication

HFS 175 Sport Communication

HON 200 Honors Seminar in Rhetoric and Argumentation

NTR 250 Nutrition Education and Communication

Living Well (2-3 hours)

COM 242 Social Media

HFS 120 Team and Individual Sports 1

HFS 130 Team and Individual Sports 2

HFS 155 Adventures in Outdoor Recreation

HFS 205 Leadership

HFS 220 Personal and Community Health Concerns

HFS 255 Competitive Strength Training

HFS 265 Personal Training and Exercise

NTR 105 Introduction to Foods

NTR 225 Fundamentals of Nutrition

Creative Expression (3 hours)

ART 135 Introduction to Visual Arts

ART 204 Drawing  
ART 214 Watercolor  
ART 217 Ceramics 1  
ART 225 Printmaking 1  
ART 227 Printmaking 3: Silkscreen  
EDU 288 Developmental Curriculum: Learning and the Art  
ENG 202 Introduction to Fiction Writing  
ENG 203 Creative Writing: Poetry  
ENG 205 Creative Writing: Non-Fiction  
HON 130 Art as Transformation  
MUS 101, 103, 105, 106, 107, 108, 109, 110 Applied Music  
MUS 021, 022, 024, 035 Ensembles  
MUS 136 World Music  
MUS 161 Digital Music  
THE 135 Introduction to Theatre  
THE 136 Theatre for Social Change  
THE 257 Performance Studies  
THE 258 Acting

Reading the Bible (3 hours)

HON 120 Honors Seminar in Biblical Worldview and Hermeneutics  
REL 100 Introduction to Biblical Worldview

Understanding Self and Society (3 hours)

COM 240 Media and Culture  
COM 300 Gender and Communication  
CRJ 180 Law, Justice and Society  
ECN 141 Principles of Macroeconomics  
ENG 312 Language Variation  
HON 310 Junior Honors: In Search of Purpose  
PLS 100 Introduction to Political Science  
PLS 251 American Political Process  
PSY 110 Introduction to Psychology  
SOC 152 Introduction to Sociology  
SOC 162 Anthropology  
SOC/SWK 185 Women in Society  
SWK 120 Introduction to Social Work  
SWK 141 Social and Economic Justice

Exploring the Past (3 hours)

ART 327 Art History 1  
ART 328 Art History 2  
ENG 243 Studies in American Literature  
HIS 200 Foundations of American Civilization  
HIS 201 Contemporary America  
HIS 210 World History 1  
HIS 212 World History 2  
HIS 252 Ohio and the Old Northwest  
HIS 301 Studies in American History

HIS 302 Studies in European History  
HIS 305 African-American History  
HIS 312 European Women's History  
HIS 320 Civil War and Reconstruction  
HIS 325 The Great Depression and World War II  
HIS 329 World War I and the Rise of Extremism  
HIS 331 Nazi Germany and the Holocaust  
HIS 332 Cold War Germany and Europe  
HIS 340 Regional/National Studies  
HIS 345 Food: A History  
HON 210 Honors Seminar in the Humanities  
HON 320 Nazi Germany and the Holocaust  
HUM 221 Humanities 1\*  
HUM 222 Humanities 2\*  
MUS 321 Music History

Scientific Inquiry (4 hours)

BIO 105 Biological World  
BIO 135 Botany  
CEM 105 Experiential Chemistry  
CEM 121 General Inorganic Chemistry  
HON 240 Searching for Aliens  
PHY 105 Physical World  
PHY 202 Astronomy  
PHY 211 Physics for Scientists and Engineers

Critical Analysis (3 hours)

BIO 230 Anatomy and Physiology  
BUS/PSY/SOC 284 General Statistics  
EDU 283 Teaching Children to Read: Primary (P-5)  
EDU 297 Teaching Children to Read: Middle Childhood  
ENG 160 Approaches to Literature  
ENG 180 Themes in Literature  
ENG 240 Survey of American Literature  
ENG 252 Introduction to Linguistics  
ENG 256 Survey of English Literature part 1  
ENG 257 Survey of English Literature part 2  
ENG 261 Studies in English Literature  
ENG 271 English Grammar  
HON 220 Great Writing: The Dream of a Common Language  
HON 230 The History of Climate Change Science  
MAT 135 Calculus 1  
MAT 220 Discrete Mathematics  
MUS 135 Introduction to Music  
NRS 408 Current Trends and Issues in Nursing  
NSC 106 Human Biology Today  
NSC 107 The Science of Global Climate Change  
NSC 109 Energy

Religious Understanding (3 hours)

HON 250 From Apocalypse to Zombie

HON 313 Whither the Sacred? Change and Continuity in the  
Sociology of Religion

REL 115 World Religions

REL 242 Spiritual Disciplines in the Life of the Church

REL 245 Spiritual Formation

REL 248 Principles of Youth Ministry

REL 250 Introduction to the Old Testament

REL 252 Introduction to the New Testament

REL 273 Christian Theology

REL 274 Christian Ethics

REL 275 History of Christianity

REL 276 War, Peace, and Nonviolence

REL 322 Methods of Biblical Interpretation

REL 334 Foundations in Christian Ministry

REL/HIS 359 Mennonite History and Thought

\*Transitional course from the old to the new general education curriculum.

## Cross-cultural requirement

Students meet this requirement in one of four ways: (1) completing BENV 300 Cross-cultural Experience; (2) participating in the Washington Community Scholars' Center (WCSC) semester program or the Chicago Center or the Guatemala 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, China, Trinidad, Botswana) and in domestic settings (Chicago, San Antonio, New York and Native American communities in the Southwest). The experiences available each May are announced on the Bluffton website or in the course listing found on [my.bluffton.edu](http://my.bluffton.edu).

Please note: a cross-cultural experience will not fulfill the foreign language entrance requirement.

Students who have matriculated at Bluffton and plan to use a language to meet the cross-cultural requirement are required to take the language at Bluffton because of the unique experiential component as part of the language class. If students wish to seek permission to take a language course unavailable at Bluffton to meet the cross-cultural requirement, the student must bring a proposal to the cross-cultural committee, explaining how the experiential component will be met, before the course is taken at another location. Following the completion of the language course and experiential component, a two page summary of the experiential

component must be submitted to and approved by the cross-cultural committee before transfer credit will be accepted.

Foreign language course options:

SPA 111 Beginning Spanish 1 (3)

SPA 121 Beginning Spanish 2 (3)

SPA 225 Intermediate Spanish (3)

SPA 307 Advanced Grammar and Composition (3)

SPA 311 Survey of Peninsular Spanish Literature (3)

SPA 312 Survey of Spanish American Literature (3)

SPA 240 Spanish Conversation: Story of the Spanish Speaking World (3)

SPA 242 Spanish Conv.: 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)

## Arts and Lecture Credit requirement

The Bluffton University Arts and Lecture program provides an opportunity for shared academic and cultural experiences among faculty, staff and students across departments and disciplines. Lectures present ideas, issues and problems significant for general education and society at large.

All undergraduate students are expected to earn a total of 2 credits by graduation. Students earn 0.5 of an academic credit for every 15 unique Arts and Lecture events they attend. At least one-third of the Arts and Lecture credit earned must be from attendance at Tuesday morning Forums.

Students do not register for Arts and Lecture credit, nor will they be charged for this credit. Students accumulate event credit by scanning into and out of an event with their own student I.D. cards.

Seniors need to complete this requirement two weeks before graduation in order to receive their diploma at graduation.

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

This credit is awarded to students who attend 15 unique 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.

## Language study requirement

Bluffton University requires all students to have a minimum exposure to a language other than English. This requirement may be met in several ways. Students who have completed a minimum of two years of high school language with grades of C- or higher (even if they have studied two different languages) have met the language study requirement. Students who have taken no high school language are required to take six semester hours of a foreign language at the college level. Students who have taken one year of high school language are required to take three semester hours of a foreign language at the college level.

Students who transfer to Bluffton with at least 58 accepted transfer hours are exempt from this requirement. Students who have become proficient in a language other than English through intercultural experiences have met this requirement.

Students completing two semesters of modern language study at the university level have met both the language study and the cross-cultural requirements. Completing a cross-cultural experience does not fill the language study requirement.

Students may enroll in Spanish without taking a placement test, using these guidelines:

- Students who have taken high school Spanish 1 or 2 may enroll in Spanish 111 Beginning Spanish 1.
- Students who have taken Spanish 3 in high school with a grade of C- or above may enroll in Spanish 121 Beginning Spanish 2.
- Students who have taken Spanish 4 in high school with a grade of C- or above may enroll in Spanish 121 Beginning Spanish 2 or Spanish 225 Intermediate Spanish.

Students who would like to attempt to place into a higher level of Spanish may take a Spanish placement exam (free, online, ungraded, and not recorded on the transcript). Performance on the placement exam will not lower the entry level course.

## HONOR SYSTEM

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As members of the Bluffton University community, we commit to being honest, trustworthy and honorable in our actions and relationships with each other both in and out of the classroom.

We agree to commit to learning and living in an environment where the values of honor, honesty and integrity are fundamental to the way we choose to live and learn. These foundational concepts have been an integral part of the university community since 1918. Subsequent generations of students, faculty and staff have continued to support and value this culture of mutual respect and trust. The Honor System places responsibility of honesty and integrity on each member of the community. Everyone has responsibility for ensuring that all academic work, by self and others, is conducted in ways that are reflective of these values.

Common understanding of our mutual commitment as a community is informed by a desire to live and learn in an environment based upon respect and trust. As a demonstration of this commitment as it relates to academic work, students are not proctored while taking examinations and write and sign the following pledge: "I am unaware of any inappropriate aid having been given or received for this exam." The commitment to academic integrity is also extended to written work and is demonstrated through

students writing and signing this pledge: "I attest that that this work is my own and that the ideas of others are cited." It is expected that students will act honorably and will report any known or suspected violations of the honor system by themselves or others in all academic work.

In all cases, if a student cannot in good conscience sign the pledge, the student should notify the course instructor. In the event that the pledge is left unsigned and the student has not contacted the instructor, the course instructor will contact the student.

Cheating, plagiarism, fabricating, facilitating (intentionally providing inappropriate assistance to others), and misrepresentation are considered serious violations of the honor system. Each of these forms of dishonesty work against our community commitment to be honest, trustworthy and honorable in our actions and relationships with each other. Resolution of violations may take place within the context of the course or through the campus conduct system. Sanctions beyond the grade for the second offense could be resolved through the restorative justice process, which is part of the campus conduct system.

The honor system not only describes our expectations related to academic integrity; it is understood that the spirit of the honor system is meant to pervade all aspects of campus life. This ideal environment of mutual trust and respect for one another in all aspects of our community life is central to our desire to be a community of respect and is reflected in the Bluffton University Community of Respect Statement:

## COMMUNITY OF RESPECT

Bluffton strives to be a community of respect where everyone is held in mutual high regard. Our belief that every human being is created in the image of God demands that we recognize in each human being that divine spark, and that all of us welcome and celebrate the diversity in which we have been created as children of God. As members of the Bluffton University community, we strive to treat with respect each member of the community. Our standards of campus conduct are based on the mutual respect we believe we are committed to extend to each other.

## PLAGIARISM STATEMENT

Bluffton University defines plagiarism as the intentional or unintentional use of the intellectual or creative property of another without permission and/or attribution.

For a more in depth explanation of plagiarism, this link may prove helpful: <http://www.wvnorton.com/college/english/litweb10/tutorials/plagiarism-what-is.aspx>

Reasons for giving credit for the work of others:

1. Respect and fairness: The obvious one is that not to do so is dishonest, at odds with the honor system under Bluffton University operates and



in a broader sense out of harmony with what we believe are the laws of God and people as well.

2. Valuing knowledge and readers: Identifying sources enables your readers to follow the material you used if they want more detailed information.
3. Valuing ongoing conversations: Learning to be part of the ongoing conversations of humanity means learning to use, synthesize, evaluate and critique the prior work of others.

Examples of citation formats are available in the composition handbook, *Rules for Writers* by Diana Hacker, and online through the Purdue University Online Writing Lab, [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html).

Approved by UAPC October 29, 2018

## PROCEDURES AND PRACTICES RELATING TO THE HONOR SYSTEM

In order to fulfill our commitment to the Honor System, faculty members are to do the following:

1. Place the exam pledge at the end of exams, rather than at the beginning.
2. Specify what materials and devices, other than the exam and a writing implement, are needed by students for an examination.
3. Withdraw from the classroom once the examinations are distributed unless the nature of the exam requires the presence of the faculty member. Faculty members are encouraged to return to the exam room periodically to respond to students' questions or for other legitimate purposes.
4. Include the assignment pledge as part of the requirement for student papers and lab reports. Wording may be adapted to a particular assignment as desired.
5. Follow the procedures outlined in the section titled "Processing of Honor System Violations."

Faculty members are asked to consider practices such as the following that decrease the opportunities for cooperative cheating and make it easier for students to see when cheating occurs.

Ensure that students are spread throughout the classroom.

Produce an exam in two or more versions that can be distributed alternately through the room.

Request a larger room for examinations if needed.

## PROCESSING OF HONOR SYSTEM VIOLATIONS

Dishonest behavior during an examination: Dishonest behavior can be detected by a student or by a faculty member. If a student knows of or

suspects dishonest behavior on an examination, s/he should not sign the honor pledge and should contact the course instructor. If a faculty member receives an examination in which the pledge is not signed, the faculty member should follow the procedures outlined below. If the faculty member is the one who suspects dishonest behavior, s/he should follow the relevant steps.

1. If a faculty member receives an examination without a signed pledge, the faculty member should contact the student who did not sign the pledge as soon as possible. The student should be contacted privately rather than publicly to protect the student's anonymity. The student and the faculty member should discuss the reason for not signing the pledge. If there is suspicion of dishonest behavior, the student should be assured that his/her name will not be revealed without his/her consent. The student's identity would only be revealed if there is reason for campus conduct procedures and the student wants to be further involved.
2. The faculty member should then contact the student who is suspected of having engaged in dishonest behavior to discuss the concern.
  - a. If the student agrees that s/he engaged in dishonest behavior, the faculty member should decide on the grade for examination that is appropriate within the context of the course. The faculty member should notify the student in writing of this determination and that the faculty member has provided this information, as well as the details regarding the violation, to the associate dean of academic affairs or designee. A period of disciplinary probation will be assigned by the associate dean or designee for all honor code violations. Following a determination of any prior campus conduct violations by the student, through consultation with the dean of students, the associate dean of academic affairs will notify the student, in writing, of the reported violation, the outcomes of the grade assigned by the faculty member, timeframe of disciplinary probation, additional outcomes if they have previous violations, as well as the appeal procedure offered to students.
  - b. If the student claims that s/he did not violate the honor system and the faculty member has reason to suspect that the honor system was violated, the faculty member will not make a determination but will report the alleged violation to the associate dean of academic affairs. The associate dean of academic affairs or designee will meet with the student to discuss the report. If the student still does not agree that the honor system was violated, the associate dean of academic affairs will investigate and make a final determination if a violation occurred using the campus conduct process (see campus conduct system in student handbook). If the associate dean of academic affairs or designee determines the student

is in violation of the honor code, the student will be notified in writing of the reported violation, the outcomes of the grade assigned by the faculty member, timeframe of disciplinary probation, additional outcomes if they have previous violations, as well as the appeal procedure offered to students. The associate dean of academic affairs will notify the faculty member and all students involved, in writing, when the case is resolved.

- c. If the student claims s/he did not violate the honor system and the faculty member does not suspect that s/he violated the honor system, the faculty member should report the incident to the associate dean of academic affairs or designee and inform, in writing, the student reporting the violation that s/he may report the concern directly to the associate dean of academic affairs.

#### DISHONEST BEHAVIOR ON ASSIGNMENTS:

If a student knows of or suspects dishonest behavior in completing class assignments, s/he should not sign the assignment pledge. The faculty member and student should discuss the concern and then follow the procedures outlined above. If a faculty member suspects dishonest behavior in completing class assignments, s/he should proceed with the relevant steps outlined above.

#### PLAGIARISM:

If a student knows of or suspects plagiarism, s/he should report this to the faculty member. The faculty member should then investigate the case. More frequently, the faculty member will discover the plagiarism him/herself. In either case, the faculty member should contact the student and explain to the student how s/he has violated the honor system by plagiarizing. Because plagiarism is still so widely misunderstood, it is important that the faculty member communicate with the student the seriousness of the offense. The faculty member should decide on the grade for the plagiarized assignment that is appropriate within the context of the course. The faculty member should notify the student in writing of this determination and that the faculty member has provided this information, as well as the details regarding the violation, to the associate dean of academic affairs or designee. The associate dean of academic affairs will have a conversation with the student regarding the offense. A period of disciplinary probation will be assigned by the associate dean or designee for all honor code violations. Following a determination of any prior campus conduct violations by the student, through consultation with the dean of students, the associate dean of academic affairs will notify the student in writing of the reported violation, the outcomes of the grade assigned, timeframe of disciplinary probation, additional outcomes if they have previous violations, as well as the appeal procedure offered to students.

Approved by faculty Nov. 7, 2011

Revised March 5, 2018, and Nov. 5, 2018

## DEAN OF STUDENTS NOTIFICATION:

The dean of students, in cooperation with the associate dean of academic affairs, will keep a record of violations of the honor system in the student's conduct file. Honor system violations carry the same weight as violations of standards of conduct.

## APPEAL PROCEDURE FOR ACADEMIC DISHONESTY (PLAGIARISM AND CHEATING)

A decision of responsibility and/or the decision on outcomes for an Honor System Violation reached by the professor and/or associate dean of academic affairs may be appealed to the Campus Conduct Board of the university. An appeal must be submitted in writing to the Chair of the Campus Conduct Board (Cindy Bandish, bandishc@bluffton.edu) within five business days of receiving the decision of the associate dean of academic affairs.

An appeal will only be considered if it falls within one of the following categories:

- A procedural error or omission occurred that significantly impacted the decision of the administrator.
- Sanction(s) imposed were substantially disproportionate to the severity of the violation of the policy which the responding party was found to have committed.
- To consider new information, sufficient to alter a decision, or other relevant facts not brought out in the original investigation, because such information and/or facts were not known to the person appealing at the time of the original investigation.

# HONORS PROGRAM

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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. 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.

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 University's mission.

Students who enrolled at Bluffton fall 2018 and forward will select 18-19 semester hours from the following list of courses for the Honors Studies in the Liberal Arts minor.

BENV 100: Becoming a Scholar - Honors section (3)

HON 120: Honors Seminar in Biblical Worldview and Hermeneutics (3)

HON 130: Art as Transformation (3)

HON 200: Honors Seminar in Rhetoric and Argumentation (3)

HON 210: Honors Seminar in the Humanities (3)

HON 220: Great Writing: the Dream of a Common Language (3)

HON 230: The History of Climate Change Science (3)

HON 240: Searching for Aliens (4)

HON 250: From Apocalypse to Zombie (3)

HON 310: Junior Honors: In Search of Purpose (3)

HON 313: Whither the Sacred? – Change and Continuity in the Sociology of Religion (3)

HON 320: Nazi Germany and the Holocaust (3)

The honors program core theme is Local Table, Global Community. The theme challenges students to explore what it means to live a meaningful life of integrity, faith, sustainability, and peace. In innovative and rigorous courses, the honors program challenges students to reach their full academic potential as they explore the local and global intersection of some of the most pressing contemporary issues humanity faces today and consider how to become creative advocates for just and peaceful social transformation.

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 24 and 1130. 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 collecting 5 Civic Engagement Units per year. Civic Engagement Units can be collected by participating in a combination of social, service and academic events.

## OFF-CAMPUS PROGRAMS

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### SEMESTER ABROAD AND OTHER OFF-CAMPUS PROGRAMS

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

## GUATEMALA

Students spend a semester experiencing the colorful culture and beautiful landscape of Guatemala! This Central American country has a population of just over 18 million people. Many Mayans continue to live in small, rural villages, dress in colorful traditional clothing and speak one of 22 indigenous languages. Guatemala is still recovering from 36 years of “civil war” called La Violencia (the violence); Peace Accords were signed in 1996.

The experience investigates the integration of ancient Mayan culture and modern life. Students see the ways in which wealth and power are unequally distributed. Students learn about La Violencia and efforts to heal the wounds of that painful experience. Students spend time in the capital city, Guatemala City, and in rural areas, particularly near beautiful Lake Atitlan. Students experience bustling markets full of locally-made crafts, visit cooperatives and learn about how those crafts are made, visit Ancient Mayan ruins, eat local foods, practice Spanish and learn to appreciate rural life and work during a home-stay.

Bluffton students live with Guatemalan families in Guatemala City and take Spanish classes at CASAS (Central American Study and Service) program affiliated with the Latin American Mennonite Seminary. In addition, students have classes about Guatemalan history and culture and about making peace. A volunteer field experience gives you the experience of a second Guatemalan community and an organization working to better the lives of the people in the community. Often these placements are in indigenous Mayan communities.

While prior Spanish study is encouraged, it is not a requirement to participate in this semester experience.

Dates:

Fall semester (end of August to mid-December)

Classes:

Bluffton University students will take classes together as a group.

- Spanish (8-9 hours)
- CHS 133 Introduction to Central America (3 hours)  
This is a panoramic introduction to primary themes of history, culture and current events of Central American society. This course facilitates a cultural adaption to and entrance into the Central American realities and context.
- CHS 234 Anthropological Perspectives in a Guatemalan Context (2-3 hours)
- CHS 333 Violence, Justice and Peace in Central America (Peace Studies) (3 hours)

The course seeks to introduce the student to a variety of tools to help identify and analyze the roots and causes of violence in Central America. The situation of peace and justice in Central America, especially in

Guatemala, will be analyzed along with the contributions an Anabaptist perspective makes to Christian faith.

Contact:

Elaine Suderman, asst. director of cross-cultural programs  
Cross-cultural Program Office  
College Hall second floor  
sudermane@bluffton.edu  
419-358-3360

The CASAS website can be accessed directly at:  
[semillagt.org/casas\\_programs](http://semillagt.org/casas_programs)

### WASHINGTON COMMUNITY SCHOLARS' CENTER (WCSC) SEMESTER PROGRAM

Discover the city life of Washington, D.C., cultural diversity, career-building opportunities, a broad range of university classes and the connections between faith and work at the Washington Community Scholars Center. Washington, D.C., is full of exciting opportunities to explore new cultures, a different pace of life and learning, and a great variety of people, each with their own worldview and passions. The city is also a place to learn about the poverty that exists in our own country, about racism which continues to affect our society and about the ways that real people are addressing these challenges. Through internships, group life and the weekly seminar class, students are encouraged to embark on a stretching journey of personal and professional self-discovery and gain new perspectives on the world we live in.

Build a resume with job skills and work experience. WCSC offers you an opportunity to explore your interests while contributing to your community with a 20 hour-per-week internship. We can place students from any major, including the sciences, the arts and professional programs.

WCSC's inter-disciplinary seminar analyzes social problems, faith issues and urban experiences through reading and writing, the arts, field trips and group discussion. Guest speakers, internship visits, and history and arts tours are part of the weekly seminar course.

Participants will live with students from Mennonite-affiliated schools in a working-class, largely African-American neighborhood. WCSC student life is a community experience, including shared meals and household responsibilities.

Contact:

Elaine Suderman, asst. director of cross-cultural programs  
Cross-cultural Program Office  
College Hall second floor  
sudermane@bluffton.edu  
419-358-3360

## GLOBAL ED (COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES)

Off-campus, interdisciplinary learning opportunities are available to students at Bluffton University and offer 16 semester hours of credit.

For further information, visit [cccuglobaled.org](http://cccuglobaled.org) or contact the assistant director of cross-cultural programs, [sudermane@bluffton.edu](mailto:sudermane@bluffton.edu).

## AMIZADE STUDY ABROAD

Amizade Study Abroad programs meet the cross-cultural requirement. For further information, visit [amizade.org](http://amizade.org) or contact the assistant director of cross-cultural programs, [sudermane@bluffton.edu](mailto:sudermane@bluffton.edu).

## 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 assistant director of cross-cultural programs, [sudermane@bluffton.edu](mailto:sudermane@bluffton.edu). This program meets the cross-cultural requirement. The CASAS website can be accessed directly at [semillagt.org/casas\\_programs](http://semillagt.org/casas_programs).

# SUMMER SEMESTER

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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.

## Admission procedures

Students who have not taken coursework 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.

## 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 six 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 four 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.

## Summer tuition and fees

Traditional	\$498	Internships, independent studies, in person, directed studies
	\$400	Blended, online
Room	\$357	Per month
	\$535	Single room
Post-baccalaureate Tuition	\$465	Internships, independent studies, in person, directed studies
	\$365	Blended, online
Technology fee	\$100	12 or more semester hours
	\$50	3-11.9 semester hours





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# MAJORS

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Accounting	English
Art	Exercise science
Art and writing	Food and nutrition
Bible and theology	Graphic design
Biology	History
Business administration	Individually designed major
Business management (adult degree completion only)	Information technology
Chemistry	Marketing
Communication and media	Mathematics
Criminal justice	Medical laboratory science
Economics	Music
Education	Nursing
Adolescent/young adult licensure	Physics
Child development	Pre-art therapy
Integrated language arts (English)	Pre-dietetics
Integrated mathematics	Pre-engineering
Integrated social studies (history)	Pre-medicine (chiropractic, dentistry, optometry, podiatry)
Intervention Specialist	Pre-physical therapy
Pre-k special needs endorsement	Psychology
Middle childhood education	Social work
Middle childhood generalist endorsement	Sociology
Multi-age licensure	Spanish
Music education	Speech-language pathology and audiology
Primary (P-5)	Sport management
Pre-k special needs endorsement	Sport and recreation leadership
Visual arts	Strength and conditioning
TESOL endorsement	TESOL
	Writing





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# MINORS

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Accounting  
Art  
Bible and theology  
Biology  
Business administration  
Chemistry  
Coaching  
Church communication  
Communication  
Computer science  
Criminal justice  
Economics  
Education studies  
English  
Exercise science  
Graphic design  
History  
Honors studies in the liberal arts  
International studies  
Journalism  
Marketing  
Mathematics  
Media production  
Media studies  
Music  
Peace and conflict studies  
Photography  
Political science  
Pre-law  
Psychology  
Public relations  
Recreation management  
Sociology  
Spanish  
Special education  
Speech-language pathology  
and audiology  
TESOL  
Theatre  
Wellness  
Women's studies  
Worship arts  
Writing  
Youth ministry





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# ACADEMIC DEPARTMENTS

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# ART, COMMUNICATION AND THEATRE

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## Art

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 vocational 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, graphic designers, freelance artists, interior designers and production crafts-persons.

Students interested in teaching

art should pursue the professional education multi-age visual arts license.

## ART MAJOR

(46 hours)

ART 202 Design 1 (3) satisfies

Creative Expression competency

ART 204 Drawing (3)

ART 205 Figure Drawing (3)

ART 207 Design 2 (3)

ART 213 Oil Painting (3)

ART 217 Ceramics 1 (3)

ART 223 Sculpture 1 (3) or ART 233  
Sculpture 2 (3)

ART 327 Art History 1 (3) satisfies

Exploring the Past competency

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 227 Printmaking 3 (silkscreen) (3)

ART 229 Printmaking 4 (Alternative  
Digital Print) (3)

Three additional studio courses are  
required (9)

Two of the three studio courses can  
be:

ART 355 Undergraduate Thesis in Art  
and Design 1 (3)

ART 356 Undergraduate Thesis in Art  
and Design 2 (3)

**PROFESSIONAL EDUCATION  
MULTI-AGE VISUAL ARTS  
LICENSE (K-12)**

(54 hours)

ART 202 Design 1 (3)

ART 204 Drawing (3) satisfies  
Creative Expression competency

ART 205 Figure Drawing (3)

ART 207 Design 2 (3)

ART 213 Oil 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 (3)

ART 320 Foundations for Teaching  
Visual Arts (3)

ART 327 Art History 1 (3) satisfies  
Exploring the Past competency

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 227 Printmaking 3 (silkscreen) (3)

ART 228 Printmaking 4  
(lithography) (3)

Required professional education  
courses: (38 hours)

EDU 200 Introduction to Teaching in  
a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 220 Curriculum and Assessment  
(2)

EDU 303 Computers and Technology  
in Education (2)

EDU 353 Educational Psychology  
and Instructional Practices (3)

EDU 332 Social and Philosophical  
Issues in Education (3)

EDU 333 Urban Education Seminar (1)

EDU 305 Content Area Literacy (3)

PSY 110 Introduction to  
Psychology (3)

SED 228 Introduction to Students  
with Mild/Moderate Educational  
Needs (3)

EDU 415 Special Methods 2 (2)

EDU 425 Leadership Seminar (2)

EDU 452 Student Teaching (10)

**GRAPHIC DESIGN MAJOR**

(61 hours)

ART 245 Introduction to Graphic  
Design (3)

ART 275 Digital Imaging (3)

ART 280 Digital Illustration (3)

ART 285 Desktop Publishing (3)

ART 345 Typography (3)

ART 350 Web Design (3)

ART 360 Corporate Identification (3)

ART 295 History of Graphic Design (3)

ART 430 Advanced Studies in  
Computer Graphic Design (3)

ART 405 Portfolio Organization and  
Review (.5)

ART 410 Senior Exhibition (.5)

COM 120 Communication for  
the Common Good (3) satisfies  
Speaking and Listening competency

Visual Art Cognate Courses:  
(18 semester hours)

ART 202 Design 1 Two-Dimensional  
Design (3)

ART 204 Drawing (3) satisfies  
Creative Expression competency

ART 205 Figure Drawing (3)

ART 207 Design 2 Three-Dimensional  
Design (3)

ART 242 Digital Photography (3)

ART 229 Printmaking: Alternative  
Digital Print (3)

ART 385 Graphic Design Internship  
(6 semester hours)

or ART 355 Undergraduate Thesis

in Art and Design 1 (3) and  
ART 356 Undergraduate Thesis in Art  
and Design 2 (3)

Art History Courses (choose 2):  
(6 semester hours)

ART 327 Art History 1 (3) satisfies  
Exploring the Past competency  
ART 328 Art History 2 (3)  
ART 329 Art History 3 (3)

Recommended electives:

ART 400 Art Now Seminar (1)  
COM 240 Media and Culture (3)  
MKT 356 Principles of Marketing (3)  
MKT 362 Advertising (3)  
TEC 105 Web Applications (3)  
TEC 200 Scripting Languages (3)  
TEC 150 Web Programming A (3)  
TEC 250 Web Programming B (3)

### **PRE-ART THERAPY MAJOR**

(48 hours)

Required courses in Psychology:

PSY 110 Introduction to Psychology  
(3) satisfies Understanding Self  
and Society competency  
PSY 235 Developmental  
Psychology (3)  
PSY 250 Abnormal Psychology (3)  
PSY 284 General Statistics (3) satisfies  
Critical Analysis competency  
PSY 310 Personality Psychology (3)  
PSY 370 Psychology of Learning and  
Cognition (3)  
SED 228 Introduction to Education  
of Students with Mild to Moderate  
Educational Needs (3)

One of:

PSY 240 Interviewing (3)  
PSY 385 Practicum (3)

Choose at least 1 course from the  
following electives (3 electives  
recommended):

PSY 240 Interviewing (3)  
PSY 258 Social Psychology (3)  
PSY 325 Special Topics (may take 2

different topics (3)

PSY 360 Basics of Social Research (3)  
EDU 288 Developmental Curriculum  
in the Arts (3)  
EDU 353 Educational Psychology (3)

Required courses in Art:

ART 202 Design 1 (3)  
ART 204 Drawing (3) satisfies  
Creative Expression competency  
ART 213 Oil Painting (3)  
ART 217 Ceramics (3)  
ART 320 Foundations for Teaching  
Visual Arts (3)  
ART 390 Independent Study (1)  
ART 400 Art Now Seminar (1)  
ART 405 Portfolio Organization and  
Review (0.5)  
ART 410 Senior Exhibition (0.5)

One of:

ART 223 Sculpture 1 (3)  
ART 233 Sculpture 2 (3)

### **MINORS**

#### **ART MINOR**

(21 hours)

ART 202 Design 1 (3)  
ART 204 Drawing (3) satisfies  
Creative Expression competency  
ART 213 Oil Painting (3)  
ART 217 Ceramics 1 (3)  
ART 223 Sculpture 1 or ART 233  
Sculpture 2 (3)

One of the following:

ART 327 Art History 1 (3) satisfies  
Exploring the Past competency  
ART 328 Art History 2 (3) satisfies  
Exploring the Past competency  
ART 329 Art History 3 (3)

One of the following:

ART 225 Printmaking 1 (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 275 Digital Imaging (3)

ART 280 Digital Illustration (3)

ART 285 Desktop Publishing (3)

Two of the following:

ART 345 Typography (3)

ART 350 Web Design (3)

ART 360 Corporate Identification (3)

ART 430 Advanced Studies in

Computer Graphic Design (3)

## PHOTOGRAPHY MINOR

(21 hours)

ART 202 Design 1 (3)

ART 245 Introduction to Graphic

Design (3)

ART 242 Digital Photography (3)

ART 342 Digital Photography 2 (3)

ART 240 Film Photography (3)

ART 229 Printmaking: Alternative

Digital Print (3)

ART 390 Independent Study (3)

## Communication and theatre

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. The mission of the communication and theatre department is to mentor and inspire students with communication theory and performance practices to serve

diverse audiences by speaking the truth in love.

Further, the communication and theatre department seeks to:

- Inspire broad and deep understanding of human communication through an integrated curriculum that explores how human beings have, can, and may improve their own and their communities' quality of life through communication;
- Develop knowledge and skills in performative, written, and nonverbal communication in a variety of contexts;
- Explore the limits and possibilities of human communication through changing media platforms;
- Encourage integrity and ethical engagement with diverse audiences; and
- Instill standards of excellence in professional contexts.

The communication and theatre department offers one major: communication and media; and six minors: church communication, communication, journalism, media studies, public relations and theatre.

## COMMUNICATION AND MEDIA (45 hours)

The communication and theatre department offers a major in communication and media that provides a broad foundation for students interested in graduate study or professional vocations. The major offers instruction in rhetoric, interpersonal and organizational communication, media, performance and cultural studies. More advanced courses help students to become critical thinkers within the discipline through focused study of theory, criticism



and ethics. The major also prepares communication professionals to produce and manage compelling, ethical and persuasive content across multiple platforms, including print, radio, the Internet, television, social media, and other digital and interactive platforms. With excellent grounding in aesthetics, technical skills, communication theory and journalism in a digital age, our students will be well equipped as professional storytellers in a converging media environment.

Required:

- COM 101 Orientation to Communication (1)
  - COM 120 Communication for the Common Good (3) OR
  - COM 185 Public Speaking and Persuasion (3) satisfies Speaking and Listening competency
  - COM 139, 239, 339, 439 Communication Seminar (0.5 x 4 = 2)
  - COM 195 Interpersonal Communication (3)
  - COM 347 Communication Theory (3)
  - COM 348 Communication Criticism (3)
  - COM 480 Communication and Vocation (1)
  - COM 490 Communication in the Professions (1)
  - MED 225 Writing for the Media (3)
  - MED 240 Media and Culture (3) satisfies Understanding Self and Society competency
  - THE 257 Performance Studies (3) satisfies Creative Expression competency
- One hour from the following:  
(activities can be repeated):
- COM 110 Theatre Activity (0.5)
  - COM 116 Oratory Activity (0.5)
  - MED 226 Media Production Practicum (1)

COM Electives: (9)  
9 additional hours with COM prefix.

MED or ART Electives (9)  
9 additional hours with MED or ART prefix.

Students may choose one of four possible concentrations if desired: Public Relations, Journalism, Sport Media or Leadership Communication.

Public Relations Concentration (9):  
MED 277 Public Relations (3)  
Pick 6 hours:  
ART 245 Introduction to Graphic Design (3)  
MED 375 Advanced Media Writing (3)  
MKT 356 Principles of Marketing (3)

Journalism Concentration (9):  
MED 375 Advanced Media Writing (3)  
Pick 6 hours:  
ENG 207 Professional and Technical Writing (3)  
MED 242 Social Media (2) satisfies Living Well competency  
MED 226 Media Production Practicum (1)  
Med 425 Media Internship (3)

Sport Media Concentration (9):  
HFS 175 Sport Communication  
Pick 6 hours:  
MED 242 Social Media (2) satisfies Living Well competency  
MED 226 Media Production Practicum (1)  
MED 277 Public Relations (3)  
MED 375 Advanced Media Writing (3)

Leadership Communication Concentration (9):  
COM 275 Organizational Communication (3)

Pick 6 hours:

- COM 212 Argumentation and Advocacy (3)
- COM 220 Communication and Conflict Transformation (3) OR CRJ 340 Conflict Transformation and Mediation
- COM 300 Gender and Communication (3) satisfies Understanding Self and Society competency

## MINORS

### CHURCH COMMUNICATION MINOR

(22 hours)

Required:

- COM 270 Religious Communication (3) satisfies Speaking and Listening competency
- COM 275 Organization Communication (3)
- MED 225 Writing for the Media (3) OR MED 277 Public Relations (3)
- REL 273 Christian Theology (3) OR REL 274 Christian Ethics (3) satisfies Religious Understanding competency
- REL 322 Methods of Biblical Interpretation (3)
- REL 334 Foundations of Christian Ministry (3)
- REL 275 History of Christianity (3) OR REL 359 Mennonite History and Thought (3)

### COMMUNICATION MINOR

(20 hours)

Students cannot major in communication and media with this minor.

The communication minor enables a student to explore an interest in communication while majoring in another academic discipline.

Required:

- COM 101 Orientation to Communication (1)
  - COM 195 Interpersonal Communication (3) satisfies Speaking and Listening competency
  - COM 212 Argumentation and Advocacy (3)
  - COM 270 Religious Communication (3)
  - COM 275 Organizational Communication (3)
  - COM 300 Gender and Communication (3) satisfies Understanding Self and Society competency or MED 352 Gender, Race and Media (3)
  - MED 225 Writing for the Media (3)
- One hour from the following:
- COM 110 Theatre Activity (0.5)
  - COM 115 Oratory Activity (0.5)
  - MED 226 Media Production Practicum (1)

### JOURNALISM MINOR

(19 hours)

Required:

- ART 242 Digital Photography (3)
- COM 101 Orientation to Communication (1)
- MED 225 Writing for the Media (3)
- MED 226, Media Production Practicum (1 x 4 = 4)
- MED 242 Social Media (2) satisfies Living Well competency
- MED 375 Advanced Media Writing (3)
- ENG 205 Creative Writing: Nonfiction (3) satisfies Creative Expression competency OR ENG 207 Professional and Technical Writing (3)

### **MEDIA STUDIES MINOR**

(19 hours)

Students cannot major in communication and media with this minor.

Required:

- COM 101 Orientation to Communication (1)
- MED 226 Media Production Practicum (1)
- MED 230 Studies in Cinema (3)
- MED 240 Media and Culture (3) satisfies Understanding Self and Society competency
- MED 242 Social Media (2) satisfies Living Well competency
- MED 277 Public Relations (3)
- MED 352 Gender, Race and Media (3)
- MED 415 Television Criticism (3)

### **PUBLIC RELATIONS MINOR**

(21 hours)

Required:

- ART 245 Intro to Computer Graphic Design (3)
- COM 101 Orientation to Communication (1)
- MED 225 Writing for the Media (3)
- MED 242 Social Media (2) satisfies Living Well competency

- MED 277 Public Relations (3)
- MED 375 Advanced Media Writing (3)
- MKT 362 Advertising (3)
- MKT 356 Principles of Marketing (3)

### **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 135 Introduction to Theatre (3) satisfies Creative Expression competency
- THE 201 Play Production (3)
- THE 257 Performance Studies (3)
- THE 302 Play Direction (3)

Electives: (3 hours selected from the following)

- THE 136 Theatre for Social Change (3)
- THE 250 Special Topics in Theatre (3)
- THE 224 Drama in Education (3)
- THE 258 Acting (3)
- THE 326 History of Theatre (3)

# BUSINESS

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Students may select majors in: Accounting, Business administration, Economics, Information technology or Marketing. Students may select up to three of the five 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 advisors for details.

## **ACCOUNTING MAJOR**

(48-50 hours)

- MAT 115 Business Calculus (3)  
or MAT 135 Calculus 1 (5)  
satisfies Critical Analysis competency
- ECN 141 Principles of Macroeconomics (3) satisfies Understanding Self and Society competency
- ECN 142 Principles of Microeconomics (3)
- ACT 151 Principles of Accounting 1 (3)
- ACT 152 Principles of Accounting 2 (3)
- BUS 245 Business Law (3)
- ACT 250 Intermediate Accounting 1 (3)
- ACT 251 Intermediate Accounting 2 (3)
- ACT 255 Cost Accounting (3)
- BUS 284 General Statistics (3)  
satisfies Critical Analysis competency
- ACT 320 Accounting Information Systems (3)
- ACT 343 Intermediate Managerial Accounting (3)
- FIN 353 Money and Banking (3)

ACT 401 Accounting Seminar (3)

In addition, the student selects a minimum of 6 hours from the following.

- ACT 346 Auditing (3)
- ACT 352 Government and Not-for-Profit Accounting (3)
- ACT 361 Federal Income Tax Accounting (3)
- ACT 378 Forensic Accounting and Fraud Examination (3)
- BUS 385 Internship\* (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 completing a 150-hour bachelor's degree. See your advisor for details.

We encourage all students interested in sitting for the Ohio CPA examination to take ACT 346, ACT 352, ACT 361 and ACT 378.

## **BUSINESS ADMINISTRATION MAJOR**

(48-50 hours)

- MAT 115 Business Calculus (3)  
or MAT 135 Calculus 1 (5)  
satisfies Critical Analysis competency
- ECN 141 Principles of Macroeconomics (3) satisfies Understanding Self and Society competency
- ECN 142 Principles of Microeconomics (3)
- ACT 151 Principles of Accounting 1 (3)
- ACT 152 Principles of Accounting 2 (3)
- BUS 284 General Statistics (3) satisfies Critical Analysis competency

FIN 353 Money and Banking (3)  
MGT 354 Principles of  
Management (3)  
MKT 356 Principles of Marketing (3)  
FIN 366 Principles of Finance (3)  
MGT 380 Corporate Strategy (3)

Electives: A minimum of 6 hours  
from the following list

ECN 232 Intermediate  
Microeconomics (3)  
ECN 233 Intermediate  
Macroeconomics (3)  
BUS 245 Business Law (3)  
COM 275 Organizational  
Communication (3)  
MGT 355 Production and  
Operations Management (3)  
MGT 364 Human Resource  
Management (3)  
TEC 369 Introduction to  
Information Systems (3)  
BUS 385 Business Internship\* (3  
hours may be counted)

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, human resource  
management, insurance and  
financial services, international  
business, management,  
management of information  
systems, marketing, nonprofit  
management, project management,  
and supply chain management.

Additional courses in the  
department or related fields of  
mathematics, computer science,  
psychology and sociology can be  
used to complement the major.

\*Students can receive a maximum of  
12 hours credit for an internship(s).

### **COMPREHENSIVE BUSINESS ADMINISTRATION CONCENTRATION:**

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.

### **HUMAN RESOURCE MANAGEMENT CONCENTRATION:**

A minimum of 9 hours selected  
from the following courses:

PSY 240 Interviewing: Theoretical  
and Skill Based Approaches (3)  
or SWK 240 Interviewing:  
Theoretical and Skill Based  
Approaches (3)  
CRJ 340 Conflict Transformation  
and Mediation (3)  
ECN 347 Labor Economics (3)  
MGT 364 Human Resource  
Management (3)  
FIN 375 Principles of Insurance and  
Risk Management (3)

### **INSURANCE AND FINANCIAL SERVICES CONCENTRATION:**

A minimum of 9 hours selected  
from the following courses:

ACT 343 Intermediate Managerial Accounting (3)  
FIN 367 Financial Investments (3)  
ECN 371 International Trade and Investment (3)  
FIN 375 Principles of Insurance and Risk Management (3)  
FIN 376 Property and Casualty Insurance (3)

**INTERNATIONAL BUSINESS CONCENTRATION:**

A minimum of 9 hours (including at least 3 hours from the business department and a semester abroad study program) selected from the following courses:

SPA 225 Intermediate Spanish (3)  
PLS 272 Global Politics (3)  
HIS 340 Regional and National Studies (3)  
ECN 371 International Trade and Investment (3)  
ECN 382 Economic Development and the Environment (3)  
Semester Abroad Program (3)

**MANAGEMENT CONCENTRATION:**

A minimum of 9 hours selected from the following courses:  
ACT 343 Intermediate Managerial Accounting (3)  
ECN 347 Labor Economics (3)  
MGT 355 Production and Operations Management (3)  
MGT 359 Entrepreneurship (3)  
MGT 364 Human Resource Management (3)  
TEC 369 Introduction to Information Systems (3)

**MANAGEMENT INFORMATION SYSTEMS CONCENTRATION:**

A minimum of 9 hours selected from the following courses:

CPS 108 Computer Programming (4)  
ACT 320 Accounting Information Systems (3)  
MKT 325 E-Commerce (3)  
TEC 369 Introduction to Information Systems (3)

**MARKETING CONCENTRATION:**

A minimum of 9 hours selected from the following courses:

MKT 325 E-Commerce (3)  
MKT 357 Marketing Research (3)  
MKT 358 Consumer Behavior (3)  
MKT 360 Sales (3)  
MKT 362 Advertising (3)  
MKT 363 Marketing Management (3)

**NONPROFIT MANAGEMENT CONCENTRATION:**

A minimum of 9 hours selected from the following courses:

COM 340 Religious Communication (3)  
ECN 351 Public Finance (3)  
ACT 352 Government and Not-for-profit Accounting (3)  
MGT 364 Human Resource Management (3)  
ECN 382 Economic Development and the Environment (3)  
BUS 385 Internship\* (3)

**PROJECT MANAGEMENT CONCENTRATION:**

A minimum of 9 hours selected from the following courses:

PMM 161 Introduction to Project Management (3)  
PMM 272 Project Planning (3)  
PMM 373 Project Execution, Monitoring and Control, Implementation and Closure (3)  
PMM 385 Advanced Project Management-Practicum (3)

**SUPPLY CHAIN MANAGEMENT  
CONCENTRATION:**

- SCM 300 Forecasting and Logistics (3)
- SCM 349 Sourcing and Operations (3)
- SCM 400 Supply Chain Management Capstone (3)

**ECONOMICS MAJOR**

(38 hours)

- MAT 115 Business Calculus (3) or MAT 135 Calculus 1 (5)\* satisfies Critical Analysis competency
- ECN 141 Principles of Macroeconomics (3) Satisfies Understanding Self and Society competency
- ECN 142 Principles of Microeconomics (3)
- ECN 232 Intermediate Microeconomics (3)
- ECN 233 Intermediate Macroeconomics (3)
- BUS 284 General Statistics (3) satisfies Critical Analysis competency
- ECN 347 Labor Economics (3)
- ECN 351 Public Finance (3)
- FIN 353 Money and Banking (3)
- ECN 371 International Trade and Investment (3)
- ECN 382 Economic Development and the Environment (3)
- ECN 400 Economics and Business Seminar (2)
- Elective (3 hours)

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 take MAT 135 Calculus 1.

**MARKETING MAJOR**

(48-50 hours)

- MAT 115 Business Calculus (3) or MAT 135 Calculus (5) Satisfies Critical Analysis competency
- ECN 141 Principles of Macroeconomics (3) Satisfies Understanding Self and Society competency
- ECN 142 Principles of Microeconomics (3)
- ACT 151 Principles of Accounting 1 (3)
- ACT 152 Principles of Accounting 2 (3)
- BUS 284 General Statistics (3) satisfies Critical Analysis competency
- MGT 354 Principles of Management (3)
- MKT 356 Principles of Marketing (3)
- MKT 357 Marketing Research (3)
- MKT 358 Consumer Behavior (3)
- MKT 362 Advertising (3)
- MKT 363 Marketing Management (3)
- FIN 366 Principles of Finance (3)

In addition, the student selects a minimum of 9 hours from the department with at least 3 hours being MKT courses:

- ART 245 Intro to Computer Graphic Design (3)
- ART 350 Web Design (3)
- BUS 245 Business Law (3)
- BUS 385 Internship\* (3)
- COM 195 Interpersonal Communication (3) Satisfies Speaking and Listening competency
- COM 275 Organizational Communication (3)
- COM 277 Public Relations (3)
- MKT 325 E-Commerce (3)
- MKT 360 Sales (3)
- SOC/PSY 258 Social Psychology (3)
- SOC 360 Basics of Social Research (3)

\*Students can receive a maximum of 12 hours credit for an internship(s).

## **MINORS**

Students may select one of the following minors: accounting, business administration, economics or marketing. 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. Note: The business minor is not available to a student majoring in marketing. The marketing minor is not available to a student with a major in business administration.

### **ACCOUNTING MINOR**

(18 hours)

Required:

ACT 151 Principles of Accounting 1 (3)

ACT 152 Principles of Accounting 2 (3)

ACT 250 Intermediate Accounting 1 (3)

ACT 251 Intermediate Accounting 2 (3)

Electives (6 hours)

ACT 255 Cost Accounting (3)

ACT 343 Intermediate Managerial Accounting (3)

ACT 346 Auditing (3)

ACT 352 Government and Not-for-Profit Accounting (3)

ACT 320 Accounting Information Systems (3)

ACT 361 Federal Income Tax Accounting (3)

ACT 378 Forensic Accounting and Fraud Examination (3)

### **BUSINESS ADMINISTRATION MINOR**

(20-21 hours)

Required:

ECN 141 Principles of Macroeconomics (3)

ECN 142 Principles of Microeconomics (3)

ACT 151 Principles of Accounting 1 (3)

ACT 152 Principles of Accounting 2 (3)

MGT 354 Principles of Management (3)

MKT 356 Principles of Marketing (3)

One additional 200 level or higher course from the business department offerings. The business administration minor is not available to a student with a major in marketing.

### **ECONOMICS MINOR**

(21 hours)

Required: (12 hours)

ECN 141 Principles of Macroeconomics (3)

ECN 142 Principles of Microeconomics (3)

BUS 284 General Statistics (3)

FIN 353 Money and Banking (3)

Electives (9 hours)

ECN 232 Intermediate Microeconomics (3)

ECN 233 Intermediate Macroeconomics (3)

ECN 347 Labor Economics (3)

ECN 351 Public Finance (3)

ECN 371 International Trade and Investment (3)

ECN 382 Economic Development and the Environment (3)



## **MARKETING MINOR**

Required: (21 hours)

ECN 141 Principles of

Macroeconomics (3)

ECN 142 Principles of

Microeconomics (3)

ACT 151 Principles of Accounting

1 (3)

MGT 354 Principles of

Management (3)

MKT 356 Principles of Marketing (3)

Electives (6 hours)

MKT 325 E-Commerce (3)

MKT 357 Marketing Research (3)

MKT 358 Consumer Behavior (3)

MKT 360 Sales (3)

MKT 362 Advertising (3)

MKT 363 Marketing Management (3)

The marketing minor is not available to a student with a major in business administration.

## **Information technology**

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 and business departments. The departments use 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.

A major in information technology is available. The major allows students to sit for the CompTIAA+ Certification exam and the

CompTIA Network + Certification exam. Minors are offered in information technology and graphic design (offered through the art department).

## **INFORMATION TECHNOLOGY MAJOR**

(47 hours)

Required courses:

TEC 110 Internet History:

Technology and Security (3)

TEC 115 Introduction to Information

Technology Systems (3)

CPS 108 Computer Programming (3)

CPS 112 Object Oriented Program

with Applied Data Structures (3)

PMM 161 Introduction to Project

Management (3)

TEC 235 Network Technologies and

Telecommunications (3)

ART 245 Introduction to Graphic

Design (3)

TEC 255 Google Cloud Computing

Foundations (3)

TEC 265 Web Programming/

Development (3)

CPS 322 Database Systems (3)

TEC 370 Operating Systems and

Architecture (3)

TEC 385 Technology Practicum 1\* (3)

TEC 400 Technology, Ethics and

Society (2)

TEC 425 Information Security and

Data Protection (3)

TEC 450 Information Technology

Capstone (3)

TEC 485 Technology Practicum 2\* (2)

\*Students can receive a maximum of 12 hours credit for an internship(s) or a practicum(s).

# EDUCATION

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Bluffton University provides educator preparation programs at the baccalaureate and master's degree level that are 1) approved by the Ohio Department of Higher Education, 2) include a minimum of 12 weeks of full-time pre-service student teaching and 3) provide pedagogical coursework or assistance in the provision of such coursework.

The education department offers educator preparation programs to teach Primary (P-5), Middle Childhood (4-9), Adolescent/Young Adult (7-12), Multi-Age (P-12) and Intervention Specialist (Mild/Moderate K-12). Students may choose a major in Child Development, Primary (P-5), 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 or multi-age teacher licensure program.

Students in the Primary (P-5) program may also complete requirements for an 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.

Students with majors outside the education department may minor in Education Studies, which is for students who plan to work in settings where there are educational opportunities (e.g. training, tutoring, program

development, religious education, etc.) or Special Education, which is for students who are interested in working with people with disabilities whether in their major field or as a service.

Endorsements are available to be added to a teaching license and include: Pre K Special Needs (added to Primary (P-5) and Intervention Specialist licenses); Middle Childhood Generalist (4-6): Science, Social Studies, Language Arts, and Math (added to Middle Childhood licenses), and TESOL K-12 (added to any license). A prospective teacher must complete a major, approved courses in the chosen licensure areas, and education and professional licensure requirements for the state of Ohio.

Any student who wishes to pursue a program of educator preparation at Bluffton University must seek approval through the educator preparation office. Application must be made (on forms obtained while enrolled in EDU 200) in three stages: 1) admission to the educator preparation program (first-year student/sophomore); 2) admission to student teaching (junior); and 3) recommendation for licensure (senior). Criteria used in considering admission to educator preparation include: declaration of major, overall GPA (2.70 minimum), GPA in the major area (2.70 minimum), evidence of reading, writing and mathematics proficiency, test scores, completed educator preparation application, recommendations from faculty

and various administrative personnel of the university and BCI/FBI clearance. Detailed information is available in the Educator Preparation Program Handbook. Licensure from the Ohio Department of Education requires the completion of all program requirements and meeting the state-approved score on appropriate Ohio Assessments for Educators.

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-. In addition at least a 2.70 cumulative and major GPA is required for graduation.

The student may select a major in Child Development, Primary (P-5), Middle Childhood Education, Intervention Specialist or in another discipline with adolescent/young adult, or multi-age licensure.

### **CHILD DEVELOPMENT**

(48-51 hours)

- COM 195 Interpersonal Communication (3) Satisfies Speaking and Listening competency
- EDU 200 Introduction to Teaching in a Diverse Society (3)
- EDU 205 Field Experience (1)
- EDU 283 Teaching Reading through Literature (3) satisfies Critical Analysis competency
- EDU 288 Developmental Curriculum: Learning and the Arts (3) satisfies Creative Expression competency
- EDU 332 Social and Philosophical Issues in Education (3)
- EDU 333 Urban Education Seminar (1)
- EDU 356 Early Childhood Practicum: Preschool (3)

- EDU 384 Child Development Practicum (1)
- HFS 135 Recreation Games and Social Recreation (3)
- HFS 220 Personal and Community Health Concerns (3) satisfies Living Well competency
- BENV 300 Cross-cultural / Service Learning Experience (3) or 6 hours of foreign language (6)
- NTR 225 Fundamentals of Nutrition (3) or NTR 335 Public Health Nutrition and Policy (3)
- PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency
- PSY 235 Developmental Psychology (3)
- SED 228 Introduction to the Education of Students with Mild/ Moderate Educational Needs (3)
- SED 235 Language Development for Diverse Learners (3)
- One upper-level Sociology course (3)

Recommended course:

- SED 230 Diagnosis and Education Planning (3)

### **PRIMARY (P-5)**

(75 hours)

- EDU 200 Introduction to Teaching in a Diverse Society (3)
- EDU 205 Early Field Experience (1)
- EDU 220 Curriculum and Assessment (2)
- EDU 283 Teaching Reading Through Literature: Primary (P-5) (3) satisfies Critical Analysis competency
- EDU 286 Phonics and Word Identification (4)
- EDU 288 Developmental Curriculum: Learning and the Arts (3)
- EDU 303 Computers and Technology in Education (2)
- EDU 305 Content Area Literacy (3)

EDU 321 Primary (P-5) Curriculum and Instruction: Mathematics (3)  
 EDU 322 Primary (P-5) Curriculum and Instruction: Science (3)  
 EDU 323 Primary (P-5) Curriculum and Instruction: Social Studies (3)  
 EDU 332 Social and Philosophical Issues in Education (3)  
 EDU 333 Urban Education Seminar (1)  
 EDU 335 Teaching and Assessing Reading (3)  
 EDU 353 Ed Psychology and Instructional Practice (3)  
 EDU 356 Early Childhood Practicum: Preschool (3)  
 HFS 220 Personal and Community Health Concerns (3) satisfies Living Well competency  
 PSY 110 Introduction to Psychology (3) Satisfies Understanding Self and Society competency  
 SED 228 Introduction to Education of Students with Mild/Moderate Educational Needs (3)  
 SED 230 Diagnosis and Educational Planning (3)  
 SED 235 Language Development for Diverse Learners (3)  
 SED 384 Methods/Materials for Diverse Learners (3)

Required for licensure:

EDU 415 Special Methods 2 (2)  
 EDU 425 Leadership Seminar (2)  
 EDU 443 Student Teaching: Primary (P-5) (10)

## **MIDDLE CHILDHOOD EDUCATION (4-9)**

(52 hours)

EDU 200 Introduction to Teaching in a Diverse Society (3)  
 EDU 205 Field Experience (1)  
 EDU 220 Curriculum and Assessment (2)

EDU 286 Phonics and Word Identification (4)  
 EDU 297 Teaching Reading through Literature in Middle Childhood (3)  
 EDU 303 Computers and Technology in Education (2)  
 EDU 305 Content Area Literacy (3)  
 EDU 332 Social and Philosophical Issues in Education (3)  
 EDU 333 Urban Education Seminar (1)  
 EDU 335 Teaching and Assessing Reading (3)  
 EDU 353 Educational Psychology and Instructional Practices (3)  
 PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency  
 SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

Required for licensure:

EDU 415 Special Methods 2 (2)  
 EDU 425 Leadership Seminar (2)  
 EDU 450 Student Teaching: Middle Childhood (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 coursework 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 Educator Preparation Program Handbook, from an academic advisor or from the director of teacher education.

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)

EDU 317 Studies in Adolescent  
Literature (3)  
CMP 110/120 College English (3)  
Satisfies Writing Well competency  
ENG 160 Approaches to Literature (3)  
ENG 240 Survey of American  
Literature (3)

Choose one:

ENG 256 Survey of English  
Literature 1 (3) satisfies Critical  
Analysis competency  
ENG 257 Survey of English  
Literature 2 (3) satisfies Critical  
Analysis competency

Choose one:

ENG 252 Introduction to Linguistics  
(3)

ENG 271 English Grammar (3)

Choose one:

COM 120 Communication  
and the Common Good (3)  
satisfies Speaking and Listening  
competency  
THE 257 Performance Studies (3)

Choose one:

ENG 202 Creative Writing: Fiction  
(3) satisfies Creative Expression  
competency  
ENG 203 Creative Writing: Poetry  
(3) satisfies Creative Expression  
competency  
ENG 205 Creative Writing:  
Nonfiction (3) satisfies Creative  
Expression competency

### **MATH CONCENTRATION**

(19-22 hours)

MAT 114 Pre-Calculus\* (4)  
EDU 321 Primary (P-5) Curriculum  
and Instruction: Mathematics (3)  
MAT 135 Calculus 1 (5) satisfies  
Critical Analysis competency  
MAT 186 Fundamental Math  
Concepts: Middle Childhood  
(3) OR MAT 211 Introductory  
Geometry (3)  
MAT 220 Discrete Mathematics (3)  
MAT 277 Algebra: Functions  
and Modeling (3) OR MAT 380  
Mathematics and Methods  
Seminar (2)

\* If student is placed in MAT 135,  
the student will take: MAT 136  
Calculus 2 (5) or CPS 108 (3).

### **SCIENCE CONCENTRATION**

(27-28 hours)

Required:

BIO 135 Botany (4) satisfies  
Scientific Inquiry competency  
PHY 105 The Physical World (4)  
PHY 202 Astronomy (4)  
PHY 203 Earth Science (4)  
EDU 322 Science: Curriculum and  
Instruction (3)

Choose one:

BIO 230 Anatomy and Physiology (4)  
BIO 302 Invertebrate Zoology (4)

Choose one:  
CEM 105 Experiential Chemistry (4)  
CEM 121 General Inorganic  
Chemistry (5)

### **SOCIAL STUDIES CONCENTRATION**

(22 hours)

ECN 141 Principles of  
Macroeconomics (3) satisfies  
Understanding Self and Society  
competency  
or ECN 142 Principles of  
Microeconomics (3)  
EDU 334 Ohio in the United States (1)  
GEO 111 Principles of Geography (3)  
HIS 200 Foundations of American  
Civilization (3) satisfies Exploring  
the Past competency  
HIS 201 The Making of  
Contemporary America (3)  
HIS 210 World History 1 (3)  
HIS 212 World History 2 (3)  
PLS 100 Introduction to Politics (3)

### **INTERVENTION SPECIALIST**

(70 hours)

Students interested in licensure in  
special education may complete  
the intervention specialist program  
for persons with mild to moderate  
disabilities (K-12).  
EDU 200 Introduction to Teaching in  
a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 220 Curriculum and  
Assessment (2)

Choose one of the following:

EDU 283 Teaching Reading Through  
Literature Primary (P-5) (3) satisfies  
Critical Analysis competency OR  
EDU 297 Teaching Reading  
through Literature: Middle  
Childhood (3)  
EDU 286 Phonics and Word  
Identification (4)

EDU 303 Computers and  
Technology in Education (2)  
EDU 305 Content Area Literacy/  
General Methods (3)  
EDU 321 Primary (P-5) Curriculum  
and Instruction: Mathematics (3)  
EDU 322 Primary (P-5) Curriculum  
and Instruction: Science (3)  
EDU 323 Primary (P-5) Curriculum  
and Instruction: Social Studies (3)  
EDU 332 Social and Philosophical  
Issues in Education (3)  
EDU 333 Urban Education Seminar  
(1)  
EDU 335 Teaching and Assessing  
Reading (3)  
EDU 353 Ed Psychology and  
Instructional Practices (3)  
PSY 110 Introduction to Psychology  
(3) satisfies Understanding Self  
and Society competency  
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 IS Classroom Organization  
(2)  
SED 380 Methods and Materials for  
MC/AYA (2)  
SED 384 Methods and Materials for  
Diverse Learners (3)  
Required for licensure:  
EDU 415 Special Methods (2)  
EDU 425 Leadership Seminar (2)  
SED 453 Student Teaching:  
Intervention Specialist (10)

### **ADOLESCENT/YOUNG ADULT**

(35-37 education hours)

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)
- EDU 220 Curriculum and Assessment (2)
- EDU 303 Computers and Technology in Education (2) (not required for Math AYA students)
- EDU 305 Content Area Literacy/General Methods (3)
- EDU 332 Social and Philosophical Issues in Education (3)
- EDU 333 Urban Education Seminar (1)
- EDU 353 Educational Psychology and Instructional Practices (3)
- SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

Choose one of the following:

- EDU 401 Adolescent/Young Adult Special Methods: Language Arts (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 all coursework in the major of the licensure area, are prerequisites for student teaching:

- EDU 415 Special Methods 2 (2)
- EDU 425 Leadership Seminar (2)
- EDU 451 Student Teaching: 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

educator preparation approved program of coursework 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 Educator Preparation Program Handbook, from an academic advisor or from the director of teacher education.

The subject fields in which students may seek licensure are:

- Integrated language arts (English)
- Integrated mathematics (Mathematics)
- Integrated social studies (History)

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**

(36-38 education hours)

Students who wish to obtain an Ohio teaching license for multi-age (Pre-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 220 Curriculum and Assessment (2)
- EDU 305 Content Area Literacy/General Methods (3)
- EDU 303 Computers and Technology in Education (2) (not required for Music Education)

EDU 332 Social and Philosophical Issues in Education (3)  
 EDU 333 Urban Education Seminar (1)  
 EDU 353 Educational Psychology and Instructional Practices (3)  
 PSY 110 Introduction to Psychology (3)  
 SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

All of the previously listed professional education courses, plus the completion of at least 80 percent of the licensure area coursework, are prerequisites for student teaching.

Required for licensure:

EDU 415 Special Methods 2 (2)  
 EDU 425 Leadership Seminar (2)  
 EDU 452 Student Teaching: 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 coursework 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 Educator Preparation Program Handbook, from an academic advisor or from the director of teacher education.

The subject fields in which students may seek multi-age (Pre-K-12) licensure are:

Music  
 Visual arts

In addition to the previous courses, students pursuing the Visual Arts multi-age license take ART 320 Foundations for Teaching 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.

## MINORS

### EDUCATION STUDIES

(20 hours)  
 EDU 200 Introduction to Teaching in a Diverse Society (3)  
 EDU 220 Curriculum and Assessment (2)  
 EDU 303 Computers and Technology in Education (2)  
 EDU 332 Social and Philosophical Issues in Education (3)  
 EDU 333 Urban Education Seminar (1)  
 EDU 353 Educational Psychology and Instructional Practices (3)  
 PSY 110 Introduction to Psychology (3)  
 SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

Recommended:

EDU 378 Internship (1-2)

### SPECIAL EDUCATION

(19 hours)  
 PSY 110 Introduction to Psychology (3)  
 SED 228 Introduction to Education of Students with Mild/Moderate Educational Needs (3)  
 SED 230 Diagnosis and Educational Planning (3)  
 SED 235 Language Development for Diverse Learners (3)



SED 344 Classroom Organization:  
Intervention Specialist (2)  
SED 380 Methods/Materials for MC/  
AYA (2)  
SED 384 Methods/Materials for  
Diverse Learners (3)

## **ENDORSEMENTS**

### **PRE-K SPECIAL NEEDS**

#### **ENDORSEMENT (21 hours)**

(may be added to the Primary (P-5)  
and Intervention Specialist licenses)  
Completion of Intervention

Specialist licensure program

EDU 358 Early Childhood  
Development and Programming  
(3)

PSY 110 Introduction to Psychology  
(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)

EDU 356 Early Childhood  
Preschool Practicum (3)

SED 383 Early Intervention  
Practicum (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 308 Curriculum and  
Instruction: Language Arts and  
Reading (grades 4-6) (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)

EDU 334 Ohio in the United States  
(1)

EDU 407 Middle Childhood: Social  
Studies (2)

HIS 210 World History 1, Global  
Foundations (3)

### **Science**

(12 hours)

BIO 105 The Biological World (4)  
PHY 105 The Physical World (4)  
PHY 203 Earth Science (4)

### **TESOL ENDORSEMENT**

(26 hours)

Candidates who complete the  
courses for the TESOL Endorsement  
must successfully complete an  
Educator Preparation Program.

General education:

ENG 110/120: College English (3)  
BENV 300: Cross Cultural  
Experience (3)

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 TESOL Practicum (2) -  
Prerequisite: Admission to the  
Bluffton University Educator  
Preparation Program

Electives:

(3 hours)

SOC 162 Anthropology (3)

SOC 225 Race and Ethnicity in  
American Society: History and  
Current Realities (3)

One three-semester hour language  
course

## **ALTERNATIVE PATHWAY TO LICENSURE**

The alternative pathway to licensure is for individuals who have earned a bachelor's degree, worked in the professional field, then felt the call to the classroom or Bluffton University undergraduate students interested in teaching a high school subject other than history, English, mathematics, visual arts or music.

The State of Ohio has developed a way for these individuals to obtain an alternative teaching license. Bluffton is one of a select handful of universities approved by the Ohio Department of Higher Education to provide coursework and experiences for this alternate pathway to the classroom.

Before beginning this program, please review all Ohio Department of Education requirements.

### **STEP 1**

The Alternative Resident Educator Institute, which consists of five courses (six for the intervention specialist alternative license), can be completed in classes on Bluffton's campus and in just one semester. Undergraduate students fulfill these requirements by completing the minor in education studies.

You may teach for four years with the alternative license.

### **For approval of the alternative four-year resident educator license you must:**

1. Hold a bachelor's degree with at least a 2.5 GPA
2. Complete Ohio Department of Education Alternative Evaluation Request Application
3. Submit passing scores on the required Ohio Assessment for Educators (OAE) content assessment(s)
4. Apply and be admitted to Bluffton University
5. Complete the required Bluffton Alternative Resident Educator Institute (education studies minor) coursework with at least a C in each class
6. Have positive recommendations from the academic dean, dean of students, major department chair and the director of the educator preparation program
7. Submit complete and clear background checks (not older than 365 days)

### **STEP 2**

Teachers with an alternative license can take additional courses to earn a professional license. These courses can be completed in one year and are all available online or through videoconferencing.

Teachers who already hold an alternative license may begin studies at Bluffton with the Professional Development Institute.

### **For approval of the five-year professional educator license you must:**

1. Hold an alternative four-year license (copy of the license must be on file with the EPP and the ODE)
2. Successfully complete all components of the Ohio Resident Educator Program
3. Have four years of successful teaching experience under the alternative resident educator license. (The candidate must upload a letter on district letterhead signed and dated by the employing superintendent or human resources director during the application process. The letter must state the grade levels and subjects taught during each year of employment.)
4. Submit passing score on the required Ohio Assessment for Educators (OAE) professional knowledge assessment
5. Apply and be admitted to Bluffton University
6. Successfully complete all Bluffton online modules
7. Successfully complete the required Bluffton Professional Development Institute coursework with at least a B in each class.

### **COURSES**

- EDU 615 Differentiated Curriculum and Instruction (3 credits)
- EDU 629 Data Informed Educational Leadership (3 credits)
- EDU 645 Educational Technology (3 credits)
- EDU 655 Instructional Design: Literacy Across the Curriculum (fulfills the Content Reading Requirement for AYA/MA) (3 credits)
- SED 603 Advanced Classroom Organization (3 credits)
- IS License: SED 604 Advanced Diagnosis and Educational Planning (3 credits)

## **ENGLISH AND LANGUAGE**

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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.

The department offers majors in English, writing and teaching English as a second language (TESOL) and minors in English, writing and 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) Satisfies Critical Analysis competency
- 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)  
ENG 252 Introduction to  
Linguistics (3) OR  
ENG 271 English Grammar (3)

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)

Required:

ENG 430 Senior Writing Seminar (2)  
6-12 hours from the following:  
ENG 202 Creative Writing: Fiction  
(3) satisfies Creative Expression  
competency  
ENG 203 Creative Writing: Poetry (3)  
ENG 205 Creative Writing:  
Nonfiction (3)  
COM 225 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)

Literature: (18 hours)

ENG 160 Approaches to Literature  
(3) satisfies Critical Analysis  
competency

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)

Language: (3 hours)

ENG 252 Introduction to Linguistics  
(3) OR

ENG 271 English Grammar (3)

Activity credits: (1 hour)

ENG 111 Shalith Activity (.5)

ENG 113 Bridge: The Bluffton  
Journal Staff (1)

ENG 425 Internship (1-3)

## **ART AND WRITING MAJOR**

(63 hours)

The Art and Writing major offers  
students with interest in both visual  
and written arts an opportunity to  
pursue a combined major. Flexibility  
in course selection allows students  
to emphasize their particular artistic  
interests. A senior-level seminar  
invites students to consider how  
visual art and creative writing can  
together feed artistic creativity.

Art: (33 hours)

ART 202 Design 1 (3)

ART 204 Drawing (3) Satisfies

Creative Expression competency  
or ART 205 Figure Drawing (3)

ART 207 Design 2 (3)

or ART 223 Sculpture 1 (3)  
or ART 233 Sculpture 2 (3)  
ART 213 Oil Painting (3)  
or ART 214 Watercolor (3)  
ART 217 Ceramics 1 (3)  
ART 240 Film Photography (3)  
or ART 242 Digital Photography  
(3)  
ART 245 Intro to Graphic Design (3)  
ART/ ENG 390 Independent Study  
in Art/Writing (1)  
ART 400 Art Now Seminar (1)  
ART 405 Portfolio Organization and  
Review (.5) (may be art, writing or  
combination)  
ART 410 Senior Exhibition (.5)  
(and/or illustrated book and  
reading)

Choose 2 of the following:  
ART 327 Art History 1 (3) Satisfies  
Exploring the Past competency  
ART 328 Art History 2 (3)  
ART 329 Art History 3 (3)

Choose one of the following:  
ART 225 Printmaking 1 (relief) (3)  
ART 227 Printmaking 3 (silkscreen)  
(3)  
ART 229 Printmaking (alternative  
digital print) (3)

Writing: (14 hours)  
6-9 hours from the following:  
ENG 202 Creative Writing: Fiction (3)  
ENG 203 Creative Writing: Poetry (3)  
ENG 205 Creative Writing:  
Nonfiction (3)  
ENG 207 Professional and Technical  
Writing (3)  
COM 225 Writing for the Media (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)

Required writing course:  
ENG 430 Writing Seminar (2)

Literature: (15 hours)  
ENG 160 Approaches to Literature  
(3) Satisfies Critical Analysis  
competency  
ENG 240 Survey of American  
Literature (3)  
ENG 256 Survey of English  
Literature 1 (3)  
or ENG 257 Survey of English  
Literature 2 (3)  
6 additional hours of 200+ level  
literature/theory courses

Activity credits:  
(1 hour)  
ENG 111 Shalith Activity (.5)  
ENG 113 Bridge: The Bluffton  
Journal Staff (1)  
ENG 425 Internship (1-3)

## **TESOL MAJOR**

(43 hours)  
Required: (37 hours)  
ENG 210 TESOL: Theories and  
Issues (3)  
ENG 220 TESOL: Instructional  
Methods and Assessment (3)  
ENG 252 Introduction to  
Linguistics (3) satisfies Critical  
Analysis competency  
ENG 271 English Grammar (3)  
ENG 312 Language Variation (3)  
ENG 385 TESOL practicum (3)  
BENV 300 Cross-cultural experience  
(international preferred) (3)  
EDU 283 Teaching Reading  
through Literature: Elementary  
Childhood (3)  
EDU 286 Phonics and Word  
Identification (4)  
EDU 317 Adolescent and Young  
Adult Literature (3)  
Two semesters of a foreign language  
(6)

Choose any two of the following courses:

- SOC 225 Race and Ethnicity in American Society (3)
- SOC 162 Anthropology (3) satisfies Understanding Self and Society competency
- ENG 243 Studies in American Literature\* (3)
- ENG 261 Studies in English Literature\* (3)
- ENG 265 Studies in Modern Literature\* (3)
- ENG 282 Studies in the Novel\* (3)
- CHS 133 Introduction to Central America\*\* (3)
- CHS 333 Violence, Justice and Peace in Central America\*\* (3)
- CHS 334 Religious Expression in Guatemala\*\* (3)

\* These are "umbrella" courses that change content and can be taken for the major if they cover literature exploring cultures and subcultures such as African American, Hispanic, post-colonial, etc.

\*\* Courses available through semester-long program in Guatemala.

## 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 202 Creative Writing: Fiction (3)

ENG 203 Creative Writing: Poetry (3)

ENG 205 Creative Writing:

Nonfiction (3)

ENG 207 Professional and Technical Writing (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 TESOL Practicum (2)

Electives: (3 hours)

SOC 225 Race and 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**

(60-64 hours)

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:

CMP 110 or 120 College English (3) satisfies Writing Well competency

PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency

EDU 317 Studies in Literature for Adolescents (3)

ENG 160 Approaches to Literature (3) satisfies Critical Analysis competency

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 271 English Grammar (3)

ENG 367 Shakespeare (3)

ENG 401 Critical Theory (3)

ENG 402 Research Seminar (2)

Choose one:

COM 120 Communication for the Common Good (3) satisfies Speaking and Listening competency

THE 257 Performance Studies (3)

Choose one: (Writing Practicum or courses to total at least 1 hour)

ENG 111 Shalith Activity (0.5)

ENG 113 Bridge: The Bluffton Journal Staff (1)

ENG 425 Internship (1-5)

Choose two:

ENG 202 Creative Writing: Fiction (3) satisfies Creative Expression competency

ENG 203 Creative Writing: Poetry (3) satisfies Creative Expression competency

ENG 205 Creative Writing: Nonfiction (3) satisfies Creative Expression competency

ENG 302 Advanced Writing: Fiction (3)

ENG 303 Advanced Writing: Poetry (3)

ENG 305 Advanced Writing: Nonfiction (3)

COM 225 Writing for the Media (3)

Choose one:

ENG 210 TESOL: Theories and Issues (3)

ENG 220 TESOL: Instructional Methods and Assessment (3)

Choose one Literature of Cultures or one Historical/Theoretical course:

ENG 243 Studies in American Literature (3)

ENG 261 Studies in English Literature (3)

ENG 265 Studies in Modern Literature (3)

ENG 282 Studies in the Novel (3)

ENG 331 English Colloquium (3)

Choose one elective:

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)

EDU 220 Curriculum and Assessment (2)

EDU 303 Computers and Technology in Education (2)

EDU 305 Content Area Literacy/General Methods (3)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 333 Urban Education Seminar (1)

EDU 353 Educational Psychology and Instructional Practices (3)

SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

EDU 401 Integrated Language Arts Methods (2)

All of the previously listed professional education courses, plus the completion of all licensure area coursework, are prerequisites for student teaching:

EDU 415 Special Methods 2 (2)

EDU 425 Leadership Seminar (2)

EDU 451 Student Teaching: Adolescent/Young Adult (10)

## Foreign language

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 English and language department offers Spanish as a major or minor.

### SPANISH MAJOR

(36 hours)

SPA 225 Intermediate Spanish (3)

ENG 252 Introduction to Linguistics (3)

SPA 307 Advanced Grammar and Composition (3)

SPA 311 Survey of Peninsular Spanish Literature (3)

SPA 312 Survey of Spanish American Literature (3)

Two of the following 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.

### **SPANISH MINOR**

(15 hours)

SPA 225 Intermediate Spanish (3)

Two of the following courses:

SPA 307 Advanced Grammar and Composition (3)

SPA 311 Survey of Peninsular Spanish Literature (3)

SPA 312 Survey of Spanish American Literature (3)

Two of the following 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

### **SPANISH MINOR**

(18-24 hours)

SPA 225 Intermediate Spanish (3)

Two or three of the following courses:

SPA 307 Advanced Grammar and Composition (3)

SPA 311 Survey of Peninsular Spanish Literature (3)

SPA 312 Survey of Spanish American Literature (3)

SPA 399 Study Abroad (9-12 hours)

Nine (9) or 12 hours in Spanish literature, culture or conversation courses through CASAS or the BCA study abroad program at a Spanish or Latin American university; courses chosen in consultation with academic advisor.\*

\*Students who complete the Guatemala semester will earn 3 hours of Spanish Conversation and the possibility of earning 6 hours for completing Intermediate Spanish Language and Advanced Spanish Language.

# HEALTH, FITNESS AND SPORT SCIENCE

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The health, fitness and sport science department is housed in Centennial Hall. In addition to courses designed for its majors, 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.

There are four majors - exercise science, sport and recreation leadership, strength and conditioning, and sport management; and four minors - coaching, wellness, exercise science, and recreation management offered by the health, fitness and sport science department.

## **EXERCISE SCIENCE MAJOR**

(44 hours)

Coursework is planned in consultation with a departmental advisor and focuses on the student's area of interest.

HFS 110 Introduction to Exercise Science (3)

HFS 117 Introduction to Sport Medicine (3)

HFS 120 Team and Individual Sports 1 (3) satisfies Living Well competency OR

HFS 130 Team and Individual Sports 2 (3) satisfies Living Well competency

HFS 205 Leadership (3)

HFS 220 Personal and Community Health Concerns (3) satisfies Living Well competency

HFS 255 Competitive Strength Training (2) OR

HFS 265 Personal Strength Training (2) satisfies Living Well competency

HFS 301 Biomechanics of Physical Activity (3)

HFS 310 Kinesiology (3)

HFS 315 Therapeutic Recreation (3)

HFS 320 Exercise Physiology (3)

HFS 385 Internship (3)

BIO 230 Anatomy and Physiology 1 (4) satisfies Critical Analysis competency

NTR 225 Fundamentals of Nutrition (3)

NTR 240 Physical and Nutrition Assessment (2)

NTR 260 Obesity Research and Sports Nutrition (3)

## **SPORT MANAGEMENT MAJOR**

(48 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 36 hours in core courses and a minimum of 3 hours of internship. Nine hours of classes are taken from either a sport communication concentration or from a sport organization concentration.

Required: (39 hours)

- HFS 112 Introduction to Sport Management (3)
- HFS 175 Sport Communication (3) satisfies Speaking and Listening competency
- HFS 230 Sport Psychology (3)
- HFS 235 Facility Management (3)
- HFS 270 Sport Ethics (3)
- HFS 350 Sport and Administration Management Practices 1\* (3)
- HFS 375 Sport and Administration Mgt Practices 2\* (3)
- HFS 385 Internship (3)
- ACT 151 Principles of Accounting (3)
- ECN 141 Principles of Macroeconomics (3) satisfies Understanding Self and Society competency
- ECN 142 Principles of Microeconomics (3)
- MGT 354 Principles of Management (3)
- MKT 356 Principles of Marketing (3)

### **SPORT COMMUNICATION CONCENTRATION:**

(9 hours)

- MED 225 Writing for the Media (3)
- MED 240 Media and Culture (3)
- MED 277 Public Relations (3) OR  
MED 242 Social Media (2)  
and MED Media Production Practicum (1)

### **SPORT ORGANIZATION CONCENTRATION:**

(9 hours)

- HFS 240 Coaching Methods (3)
- HFS 360 Coaching Issues (3)
- MGT 359 Entrepreneurship (3)
- MGT 364 Human Resource Management (3)
- MKT 360 Sales \* (3)
- MKT 362 Advertising \* (3)

### **SPORT AND RECREATION LEADERSHIP MAJOR**

(48 hours)

- HFS 112 Introduction to Sport Management (3)
- HFS 117 Introduction to Sport Medicine (3)
- HFS 120 Team and Individual Sports 1 (3) satisfies Living Well competency
- HFS 130 Team and Individual Sports 2 (3)
- HFS 135 Games and Program Planning (3)
- HFS 205 Leadership (3)
- HFS 215 Outdoor Recreation (3)
- HFS 225 Commercial Recreation (3)
- HFS 230 Sport Psychology (3)
- HFS 235 Facility Management (3)
- HFS 240 Coaching Methods (3)
- HFS 245 Administration of Camps (3) OR  
HFS 350 Sport and Admin Mgt Practices 1 (3)
- HFS 270 Sport Ethics (3)
- HFS 305 Event Management (3)
- HFS 315 Therapeutic Recreation (3)
- HFS 385 Internship (3)
- optional: HFS 155 Adventures in Outdoor Recreation (1-2)

### **STRENGTH AND CONDITIONING MAJOR**

(45 hours)

- HFS 110 Introduction to Exercise Science (3)

HFS 117 Introduction to Sport Medicine (3)  
 HFS 220 Personal and Community Health Concerns (3) satisfies Living Well competency  
 HFS 225 Commercial Recreation (3)  
 HFS 230 Sport Psychology (3)  
 HFS 255 Competitive Strength Training (2)  
 HFS 265 Personal Strength Training (2)  
 HFS 301 Biomechanics of Physical Activity (3)  
 HFS 310 Kinesiology (3)  
 HFS 320 Exercise Physiology (3)  
 HFS 355 Strength and Conditioning 1 (3)  
 HFS 356 Strength and Conditioning 2 (3)  
 HFS 385 Internship (3)  
 NTR 225 Fundamentals of Nutrition (3)  
 NTR 240 Physical and Nutrition Assessment (2)  
 NTR 260 Obesity Research and Sports Nutrition (3)

## MINORS

Bluffton University offers minors in coaching, exercise science, recreation management and wellness.

## COACHING MINOR

(19 hours)

Persons other than exercise science majors may be interested in a minor in coaching. The minor requires a coaching internship.  
 HFS 117 Introduction to Sport Medicine (3)  
 HFS 120 Team and Individual Sports 1 (3) OR  
 HFS 130 Team and Individual Sports 2 (3)  
 HFS 240 Coaching Methods (3)

HFS 255 Competitive Strength Training and Exercise (2) OR  
 HFS 265 Personal Strength Training and Exercise (2)  
 HFS 270 Sport Ethics (3)  
 HFS 360 Issues in Coaching (3)  
 HFS 385 Internship (2)

## EXERCISE SCIENCE MINOR

(20 hours)

HFS 110 Introduction to Exercise Science (3)  
 HFS 120 Team and Individual Sports 1 (3) OR  
 HFS 130 Team and Individual Sports 2 (3)  
 HFS 255 Competitive Strength Training (2)  
 HFS 265 Personal Strength Training (2)  
 HFS 315 Therapeutic Recreation (3)  
 HFS 320 Exercise Physiology (3)  
 BIO 230 Anatomy and Physiology 1 (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:

HFS 112 Introduction to Sport Management (3)  
 HFS 135 Games and Program Planning (3)  
 HFS 145 Recreation Arts and Crafts (3)  
 HFS 205 Leadership (3)  
 HFS 215 Outdoor Recreation (3)  
 HFS 315 Therapeutic Recreation Service (3) OR  
 HFS 245 Administration of Camps (3)

## WELLNESS MINOR

(20 hours)

Students in areas other than the food and nutrition major (which has a wellness concentration for the major) may be interested in a minor in wellness.

HFS 220 Personal and Community Health Concerns (3)

HFS 117 Introduction to Sport Medicine (3)

HFS 255 Competitive Strength Training and Exercise (2) OR

HFS 265 Personal Training and Exercise (2)

BIO 230 Human Anatomy and Physiology 1 (4)

COM 195 Interpersonal Communication (3) OR

COM 185 Public Speaking and Persuasion (3)

NTR 225 Fundamentals of Nutrition (3)

NTR 260 Obesity Research and Sports Nutrition (3)

# HEALTH SCIENCES

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## Nursing

The Bluffton University nursing course of study is a dual degree, dual entry program offered in collaboration with Rhodes State College, and is a professional program designed to prepare students to serve as professional nurses providing patient-centered nursing care through the creation of nurse client/patient relationships with an individual, family or community. The beliefs and knowledge of the professional nurse regarding the concepts of environment, health, person and nursing serves to provide further definition to the development of the nurse client relationship. The relationship between the nurse and client is dynamic and the mutual exchange of information between the nurse and client serves to provide the professional nurse with information critical to the determination of the need

for nursing care and for the initiation of the nursing process and administration of nursing interventions. The program curriculum builds a foundation for professional practice through the delivery of courses specific to nursing theory and competency, the sciences, and the liberal arts. Students entering the nursing course of study complete general education requirements at Bluffton while dually-enrolled in the foundational nursing courses through Rhodes State College that lead to the Associate's of Applied Science degree in Nursing. Once students have completed the Rhodes State College nursing program and successfully pass the NCLEX-RN they complete the nursing course of study in year four through the Bluffton RN-BSN program, culminating in the Bachelor of Science degree in Nursing.

## **NURSING MAJOR**

The conceptual framework for the Bluffton University Nursing Program is based upon the integration of the four enduring values of Bluffton University: Discovery, Community, Respect, and Service with foundational elements derived from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice. The enduring values and foundational elements derived from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice are supported through a focus upon continuous inquiry and scholarly endeavor. The enduring values and foundational elements provide the structure for curricular development and assessment and the delineation of program outcomes. The enduring values and foundational elements show interrelatedness and are best understood through further explanation of each. In addition, the enduring values provide the framework of support for the nursing model and serve to inform the fundamental nursing beliefs of health, nursing, person, and environment.

Requirements (100 hours):  
(courses listed with a NSG prefix are taken through Rhodes State College, Lima, Ohio)  
NRS 101 Introduction to Professional Nursing (1)  
NRS 102 Introduction to Professional Nursing (1)  
NSG 1520 Foundations of Nursing (8)  
NSG 1523 Adult Health 1 (6)  
NSG 1524 Care of the Childbearing Family (3)  
NSG 1721 Pharmacology for

Nursing (2)  
NSG 2521 Psychosocial Nursing (3)  
NSG 2522 Adult Health II (6)  
NSG 2525 Essentials of Nurse Practice (9)  
NRS 301 Global Health and Intercultural Care (3)  
NRS 401 Transition to Baccalaureate Nursing (1)  
NRS 402 Research in Nursing: Evidence Based Practices (3)  
NRS 403 Population Based Care (4)  
NRS 404 Managing Care Across the Health Continuum (4)  
NRS 405 Health Care Delivery Systems (3)  
NRS 406 Nursing Informatics (2) OR  
NRS 407 Caring for an Aging Population (2)  
NRS 408 Current Trends and Issues in Nursing (3) satisfies Critical Analysis competency  
BIO 230 Anatomy and Physiology 1 (4) satisfies Scientific Inquiry competency  
BIO 231 Anatomy and Physiology 2 (4)  
BIO 305 Microbiology for Nurses (4)  
CEM 121 General Inorganic Chemistry 1 (5)  
NTR 225 Fundamentals of Nutrition (3) satisfies Living Well competency  
NTR 340 Pathophysiology (3)  
PHL 320 Epidemiology (3)  
PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency  
PSY 235 Developmental Psychology (3)  
PSY 284 General Statistics (3)  
REL 274 Christian Ethics (3)

Other requirements:  
BCI  
Fingerprinting  
CPR certification

STNA certification  
Physical and lab work completed  
TB skin test completed  
Immunizations completed

## Nutrition and dietetics

The study of food, nutrition and dietetics involves the application of science, blended with behavioral sciences, integrating management strategies, along with a solid foundation in liberal studies. Our goal is to provide a distinctive program of study in all areas of nutrition and dietetics within the liberal arts setting. Students may choose to major in Pre-Dietetics or Food and Nutrition with a concentration in business or wellness.

### PRE-DIETETICS MAJOR

(82 hours)

The dietetics concentration is a professional program of study which leads to post-baccalaureate dietetics internship and dietetics registration and licensure for qualified students. The Bluffton University program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. (Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995).

NTR 101 Introduction to Dietetics Profession (1)

NTR 105 Introduction to Foods (3) satisfies Living Well competency

NTR 210 Food Science (3)

NTR 225 Fundamentals of Nutrition (3)

NTR 235 Consumer and Cultural Foods (2)

NTR 236 Sports Nutrition (2)

NTR 250 Nutrition Education and Communication (3) satisfies Speaking and Listening competency

NTR 305 Quantity Food Production (3)

NTR 310 Food Service Systems Management (4)

NTR 325 Lifecycle Nutrition (3)

NTR 335 Public Health Nutrition and Policy (2)

NTR 340 Human Pathophysiology (3)

NTR 370 Advanced Clinical Skills (2)

NTR 375 Medical Nutrition Therapy 1 (4)

NTR 376 Medical Nutrition Therapy 2 (4)

NTR 386 Advanced Nutrition (3)

BIO 230 Human Anatomy and Physiology 1 (4) satisfies Critical Analysis competency

BIO 231 Human Anatomy and Physiology 2 (4)

BIO 301 Microbiology (4)

CEM 121 General Inorganic Chemistry 1 (5) satisfies Scientific Inquiry competency

CEM 122 General Inorganic Chemistry 2 (5)

CMP 110 College English (3) OR

CMP 120 Advanced College English (3) OR

HON 110 Honors Seminar in Composition and Literature (3)

satisfies Writing Well competency

MGT 354 Principles of Management (3)

MGT 364 Human Resource Management (3)

PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency

PSY 284 General Statistics (3) satisfies Critical Analysis competency

## **FOOD AND NUTRITION MAJOR**

(51-58 hours)

Student complete core hours and select from one of two concentrations: food and nutrition in business or food and nutrition in wellness. Both of these concentration areas combine coursework emphasizing the foundations of food and nutritional sciences with the physical and biological sciences necessary for professional employment.

Core courses: (20 hours)

- NTR 105 Introduction to Foods (3)  
satisfies Living Well competency
- NTR 210 Food Science (4)
- NTR 225 Fundamentals of Nutrition (3)
- NTR 325 Lifecycle Nutrition (3)
- NTR 351 Research in Foods and Nutrition (3)
- NTR 403 Seminar in Food and Nutrition (1)
- MGT 354 Principles of Management (3)

### **BUSINESS CONCENTRATION**

(31 hours)

There is considerable demand in the global food industry for knowledgeable and competent persons who understand food and nutrition, which is the focus of the food in business concentration. Opportunities include managing food service organizations, food production, food product development and marketing, culinary arts, and food sales. A variety of business courses are included in this major and a hands-on practice internship is required as part of the curriculum.

- COM 120 Communication for the Common Good (3) satisfies Speaking and Listening comp.

- COM 225 Writing for the Media (3)
- COM 240 Media and Culture (3)  
satisfies Understanding Self and Society competency
- ECN 141 Principles of Macroeconomics (3)
- ECN 142 Principles of Microeconomics (3)
- MGT 364 Human Resource Management (3)
- MKT 356 Principles of Marketing (3)
- MKT 358 Consumer Behavior (3)
- NTR 310 Foodservice Systems Management (4)
- NTR 385 Internship (3)

Recommended courses:

- NTR 250 Nutrition Education and Communication (3)
- NTR 335 Public Health Nutrition (3)
- FIN 366 Principles of Finance (3)

### **WELLNESS CONCENTRATION**

(38 hours)

Health promotion and disease prevention for the general public is the main concern of the wellness concentration. In addition to academic preparation in food and nutrition, the student studies fitness, exercise and wellness concepts for the general public. Opportunities include the fitness industry, corporate wellness programs, resorts and spas, community health settings, and public health settings. A hands-on practice internship is required as part of the curriculum.

- BIO 230 Human Anatomy and Physiology 1 (4) satisfies Critical Analysis competency
- COM 195 Interpersonal Communication (3) OR  
COM 120 Communication for the Common Good (3)  
satisfies Speaking and Listening competency
- HFS 220 Personal and Community



Health Concerns (3) satisfies Living Well competency  
 HFS 255 Competitive Strength Training and Exercise (2) OR  
 HFS 265 Personal Training and Exercise (2)  
 HFS 225 Commercial Recreation (3)  
 HFS 310 Kinesiology (3) OR  
 HFS 320 Exercise Physiology (3)  
 HFS 325 Recreation and the Aging Process (3)  
 NTR 240 Physical and Nutrition Assessment (2)  
 NTR 250 Nutrition Education and Communication (3)  
 NTR 260 Obesity Research and Sports Nutrition (3)  
 NTR 335 Public Health Nutrition and Policy (3)  
 NTR 385 Internship (3)  
 PSY 110 Introduction to Psychology (3) satisfies Understanding Self and Society competency

### **WELLNESS MINOR**

(23 hours)

BIO 230 Human Anatomy and Physiology 1 (4) satisfies Scientific Inquiry competency  
 COM 195 Interpersonal Communication (3) OR  
 COM 120 Communication for the Common Good (3) satisfies Speaking and Listening competency  
 HFS 117 Introduction to Sport Medicine (3)  
 HFS 255 Competitive Strength Training and Exercise (2) satisfies Living Well competency OR  
 HFS 265 Personal Training and Exercise (2)  
 HFS 220 Personal and Community Health Concerns (3)  
 NTR 225 Fundamentals of Nutrition (3)

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.

### **Speech-language Pathology and Audiology**

The Speech-language Pathology and Audiology (SLPA) program at Bluffton University prepares students for graduate study and professional practice as speech therapists or audiologists. Earning a bachelor's degree in SLPA at Bluffton University is the first step toward becoming a professional clinician. Graduates of the SLPA program at Bluffton University typically go on to pursue either a two-year master's program in speech-language pathology or a three-to-four year doctoral program in audiology. Professional speech therapists and audiologists must be licensed by the state in which they work.

Speech therapists and audiologists work with many different populations in many different settings, from infants in the NICU to elderly residents of the nursing home. We assess and treat individuals with a variety of communication or swallowing disorders including speech, language, voice, hearing, social communication, cognitive-communication, fluency and alternative communication. Our goal at Bluffton is to expose students to each of these domains while incorporating the Bluffton values of discovery, respect, community and service.

Bluffton SLPA students graduate with confidence in their knowledge

of the foundations of our field, and meet all of the prerequisites required for graduate study including at least twenty-five hours of clinical observation time.

At Bluffton, we understand that the heart of our job is service to others. Much of what makes us human is our ability to communicate with one another, and SLPA graduates will help people do just that.

### **SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY MAJOR**

(62 hours)

Core courses (39 hours):

- SLPA 101 Introduction to Speech-Language Pathology and Audiology (3)
- SLPA 210 Anatomy and Physiology of the Speech Mechanism (3)
- SLPA 216 Phonetics (3)
- SLPA 220 Speech and Hearing Science (3)
- SLPA 305 Articulation and Phonology (3)
- SLPA 310 Professional Issues and Ethics in SLPA (3)
- SLPA 343 Neuroscience of Communication (3)
- SLPA 344 Audiology (3)
- SLPA 345 Aural Rehabilitation (3)
- SLPA 370 Clinical Practice: Observation (3)
- SLPA 384 Speech Disorders across the Life Span (3)
- SLPA 385 Language Disorders across the Life Span (3)
- SED 235 Language Development for Diverse Learners (3)

- Cognate courses (23 hours):
- BIO 230 Anatomy and Physiology 1 (4) satisfies Scientific Inquiry competency
- COM 195 Interpersonal Communication (3) satisfies Speaking and Listening competency
- ENG 252 Linguistics (3)
- PHY 105 The Physical World (4)
- PSY 235 Developmental Psychology (3)
- PSY 284 General Statistics (3) satisfies Critical Analysis competency
- SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

### **SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY MINOR**

(18 hours)

Required courses:

- SLPA 101 Introduction to Speech-Language Pathology and Audiology (3)
- SLPA 210 Anatomy and Physiology of the Speech Mechanism (3)
- SLPA 216 Phonetics (3)
- SLPA 220 Speech and Hearing Science (3)
- SED 235 Language Development for Diverse Learners (3)

One of:

- SLPA 384 Speech Disorders across the Life Span (3)
- SLPA 385 Language Disorders across the Life Span (3)

# HISTORY AND RELIGION

## History

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. The department's aim is the development of specific competencies such as 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 international studies, history majors may choose to minor in this area - 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 340: Regional and National Studies or HIS 210: World History 1 or HIS 212: World History 2 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 minor. 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.

In addition to the course requirements, all seniors will take a comprehensive examination covering all the subjects they have studied in history.

The department welcomes non-majors in all of its courses.

## HISTORY MAJOR

(39 hours)

Core interdisciplinary requirement:  
REL 276 War, Peace and

Nonviolence (3) satisfies Religious Understanding competency

Core courses: (18 hours)

HIS 200 Foundations of American Civilization (3) satisfies Exploring the Past competency

HIS 201 The Making of Contemporary America (3) satisfies Exploring the Past competency

HIS 210 World History 1 (3) satisfies Exploring the Past competency

HIS 212 World History 2 (3) satisfies Exploring the Past competency

HIS 300 History: Theory and Application (3)

HIS 400 Research Seminar (3)

U.S. History

Choose 9 hours from the following:

HIS 252 Ohio and the Old Northwest (3)

HIS 301 Studies in American History (3)  
HIS 305 African American History (3)  
HIS 310 US Women's History (3)  
HIS 320 Civil War and Reconstruction (3)  
HIS 325 The Great Depression and World War II (3)  
HIS 380 History Internship (2-4)  
HIS 390 Independent Study in History (3)

#### World History

Choose 9 hours from the following:

HIS 302 Studies in European History (3)  
HIS 312 European Women's History (3)  
HIS 329 World War I and the Rise of Extremism (3)  
HIS 331 Nazi Germany and the Holocaust (3)  
HIS 332 Cold-War Germany and Europe (3)  
HIS 340 Regional/National Studies (3)  
HIS 345 Food: A History (3)  
HIS 359 Mennonite History and Thought (3)  
HIS 390 Independent Study in History (3)  
REL 275 History of Christianity (3)

Elective options: Students pursuing A/ YA licensure may substitute PLS 100 Introduction to Politics (3) or PLS 251 American Political Process (3) for one upper-level history elective in either American or world history.

#### MINORS

There are three possible minors in history in the separate areas of history, international studies and pre-law. History majors may have a minor in international studies,

provided the student adheres to guidelines outlined above. Minors include the courses listed below:

#### HISTORY MINOR

(18 hours)  
HIS 200 Foundations of American Civilization (3)  
HIS 201 The Making of Contemporary America (3)  
HIS 300 History: Theory and Application (3)

Choose one of the following:

HIS 210 World History 1 (3) OR  
HIS 212 World History 2 (3) OR  
HIS 340 Regional and National Studies (3)

Choose two of the following:

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)  
HIS 312 European Women's History (3)  
HIS 320 Civil War and Reconstruction (3)  
HIS 359 Mennonite History and Thought (3)

#### INTERNATIONAL STUDIES MINOR

(18 hours)  
Core: 12 hours  
HIS 340 Regional and National Studies (3)  
HIS 340 Regional and National Studies (3) (second topic) OR  
HIS 210 World History 1 (3) OR  
HIS 212 World History 2 (3)  
PLS 272 Global Politics and International Relations (3)  
PLS 285 Comparative Politics (3)

Electives: 6 hours  
ECN 371 International Trade and Investment (3)  
ECN 382 Economic Development and the Environment (3)  
GEO 111 Principles of Geography (3)  
Selected cross-cultural semester study abroad programs

### **PRE-LAW MINOR**

(18 hours)

CRJ 345 Restorative Justice: Theory and Practice (3) OR  
CRJ 340 Conflict Transformation and Mediation (3)  
COM 212 Argumentation and Advocacy (3)  
CRJ 180 Law, Justice and Society (3)  
CRJ 303 Constitutional Law (3)  
CRJ 310 Criminal Law and Procedure (3)  
ENG 205 Creative Writing: Nonfiction (3) OR  
ENG 207 Professional and Technical Writing (3)

Strongly recommended courses:

Economics: ECN 141  
Macroeconomics (3)

Elective in Political Science or History: take one of the following: (3)

Political Science: PLS 385 Political Science Internship

History: HIS 300 History: Theory and Application (3) or any upper level history course (excluding HIS 400)

Ethics: REL 274 Christian Ethics (3)

### **ADOLESCENT/YOUNG ADULT LICENSURE IN INTEGRATED SOCIAL STUDIES**

(79 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) satisfied Exploring the Past competency  
HIS 201 The Making of Contemporary America (3)  
HIS 210 World History 1: Global Foundations (3)  
HIS 212 World History 2: The Age of Global Contact (3)  
HIS 300 History: Theory and Application (3)  
ECN 141 Principles of Macroeconomics (3) satisfies Understanding Self and Society competency  
ECN 142 Principles of Microeconomics (3)  
GEO 111 Principles of Geography (3)  
PLS 100 Introduction to Political Science (3)  
PLS 251 American Political Process (3)  
PSY 110 Introduction to Psychology (3)  
SOC 152 Introduction to Sociology (3)  
SOC 162 Anthropology (3)  
COM 120 Communication for the Common Good (3)

Required professional education courses:

EDU 200 Introduction to Teaching in a Diverse Society (3)  
EDU 205 Field Experience (1)  
EDU 220 Curriculum and Assessment (2)  
EDU 303 Computers and Technology in Education (2)  
EDU 305 Content Area Literacy/General Methods (3)

EDU 332 Social and Philosophical Issues in Education (3)  
 EDU 333 Urban Education Seminar (1)  
 EDU 353 Educational Psychology and Instructional Practices (3)  
 SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)  
 EDU 403 Adolescent/Young Adult Special Methods: Social Studies (2)  
 EDU 415 Special Methods 2 (2)  
 EDU 425 Leadership Seminar (2)

All of the previously listed professional education courses, plus the completion of all licensure area coursework, are prerequisites for student teaching:

EDU 451 Student Teaching: Adolescent/Young Adult (10)

## Religion

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 a major in Bible and theology, two minors (Bible and theology and Youth ministry) and an interdisciplinary program (Communication in Church Organizations 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.

## BIBLE AND THEOLOGY MAJOR (38 hours)

The major in Bible and theology serves the needs of a variety of students. As a Bible and theology 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 also provides an excellent foundation for those interested in vocations such as youth ministry, parachurch ministries, non-profit organizations or further graduate studies in religion. Bible and theology is also an excellent complement to another major.

The major is designed in such a way to allow students the ability to construct their own version of the major that best meets their vocational goals and interests. Majors are encouraged to minor in another discipline or consider a double major in areas such as psychology, communication, English or sport management.

Choose 24 hours from the following courses:

- REL 250 Introduction to Old Testament (3) OR  
REL 252 Introduction to New Testament (3)  
Both satisfy Religious Understanding competency.  
REL 273 Christian Theology (3) OR  
REL 274 Christian Ethics (3)  
REL 115 World Religions (3)  
REL 230 Christian Worship (3)  
REL 242 Spiritual Disciplines in the Life of the Church (3)  
REL 248 Principles of Youth Ministry (3)  
REL 275 History of Christianity (3)  
REL 276 War, Peace and Nonviolence (3)  
REL 334 Foundations in Christian Ministry (3)  
REL 359 Mennonite History and Thought (3)

The following courses (and the corresponding prerequisites above):

- REL 245 Spiritual Formation (3)  
REL 312 Exegetical Studies (3)  
REL 320 Historical and Theological Studies (3)  
REL 322 Methods of Biblical Interpretation (3)  
REL 385 Religion Practicum (1)  
REL 395 Religion Seminar (1)

## MINORS

Minors enable students to explore a selected area in religion while devoting the majority of their academic program to another discipline.

### BIBLE AND THEOLOGY MINOR

(18 hours)

Choose 12 hours from the following courses:

- REL 115 World Religions (3)  
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 275 History of Christianity (3)  
REL 276 War, Peace and Nonviolence (3)  
REL 359 Mennonite History and Thought (3)

Choose 6 hours from the following courses:

- REL 312 Exegetical Studies (3)  
REL 320 Historical and Theological Studies (3)  
REL 322 Methods in Biblical Interpretation (3)

### PEACE AND CONFLICT STUDIES MINOR

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;
- 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.

### **MINOR**

(18 hours)

Core: (12 hours)

PLS 272 Global Politics and International Relations (3)

REL 276 War, Peace and Nonviolence (3)

SOC 330 Social Justice and Social Change (3)

CRJ 340 Conflict Transformation/ Mediation (3)

Choose one from the following:  
(3 hours)

NSC 107 Global Climate Change (3) (with a major project related to peace and conflict studies)

COM 195 Interpersonal Communication (3)

REL 115 World Religions (3)

SOC 225 Race and Ethnic Relations (3)

SPA 244 Spanish Conversation:

Conflict and Social Change in the Spanish Speaking World (3)

PSY 258 Social Psychology (3)

PHL 310 Global Health (3)

CRJ 345 Restorative Justice Theory and Practice (3)

ECN 388 Economic Development and the Environment (3)

THE 136 Theatre for Social Change (3)

Required capstone course: (3 hours)

PCS 380 Project (3)

In conjunction with the Washington Community Scholars' Center program, students may obtain the PCS minor by completing PLS 272 Global Politics and International Relations, REL 276 War, Peace and Nonviolence and SOC 330 Social Justice and Social Change (if offered, or an approved substitution if not).

### **YOUTH MINISTRY MINOR**

(20 hours)

REL 230 Christian Worship (3)

REL 242 Spiritual Disciplines in the Life of the Church (3)

REL 245 Spiritual Formation (3)

REL 248 Principles of Youth Ministry (3)

REL 250 Introduction to Old Testament (3) OR

REL 252 Introduction to New Testament (3)

REL 334 Foundations of Christian Ministry (3)

REL 385 Religion Practicum (1)

REL 395 Religion Seminar (1)



# MATHEMATICAL AND NATURAL SCIENCES

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## Biology

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 biological research or other 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, pre-medicine, or a double major consisting of a combination of two of these majors.

### MAJOR

(64 hours)

Required biology courses:

BIO 135 Botany (4) satisfies Scientific Inquiry competency

BIO 205 Invertebrate Zoology (4)

BIO 230 Human Anatomy and Physiology 1 (4)

BIO 231 Human Anatomy and Physiology 2 (4)

BIO 301 Microbiology (4)

BIO 303 Genetics (4)

BIO 315 Immunology (3)

BIO 330 General Ecology (4)

BIO 335/CEM 335 Cell Biology/Cell Biochemistry (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 and a course in statistics are often recommended.

### MINOR

(18-20 hours)

Select five of the following courses:

BIO 135 Botany (4)

BIO 205 Invertebrate Zoology (4)

BIO 230 Human Anatomy and Physiology 1 (4)

BIO 231 Human Anatomy and Physiology 2 (4)

BIO 301 Microbiology (4)

BIO 303 Genetics (4)

BIO 315 Immunology (3)

BIO 330 General Ecology (4)

BIO 335/CEM 335 Cell Biology/Cell Biochemistry (4)

CEM 341 Biochemistry (3)

Students must complete the prerequisite chemistry course or courses required for the particular courses they select from the above list or provide evidence to the professor teaching the course that they have sufficient chemistry background to be successful in the course.

At least two of the courses chosen from the above list must not be requirements for the student's major or for another minor the student is pursuing.

## Chemistry

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, medical 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.

### MAJOR

(52 hours)

Required chemistry courses:

CEM 121 General Inorganic Chemistry 1 (5) satisfies Scientific Inquiry competency

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, MAT 230 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.

### MINOR

(22-24 hours)

Core requirements:

CEM 121 General Inorganic Chemistry 1 (5)

CEM 122 General Inorganic Chemistry 2 (5)

CEM 221 Organic Chemistry 1 (4)

Select two courses from the following:

CEM 222 Organic Chemistry 2 (4)

CEM 230 Analytical Chemistry (4)

CEM 326 Physical Chemistry 1 (5)

CEM 327 Physical Chemistry 2 (5)

CEM 330 Advanced Inorganic Chemistry (4)

CEM 360 Instrumental Analysis (4)

Note on double-counting: if any or all of the three courses in the core requirements list are required for the student's major, they can be counted for both the major and the

chemistry minor. However, the two courses chosen from the second list cannot be the same as any chemistry courses required for the student's major or for any other minor.

## Mathematics

The mathematics 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 early childhood and intervention specialist majors.

### 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) satisfies

Critical Analysis competency  
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 1 (alternate year) (3)  
CPS 108 Computer Programming (3)  
CPS 320 and PHY 211 are strongly recommended for all mathematics majors.

Restrictions and alternatives —  
MAT 390 may be considered as an elective in mathematics and is repeatable as distinct investigations. At least one upper level mathematics course 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.

### 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: (37 hours)

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 220 Curriculum and Assessment (2)

EDU 305 Content Area Literacy/General Methods (3)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 333 Urban Education Seminar (1)

EDU 353 Educational Psychology and Instructional Practices (3)

MAT 380 Mathematics and Methods Seminar (2)

SED 228 Introduction to Students with Mild/Moderate Educational Needs (3)

EDU 404 Adolescent/Young Adult Special Methods: Mathematics (2)

All of the previously listed professional education courses, plus the completion of all licensure area coursework, are prerequisites for student teaching:

EDU 415 Special Methods 2 (2)

EDU 425 Leadership Seminar (2)

EDU 451 Student Teaching: Adolescent/Young Adult (10)

## **MINORS**

### **MATHEMATICS MINOR**

(19 hours)

Required:

MAT 135 Calculus 1 (5)

MAT 136 Calculus 2 (5)

Electives:

Select at least three of the following mathematics courses, with at least one numbered above 300, for a minimum total of 9 semester hours. Substitutions with other upper level mathematics courses will be considered in special cases.

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)

CPS 320 Numerical Analysis (3)

### **COMPUTER SCIENCE MINOR**

(18-19 hours)

The computer science minor allows students desiring a computer background within another major to obtain a solid foundation in the field.

Required computer science courses: (12 hours)

CPS 108 Computer Programming (3)

CPS 112 Object Oriented Programming with Applied Data Structures (3)

CPS 322 Database Systems (3)

CPS 343 Network and Systems Administration (3)

Two additional courses must be taken from the following list: (6-7 hours)

CPS 320 Numerical Analysis (3)

CPS 333 Systems Programming (3)

## CPS 352 Digital Electronics and Computers (4)

If the student's major requires any of the above courses, those courses can count for both the major and the computer science minor.

## Medical Laboratory Science

To become a certified medical laboratory scientist, students take three years of courses in biology, chemistry and mathematics at Bluffton. Then, for the fourth year (12 months) students take courses at Ohio Northern University, which administers the West Central Ohio Medical Laboratory Science Program (WCOMLS), and do clinical rotations in affiliated hospital laboratories. WCOMLS is the only nationally accredited MLS program run by a private school in the state of Ohio. After completing the coursework, students will sit for the American Society for Clinical Pathology Board of Certification Exam.

### MAJOR

Bluffton courses: (47 hours)  
BIO 230 Human Anatomy and Physiology 1 (4)  
BIO 231 Human Anatomy and Physiology 2 (4)  
BIO 301 Microbiology (4)  
BIO 303 Genetics (4)  
BIO 315 Immunology (3)  
BIO 335 Cell Biology (4)  
BUS 284 General Statistics (3)  
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 341 Biochemistry (3)

Courses offered through West Central Ohio Medical Laboratory Science Program (WCOMLS) at Ohio Northern University:  
(41 hours)

MLS 4601 Foundations of MLS (3)  
MLS 4611 Professional Practice and Development (3)  
MLS 4621 Biological Fluids (4)  
MLS 4641 Hematology and Hemostasis (4)  
MLS 4651 Blood Banking and Transfusion Science (4)  
MLS 4661 Medical Chemistry (4)  
MLS 4691 Medical Hematology Practicum (4)  
MLS 4701 Blood Bank Practicum (4)  
MLS 4711 Medical Chemistry Practicum (3)  
MLS 4721 Medical Microbiology Practicum (4)  
MLS 4921 Capstone Experience (1)  
MLS 4941 Capstone Seminar (1)  
BIOL 3201 Immunology Laboratory (1)  
BIOL 4961 Clinical Microbiology Laboratory (1)

MLS Enrichment Course  
(one of the following 3 hours):  
BIOL 3231 Introduction to Virology (3)  
BIOL 3251 Pharmacology (3)  
BIOL 3621 Parasitology (3)  
BIOL 3921 Practical Toxicology (3)  
PLSC 2601 Health Policy (3)

## Physics

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 and graduate engineering programs.

## MAJOR

(51 hours)

Required physics courses:

- PHY 202 Astronomy (4) satisfies Scientific Inquiry competency
- 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.

## Pre-engineering

This major is designed to cover the relevant portions of physics, chemistry and mathematics for students interested in mechanical and civil engineering. Students wishing to study other engineering field should also take electives from chemistry, biology, computer science, etc.

## MAJOR

(55 hours)

- CEM 121 General Inorganic Chemistry 1 (5) satisfies Scientific Inquiry competency
- CEM 122 General Inorganic Chemistry 2 (5)
- PHY 150 Engineering Seminar (1)
- PHY 211 Physics for Scientists and Engineers 1 (5)
- PHY 212 Physics for Scientists and Engineers 2 (5)
- PHY 326 Thermal/Modern/Nuclear/Quantum Physics 1 (5)
- PHY 340 Engineering Statics (3)
- PHY 360 Linear Electronics (4)
- PHY 375 Analytical Mechanics (3)
- MAT 135 Calculus 1 (5) satisfies Critical Analysis competency
- MAT 136 Calculus 2 (5)
- MAT 225 Multivariate Calculus (3)
- MAT 350 Differential Equations (3)
- CPS 108 Introduction to Programming (3)

## Pre-medicine

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**

(69 hours)

Chemistry courses:

- CEM 121 General Inorganic Chemistry 1 (5) satisfies Scientific Inquiry competency
- 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 230 Human Anatomy and Physiology 1 (4)
- BIO 231 Human Anatomy and Physiology 2 (4)
- BIO 301 Microbiology (4)

- BIO 303 Genetics (4)
- BIO 315 Immunology (3)

Mathematics courses:

- MAT 135 Calculus 1 (5)
- MAT 136 Calculus 2 (5)

## **Pre-physical therapy**

### **MAJOR**

(56 hours)

- BIO 230 Human Anatomy and Physiology 1 (4) satisfies Scientific Inquiry competency
- BIO 231 Human Anatomy and Physiology 2 (4)
- CEM 121 General Inorganic Chemistry 1 (5)
- CEM 122 General Inorganic Chemistry 2 (5)
- HFS 310 Kinesiology (3)
- HFS 320 Exercise Physiology (3)
- MAT 135 Calculus 1 (5) satisfies Critical Analysis competency
- PHY 211 Physics for Science and Engineering 1 (5)
- PHY 212 Physics for Science and Engineering 2 (5)
- PSY 110 Introduction to Psychology (3)
- Choose two of the following biology courses:
  - BIO 303 Genetics (4)
  - BIO 335 Cell Biology (4)
  - BIO 301 Microbiology (4)

Choose one of the two statistics courses:

- BUS/PSY/SOC 284 General Statistics (3)
- MAT 340 Probability and Statistics (3)

Choose one from two additional psychology courses:

- PSY 235 Developmental Psychology (3)
- PSY 250 Abnormal Psychology (3)

# MUSIC

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We believe that music represents a basic need and desire of all peoples; study of the musical arts involves and develops perceptual, cognitive, affective and psychomotor skills, while fostering creativity. Whereas musical experiences must enable a person to respond, act and understand in a responsible and meaningful manner, we believe that music is an integral part of the total liberal arts experience and is an emphatic expression of that which makes education worthwhile.

As a department within a church-related liberal arts university, the music department hopes to meet students at their current musical levels and push them to a new understanding of music and its importance in a balanced lifestyle. Goals for our students include maximum development of their academic and musical abilities; recognition of the importance of meaning and faith in relation to music, as either vocation or avocation; cultivation of a spirit of cooperation, rather than competition; and preparation for success and continued learning in contemporary society.

We believe that performance is central to the musical experience. It is our goal to motivate students to achieve the highest levels of proficiency in performance through the presentation of a wide variety of musical events including recitals, departmental performances and concerts, and through recital/concert attendance and performance requirements.

For the general student it is our objective to provide opportunities to study music as one of the representative arts in world culture and the global community; to provide opportunities to develop performance skills for use throughout life; to provide ensemble settings in which to use the skills and knowledge while in the university; and to understand and appreciate a variety of musical styles with a continued desire to broaden their musical horizons throughout their lives.

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.

## CREDIT HOUR

The music department uses the university's credit hour definition as a guiding principle in its academic courses. However, due to the complex nature of the department's course structure, it is necessary to further explain credit hours from the perspective of certain classifications of the department's courses.

- a. **Applied lessons.** Applied lessons may be taken for either 1 or 2 credit hours. 1 hour credit = 30 minute lesson per week plus one, 15-minute coaching with our staff collaborative pianist, 6 hours of practice required per



week; 2 hours credit = 60-minute lesson per week with one, 30-minute coaching with our staff collaborative pianist, 12 hours of practice required each week. Each major taking applied lessons is required to attend departmental recitals and studio classes held regularly throughout the semester as part of their private study.

b. **Ensemble classes.** Large ensembles are variable credit: either 0 or .5. The amount of credit that the student enrolls in is dependent upon the student's total credit load for a particular semester. Students registered for under 17 hours in a semester will automatically be registered in the "credit" section of an ensemble. Chamber ensembles are variable credit: either 0 or .5 and the amount chosen is the student's prerogative. Note: Students at Bluffton University are charged an additional fee for any credit amount over 17 credits per semester and the variable credit option is intended to assist them with their financial need to stay below the cap as well as have multiple varied ensemble experiences.

c. **Academic courses.** Bluffton University's definition of a credit hour is the rule that the department follows for its academic courses. Examples of academic courses in the department are courses which can come from music theory, music education, and musicology.

d. **Other skill-based courses.** Many other courses in the department that focus on developing a skill on a secondary instrument, like

keyboard skills, meet 2-3 times per week for 1 credit.

## MAJORS

For music 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 majors may choose to focus their studies in one of the following concentration areas: business, music ministry, performance studies or piano pedagogy.

Designed to help prepare students for careers in music retailing/arts administration, music ministry, music performance, music in a healthcare-related field and piano instruction, each concentration maintains a common curricular core of music theory and history, piano and applied area study.

Although most students will choose one area of concentration, up to two areas of concentration may be completed. Music education majors may also elect to add one of the above areas of concentration to their degree program.

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**

(total 25 hours + piano proficiency + concentration)

The following courses are required: (22 hours)

MUS 135 Intro to Music (3) satisfies

Critical Analysis competency

MUS 147 Aural Skills 1 (2)

MUS 148 Music Theory 1 (2)

MUS 205 Aural Skills 2 (2)

MUS 206 Music Theory 2 (2)

MUS 207 Music Theory 3 (3)

MUS 321 Music History 1 (3)

satisfies Exploring the Past competency

MUS 322 Music History 2 (3)

MUS 401 Music Seminar (2)

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)

satisfies Creative Expression competency

MUS 022 Jazz Ensemble (.5)

satisfies Creative Expression competency

MUS 023 Lima Symphony

Orchestra (.5)

MUS 024 University Chorale (.5)

satisfies Creative Expression competency

MUS 033 Camerata Singers (.5)

MUS 034 Choral Society (.5)

Piano proficiency: (variable hours until proficiency is passed)

MUS 101 Applied Piano (up to 4 hours) satisfies Creative Expression competency OR  
MUS 121 Functional Piano 1 (1 hour) and MUS 122 Functional Piano 2 (1 hour)

Recitals:

All majors are required to enroll in MUS 100 Music Recital/Lab (CR/NC) each semester and must pass 6 semesters of the course for graduation.

MUS 300 Junior Recital (CR/NC) is taken during the second semester of the junior year.

## **CONCENTRATIONS**

All majors must choose one of the following:

### **GENERAL STUDIES**

**CONCENTRATION:** (18-20 hours)

Senior recital is waived

Music electives (10-12 hours)

MUS 116 Voice Methods (2)

(required for voice principals, in addition to 10 hours electives)

Major applied area (8 hours

including piano, at least 6 hours must be with major instrument):

MUS 101 Applied Piano; satisfies Creative Expression competency

MUS 103 Applied Strings; satisfies Creative Expression competency

MUS 105 Applied Voice; satisfies Creative Expression competency

MUS 106 Applied Organ; satisfies Creative Expression competency

MUS 107 Applied Brass; satisfies Creative Expression competency

MUS 108 Applied Percussion; satisfies Creative Expression competency

MUS 109 Applied Woodwinds

MUS 110 Applied Guitar

**CONCENTRATION IN BUSINESS:**

(24-26 hours)

Senior recital is waived

MUS 116 Voice Methods (2)

(required only for voice principals)

MUS 161 Digital Music (3)

MUS 402 Music Practicum (1)

ECN 141 Principles of

Macroeconomics (3) satisfies

Understanding Self and Society competency

ACT 151 Principles of Accounting 1 (3)

MGT 354 Principles of Management (3)

MKT 356 Principles of Marketing (3)

Applied music (8 hours, up to 4 hours for piano proficiency, then choice of major area):

MUS 101 Applied Piano

MUS 103 Applied Strings

MUS 105 Applied Voice

MUS 106 Applied Organ

MUS 107 Applied Brass

MUS 108 Applied Percussion

MUS 109 Applied Woodwinds

MUS 110 Applied Guitar

**CONCENTRATION IN MUSIC**

**MINISTRY:** (27-29 hours)

MUS 116 Voice Methods (2)

(required only for voice principals)

MUS 141 Beginning Conducting (2)

MUS 161 Digital Music (3)

MUS 231 Music Ministry (2)

MUS 400 Senior Recital (CR/NC)

MUS 402 Music Practicum (1)

REL 230 Christian Worship (3)

REL 334 Foundations of Christian Ministry (3) satisfies Religious Understanding competency

One of the following:

THE 224 Drama in Education (3)

THE 257 Performance Studies (3)

Applied music (10 hours, up to 4 hours for piano proficiency):

Must include a minimum of two hours in two 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)

**CONCENTRATION IN PERFORMANCE STUDIES:**

(20-21 hours)

MUS 395 Music Literature (2)

MUS 400 Senior Recital (CR/NC)

One of the following as related to major applied area: (2-3 hours)

MUS 113 String Methods (2)

MUS 116 Voice Methods (2)

MUS 117 Brass Methods (3)

MUS 118 Percussion Methods (2)

MUS 119 Woodwind Methods (3)

Applied music (16 hours, up to 2 hours for piano proficiency):

MUS 101 Applied Piano

MUS 103 Applied Strings

MUS 105 Applied Voice

MUS 106 Applied Organ

MUS 107 Applied Brass

MUS 108 Applied Percussion

MUS 109 Applied Woodwinds

MUS 110 Applied Guitar

**CONCENTRATION IN PIANO**

**PEDAGOGY:** (22-23 hours)

MUS 311 Piano Pedagogy Elem Methods (2)

MUS 312 Piano Pedagogy Intermediate, Advanced Methods (2)

MUS 395 Music Literature (2)

MUS 400 Senior Recital (CR/NC)

MUS 402 Music Practicum (1-2)

PSY 110 Introduction to Psychology (3)

Applied music (may include piano proficiency)

MUS 101 Applied Piano (12)

## MUSIC EDUCATION

(62 hours, plus piano proficiency and 36 hours education hours licensure)

MUS 113 String Methods (2)

MUS 116 Voice Methods (2)

MUS 117 Brass Methods (3)

MUS 118 Percussion Methods (2)

MUS 119 Woodwind Methods (3)

MUS 135 Intro to Music (3) satisfies

Critical Analysis competency

MUS 147 Aural Skills 1 (2)

MUS 148 Music Theory 1 (2)

MUS 205 Aural Skills 2 (2)

MUS 206 Music Theory 2 (2)

MUS 207 Music Theory 3 (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 Arranging (2)

MUS 329 Music Teaching Methods:

Early Childhood (3)

MUS 340 Marching Band Methods

(2) - optional

MUS 350 Music Teaching Methods:

Instrumental (3)

MUS 352 Music Teaching Methods:

Choral and General Music (3)

MUS 401 Music Seminar (2)

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 022 Jazz Ensemble (.5)

MUS 023 Lima Symphony

Orchestra (.5)

MUS 024 University Chorale (.5)

MUS 033 Camerata Singers (.5)

MUS 034 Choral Society (.5)

MUS 035 Gospel Choir (.5)

Piano proficiency (variable hours until proficiency is passed)

Must register for the following each semester until piano proficiency requirements are completed:

MUS 101 Applied Piano (2 hours) OR

MUS 121 Functional Piano 1 (1

hour) and MUS 122 Functional

Piano 2 (1 hour)

Applied music (9 hours)

MUS 101 Applied Piano

MUS 103 Applied Strings

MUS 105 Applied Voice

MUS 106 Applied Organ

MUS 107 Applied Brass

MUS 108 Applied Percussion

MUS 109 Applied Woodwinds

MUS 110 Applied Guitar

Recitals

All majors are required to enroll in MUS 100 Music Recital/Lab (CR/NC) each semester and must pass 6 semesters of the course for graduation.

MUS 300 Junior Recital (CR/NC)

is taken during the second semester of the junior year.

Education licensure courses: (36 hours)

EDU 200 Introduction to Teaching in a Diverse Society (3)

EDU 205 Field Experience (1)

EDU 220 Curriculum and

Assessment (2)

EDU 353 Educational Psychology and Instructional Practices (3)

EDU 332 Social and Philosophical Issues in Education (3)

EDU 333 Urban Education Seminar (1)

EDU 305 Content Area Literacy (3)

PSY 110 Introduction to Psychology (3)

SED 228 Introduction to Education of Students with Mild and Moderate Educational Needs (3)  
EDU 415 Special Methods 2 (2)  
EDU 425 Leadership Seminar (2)  
EDU 452 Student Teaching: Multi-age (10)

## **All Music and Music Education Majors**

### PERFORMANCE REQUIREMENTS

All music and music education majors must successfully complete the following performance requirements:

- Ensembles: Music 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 student teaching. 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.

### **MUSIC MINOR**

(20 hours)

Music theory I (9 hours)  
MUS 135 Intro to Music (3)  
MUS 147 Aural Skills 1 (2)  
MUS 148 Music Theory 1 (2)  
MUS 205 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 024 University Chorale (.5)  
MUS 033 Camerata Singers (.5)  
MUS 034 Choral Society (.5)

Electives in Music (0-5 hours)

Any music courses not included in the above categories to total the required 20 hours in music.

## Worship arts

### WORSHIP ARTS MINOR

(20 semester hours)

Art (3 hours)

ART 202 Design 1 (3)

Music theory / core (8 hours)

MUS 135 Intro to Music (3)

MUS 148 Music Theory 1 (2)

MUS 231 Music Ministry (2)

MUS 402 Practicum (on campus – music focused) (1)

Performance studies (2 hours)

MUS 101 Applied Piano (1+1)

MUS 105 Applied Voice (1+1)

MUS 106 Applied Organ (1+1)

MUS 110 Applied Guitar (1)

MUS 112 Beginning Guitar (1)

Religion (4 hours)

REL 273 Christian Theology (3) OR

REL 334 Foundations of Christian Ministry (3)

REL 385 Practicum (on campus– theology based) (1)

Theatre (3 hours)

THE 257 Performance studies (3)

# SOCIAL SCIENCES AND SOCIAL WORK

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## Criminal justice

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. 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 55 hours.

### MAJOR

(55 hours)

Required courses: (46 hours)

CRJ 180 Law, Justice and Society

(3) satisfies Understanding Self and Society competency

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 325 Interventions in Corrections (3)

CRJ 340 Conflict Transformation and Mediation (3)

CRJ 345 Restorative Justice Theory and Practice (3)

CRJ 350 Law Enforcement: Theory and Practice (3)

CRJ 360 The Justice Professional Seminar 1 (3)

CRJ 414 Social Science Seminar (1)

ECN 141 Principles of Macroeconomics (3)

PSY 110 Introduction to Psychology (3)

PSY 250 Abnormal Psychology (3)  
SOC 152 Introduction to Sociology  
(3)  
SOC 360 Basics of Social Research  
(3)

Electives from the following: (9 hours)

Justice and justice related issues  
electives: (at least 3 hours)

CRJ 310 Criminal Law and  
Procedure (3)  
CRJ 320 Family Violence (3)  
CRJ 380 Integrative Studies in the  
Criminal Justice System (3)  
PLS 100 Introduction to Politics (3)  
PSY 235 Developmental  
Psychology (3)  
PSY 258 Social Psychology (3)  
PSY 310 Personality (3)  
SOC 225 Race and Ethnicity in  
American Society (3)  
SWK 141 Social and Economic  
Justice (3)

Restorative electives: (at least 3  
hours)

PLS 272 Global Politics (3)  
PSY 412 Psychology, Faith and  
Ethics (3)  
REL 276 War, Peace and  
Nonviolence (3)

## **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)

## **Psychology**

Are you curious about how personality is formed? About the causes of mental health disorders and how to best treat them? How children develop? Healthy aging? The importance of sleep? Best ways to manage stress? Reasons why we sometimes forget what we want to remember but keep remembering what we would rather forget? Motivations behind criminal behavior? Why people's behavior varies depending on the situation they are in? These and many other exciting questions are addressed within the discipline of psychology, which is the scientific study of the mind and behavior.

Many students are interested in taking psychology classes, but they are not sure what career choices await them if they major in psychology. The bachelor's degree in psychology at Bluffton prepares students for either graduate school or the job market upon graduation. Bluffton graduates have gone on to master's degree programs in mental health counseling, doctoral programs in clinical or counseling psychology, and, for those students who double-major in social work, many have gone on to earn master's degrees in social work. In regards to the job market, Bluffton graduates often work as case managers and psychology aides in mental health agencies, residential treatment facilities, and group homes. Others work in non-profit agencies, like the Red Cross and United Way, in early childhood education centers, and in human resources occupations. Students who double-major in psychology

and criminal justice often go on to jobs in law enforcement. Students who pair their psychology major with a major in Bible and Theology often go on to church-related or service-related careers. Every student's path is unique, and the psychology program at Bluffton works individually with students to craft their own journey.

The psychology major offers a variety of theoretical and applied courses to provide students with a broad, fundamental understanding of psychology's main sub-fields with an emphasis on the scientist-practitioner approach. The goal of this approach is for students to gain an appreciation for the importance of empirical research, to teach students how to apply research findings to practical life problems, and for students to gain practical interpersonal and communication skills that will help them become effective and successful leaders no matter their career path.

Central to the coursework and experiences in the psychology major is an appreciation for human diversity and an emphasis on personal growth and self-awareness. Students are expected to explore personal biases and strive to develop empathy and an ability to take another's perspective non-judgmentally. Discussion-based learning is used to promote engagement and ownership in the learning process. Students are encouraged to explore their faith beliefs and personal value systems, and they develop the ability to integrate their beliefs into their classroom learning.

The psychology curriculum is sized to allow students to complete either a second major or a minor. Psychology majors often complement their learning with areas such as social work, criminal justice, sociology, business administration, English and writing, education, nursing, speech pathology, or pre-physical therapy. The psychology program also partners with Bluffton's Art Department to offer a major in pre-art therapy. Students are assigned academic advisors in both Art and Psychology, and graduates are prepared for entry into master's degree programs in art therapy.

Each psychology major conducts at least one research project in which they learn how to collect and analyze data, write a formal research report, and present their findings. Students planning on graduate school can conduct additional research projects through independent studies and honors projects. Students often present their research results at both on-campus research fairs and off-campus research conferences.

Opportunities for practicum or internship placements are also available. In addition, students in Bluffton's psychology major have a strong history of participation in the Washington Community Scholars' Center (WCSC) program, through which students live and study for an entire semester in Washington, D.C. Students have completed internships at the American Psychological Association, at mental health treatment facilities, and at other agencies in the D.C. area.



## MAJOR

(43 hours)

Courses in the psychology major introduce students to the diverse field of psychology, develop within students the 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.

Required core: (40 hours)

PSY 110 Introduction to Psychology (3)

PSY 230 Tests and Measurements (3)

PSY 235 Developmental Psychology (3)

PSY 250 Abnormal Psychology (3)

PSY 258 Social Psychology (3)

PSY 284 General Statistics (3)

PSY 310 Personality (3)

PSY 315 Biological Psychology (3)

PSY 325 Special Topics in Psychology (3)

PSY 360 Basics of Social Research (3)

PSY 370 Psychology of Learning and Cognition (3)

PSY 403 Research Seminar (3)

PSY 412 Psychology, Faith and Ethics (3)

PSY 414 Social Science Seminar (1)

Choose 1 course from the following electives: (3 hours)

PSY 240 Interviewing: Theoretical and Skill Based Approaches (3)

PSY 385 Psychology Practicum (3)

CRJ 320 Family Violence (3)

CRJ 340 Conflict Transformation and Mediation (3)

EDU 353 Educational Psychology (3)

HFS 230 Sport Psychology (3)

SOC/SWK 185 Women in Society (3)

SOC 325 Race and Ethnicity in American Society (3)

SWK 280 Child Welfare Services (3)

## 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 be chosen from the list of courses approved for the Psychology major and must include at least two courses with 300-level numbers or above. One class from the list of approved psychology electives without a PSY prefix can count toward this minor. All other classes to count toward the minor in psychology must have a PSY prefix.

## 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 bachelor of arts 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, who want to help people, and who 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.

## **SOCIAL WORK MAJOR**

(61-62 hours)

Foundation courses: (15-16 hours)

BIO 105 The Biological World

(4) satisfies Scientific Inquiry competency OR

NSC 106 Human Biology Today (3)

PSY 110 Introduction to Psychology (3)

PSY 250 Abnormal Psychology (3)

SOC 152 Introduction to Sociology (3)

Required social work courses:

(46 hours)

SWK 120 Introduction to Social Work (3)

SWK 141 Social and Economic Justice (3)

SWK 240 Interviewing: Theoretical and Skill Based Approaches (3)

PSY 235 Developmental Psychology (3)

SWK 264 Human Behavior and Social Environment (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)  
 SWK 360 Basics 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)

One of the following behavioral and social science courses:

CRJ/SOC 275 Criminology (3)  
 PSY 310 Personality (3)  
 PSY 325 Special Topics in Psychology (3)  
 PSY 403 Research Seminar (3)  
 SOC/SWK 185 Women in Society (3)  
 SOC 210 Social Stratification (3)  
 SOC 225 Race and Ethnicity in American Society (33)  
 SOC 240 Ethnography and Culture (3)  
 SOC 258 Social Psychology (3)  
 SOC 264 Social Theory (3)  
 SOC 310 Environmental Sociology (3)  
 SOC 330 Social Justice and Social Change (3)  
 SOC 350 Urban Sociology (3)

Optional concentration in art: (12 hours)

ART 135 Introduction to Art (3)  
 ART 202 Design 1 (3)  
 ART 242 Digital Photography 1 (3)  
 ART 245 Introduction to Computer Graphic Design (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.

## Sociology

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 or minoring 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.

Bluffton's sociology major is delivered collaboratively with Eastern Mennonite University and Goshen College and thus builds on the strengths of each of the three schools. Students will take a limited number of courses through videoconferencing and online learning.

## **MAJOR**

(40 hours)

Required: (25 hours)

- SOC 152 Introduction to Sociology (3) satisfies Understanding Self and Society competency
- SOC 225 Race and Ethnicity in American Society (3)
- SOC 264 Social Theory (3)
- SOC 284 General Statistics (3) satisfies Critical Analysis competency
- SOC 330 Social Justice and Social Change (3)
- SOC 360 Basics of Social Research (3)
- SOC 365 Seminar in Social Research (3)
- SOC 409 Field Experience (3)
- SOC 414 Social Science Seminar (1)

Electives: (15 hours)

Choose four courses from the following:

- SOC 185 Women in Society (3)
- SOC 258 Social Psychology (3)
- SOC 275 Criminology (3)
- SOC 315 Religion in Culture and Society (3) (Goshen college via video conference)
- SOC 340 Special Topics in Sociology (3)
- SOC 430 Environmental Justice (3) (Eastern Mennonite University via video conference)
- CRJ 340 Conflict Transformation and Mediation (3)

Choose one course from the following:

- SWK 240 Interviewing: Theoretical and Skill Based Approaches (3)
- SWK 372 Social Welfare Policy and Analysis (3)
- CRJ 320 Family Violence (3)
- PLS 272 Global Politics and International Relations (3)

## **MINOR**

(21 hours)

Required: (12 hours)

- SOC 152 Introduction to Sociology (3)
- SOC 185 Women in Society (3)
- SOC 225 Race and Ethnicity in American Society (3)
- SOC 330 Social Justice and Social Change (3)

Electives: (9 hours)

Choose 3 from the following:

- SOC 162 Anthropology (3)
- SOC 258 Social Psychology (3)
- SOC 264 Social Theory (3)
- SOC 275 Criminology (3)
- SOC 284 General Statistics (3)

SOC 315 Religion in Culture and Society (3) (Goshen College via video conference)  
SOC 340 Special Topics in Sociology (3)  
SOC 360 Basics of Social Research (3)  
SOC 430 Environmental Justice (3) (Eastern Mennonite University via video conference)  
CRJ 180 Law, Justice, Society (3)  
CRJ 200 Introduction to Criminal Justice System (3)  
CRJ 340 Conflict Transformation and Mediation (3)

## Political Science

The minor in political science introduces students to the systematic study of power in society. The minor builds on the state-centric models common in the field with a unique focus on individual and community-level analyses of structures, behaviors and outcomes. The core classes of the minor introduce students to the

current state of the field. Further coursework, through electives, is flexible ranging from prescriptive coursework on policy and justice to descriptive coursework on systems and history. Broadly, students can focus on domestic, local or international levels of analysis with economic, policy, legislative/legal or historic emphases shaped by both the courses and research interests. Those interested in pursuing careers in political science are encouraged to pair the minor with a departmental honors project.

## MINOR

(18 hours)

PLS 100 Introduction to Political Science (3)  
CRJ 180 Law, Justice and Society (3)  
PLS 251 American Political Process (3)  
PLS 272 Global Politics and International Relations (3)  
PLS 285 Comparative Politics (3)  
PLS 301 Constitutional Law (3)

# 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 the spring semester of the student's junior year. Guidelines for such individually designed majors are available in the registrar's office.

# WOMEN'S STUDIES

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The women's studies minor allows students to include in their major course of study the experience 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 theological, social, political and psychological 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 and gender;
- encourage 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;
- study gender issues in contemporary America;
- 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**

(20-21 hours)

Core course:

SWK 185 Women in Society:  
Contemporary Issues (3)

Elective courses: (17-18 hours,  
selected from at least four  
different disciplines)

These courses have significant  
content related to women's issues:

COM 300 Gender and  
Communication (3)

HIS 310 U.S. Women's History (3)

These are "umbrella" courses that  
change content and can be taken  
for the minor if significant women's  
studies content is included in the  
course.

ART 380 Studies in Art: Women  
Artists (3)

ENG 243 Studies in American  
Literature (3)

ENG 261 Studies in English  
Literature (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 320 Family Violence (3)

SOC 330 Social Justice and Social  
Change (3)

SOC 340 Special Topics in  
Sociology (3)

Additional courses and  
departmental independent  
studies will be considered for  
approval if appropriate content is  
demonstrated.







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# ADULT DEGREE COMPLETION

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Undergraduate degree-completion programs are offered by Bluffton University in:

- Accounting
- Business management
- Social work

## ACCOUNTING DEGREE COMPLETION

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Bluffton's accounting degree completion program seeks to increase career pathways for working adults who already hold an associate degree in accounting. Students will bring in three years of course credit from any accredited college, and complete their bachelor's degree in one year through Bluffton.

Through Bluffton's program, students enhance their communication skills, increase self-awareness, and grow into the professionals they strive to be. Our small class sizes and dedicated faculty ensure that students are prepared for their next steps.

### MAJOR COURSES:

(take at Bluffton or elsewhere)

MAT 115 Business Calculus (3) OR

MAT 135 Calculus 1 (5)

ECN 141 Principles of  
Macroeconomics (3)

ECN 142 Principles of  
Microeconomics (3)

ACT 151 Principles of Accounting  
1 (3)

ACT 152 Principles of Accounting  
2 (3)

BUS 245 Business Law (3)

ACT 250 Intermediate Accounting  
1 (3)

ACT 251 Intermediate Accounting  
2 (3)

ACT 255 Cost Accounting (3)

In addition, the student selects a minimum of 6 hours from the following.

ACT 346 Auditing (3)

ACT 352 Government and Not-for-  
Profit Accounting (3)

ACT 361 Federal Income Tax  
Accounting (3)

BUS 385 Internship (3)

### MAJOR COURSES:

(take at Bluffton)

ACT 320 Accounting Information  
Systems (3)

ACT 343 Intermediate Managerial  
Accounting (3)

FIN 353 Money and Banking (3)

ACT 401 Accounting Seminar (3)

BMP 303 Organizational Theory  
and Design (3)

BMP 305 Research and Statistical  
Methods (3)

BMP 406 Human Resource  
Management (3)

BMP 407 Faith and Community (3)

BMP 409 Personal Values and  
Business Ethics (3)

**ENDURING VALUES GENERAL  
EDUCATION COURSES:**

(take at Bluffton or elsewhere)  
Speaking and Listening  
competency (3)  
Writing Well competency (3)  
Living Well competency (2-3)  
Scientific Inquiry competency (with  
lab) (4)  
Exploring the Past competency (3)  
BMP 222 Modernity, the  
Individual and the Common  
Good (3)  
BMP 226 Humanities:  
Continuity and Change (3)  
Creative Expression competency  
(3)

BMP 224 Perceiving the Arts in  
the World Around Us (3)

**ENDURING VALUES GENERAL  
EDUCATION COURSES:**

(take at Bluffton)  
BMP 410 Living in the Global  
Community (3)  
  
Accounting majors need to have  
completed 150 semester hours  
of college level courses to sit for  
the Ohio CPA examination. See  
your advisor for details. Students  
interested in sitting for the Ohio  
CPA examination should take  
ACT 346, ACT 352 and ACT 361.

## **BUSINESS MANAGEMENT**

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The business management  
program 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 coursework in  
as few as four 18-week semesters.

**MAJOR**

(41 hours)  
BMP 141, 142, 143, 144 Resilient  
Leadership: Reflection and  
Practice (.5 per class)  
BMP 301 Group and Organizational  
Behavior (3)  
BMP 303 Organizational Theory  
and Design (3)  
BMP 304 Principles of  
Management and Leadership (3)

BMP 305 Research and Statistical  
Methods (3)  
  
BMP 306 Business Communication  
(3)  
BMP 308 Management Control  
Systems (3)  
BMP 406 Human Resource  
Management (3)  
BMP 407 Faith and Community (3)  
BMP 409 Personal Values and  
Business Ethics (3)  
BMP 410 Living in the Global  
Community (3)  
BMP 412 Independent Research  
Project (3)  
BMP 413 Leadership in Nonprofit  
Organizations (3)  
BMP 414 Entrepreneurship (3)

**ENDURING VALUES GENERAL  
EDUCATION COURSES:**

The competencies listed below

must be met to graduate. This can be done through coursework 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 Writing Well competency is required before beginning the business management program. It is recommended, but not required, that the remaining competencies be completed before beginning the program as well.

- Writing Well competency
- Creative Expression competency
- Exploring the Past competency
- Scientific Inquiry with lab competency

Other objectives of the Enduring Values general education program, including studies in religion and theology, and the cross-cultural experience are met through the organizational management sequence of courses.

## RN TO BSN (NON-TRADITIONAL STUDENT)

### **ENDURING VALUES GENERAL EDUCATION COURSES:**

(take at Bluffton)

- REL 100 Introduction to Biblical Worldview (3)
- REL 242 Spiritual Disciplines (3)
- BENV 300 Cross-cultural Experience (3)
- BENV 400 Christian Values in a Global Community (2)

### **ENDURING VALUES GENERAL EDUCATION COURSES:**

(take at Bluffton or elsewhere)

- Exploring the Past competency (3)
- Creative Expression competency (3)
- Speaking and Listening competency (3)

Nursing course requirements:

- NRS 401 Transition to Baccalaureate Nursing (1)
- NRS 402 Research in Nursing: Evidence Based Practices (3)

- NRS 403 Population Based Care (4)
- NRS 404 Managing Care Across the Health Continuum (4)
- NRS 405 Health Care Delivery Systems (3)
- NRS 406 Nursing Informatics (2) OR NRS 407 Caring for an Aging Population (2)
- NRS 408 Current Trends and Issues in Nursing (3)
- PHL 320 Epidemiology (3)
- NRS 301 Global Health and Intercultural Care (3)

Students must complete or transfer credit for a general statistics class prior to enrolling for nursing courses. Students must complete or transfer credit for an ethics or medical ethics course to complete BSN program.

- Those RN's who already have a bachelor's degree in another discipline need to meet the requirements of those earning a

second bachelor's degree. They need to take the ten nursing course requirements listed above, plus the following:

- BENV 300 Cross-cultural Experience unless they have met the cross-cultural requirement either through options offered by Bluffton or through comparable coursework;
- 3 semester hours of biblical studies and theology by completing REL 100 Introduction to Biblical Worldview, REL 200 Introduction to Biblical

Literature, BMP 407 Faith and Community, or a comparable course from an Anabaptist perspective;

- BENV 400 Enduring Values Capstone or BMP 410 Living in the Global Community;
- Students must complete or transfer credit for a general statistics class prior to enrolling for nursing courses; and
- Students must complete or transfer credit for an ethics or medical ethics course.

## SOCIAL WORK

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Designed for working adults, Bluffton University's cost-effective and convenient social work degree-completion program can be completed in as little as two years. Courses are offered one evening a week in four-hour time blocks and may be held online or in person, depending on the nature of the course. Students completing all program requirements will graduate from Bluffton with a bachelor's degree and will be eligible to sit for the Ohio Licensed Social Work Exam. Bluffton social work graduates are prepared for both entry-level positions and graduate school. Alumni work in both public and private settings such as children services, mental health facilities, nursing homes, schools, correction facilities and rehabilitation clinics.

Distinct characteristics of Bluffton's program include:

- An emphasis on social justice and anti-oppressive practices
- Advisors dedicated to student success and personal mentorship
- More than 40 internship/field work placement locations to fit your career goals

This program is designed for students who have already completed at least 58 semester hours of college credit at Bluffton or other accredited colleges and universities. Having an associate's degree in Human Services provides the most streamlined entrance into our program; however, students with associate degrees in non-related fields or no degree at all are still eligible to enroll but may need additional coursework to meet prerequisite requirements. Students interested in the program who have less than the designated 58 semester hours of transfer

credit are encouraged to speak with an Adult and Graduate Studies representative to discuss the appropriate coursework still needed to prepare for entrance into our program.

### **MAJOR**

(37 hours)

PSY 250 Abnormal Psychology (3)

SWK 264 Human Behavior and Social Environment (3)

SWK 301 Social Work Practice 1 (3)

SWK 302 Social Work Practice 2 (3)

SWK 303 Social Work Practice 3 (3)

SWK 360 Basics of Social Research (3)

SWK 372 Social Welfare Policy (3)

SWK 401 Field Work (12)

SWK 404 Field Work Seminar (1)

SWK 405 Social Work Capstone Seminar (3)

### **ENDURING VALUES GENERAL EDUCATION COURSES**

(30-31 hours)

Bluffton's general education program for social work degree-completion students includes two required courses that must be taken through Bluffton in addition to a variety of courses that give students a broad foundation in our core competencies.

Taken at Bluffton: (6 hours)

BMP 407 Faith and Community (3)

BMP 410 Living in the Global Community (3)

At least one course to meet the hours in each of the following core competencies (a Bluffton advisor can assist students in finding courses that fit each of the core competencies):

Taken at Bluffton or other accredited college/university:

Writing Well (3)

Speaking and Listening (3)

Living Well (2-3)

Creative Expression (3)

Exploring the Past (3)

Scientific Inquiry (4) – must be

a biology course with lab

component to meet social work major requirements

Critical Analysis (3)

Understanding Self & Society (3)

– students with an associate's

degree in human services will

have already met this requirement

with an introductory psychology

and/or sociology course

### **ADDITIONAL REQUIREMENTS FOR STUDENTS WITHOUT ASSOCIATE DEGREES IN HUMAN SERVICES**

PSY 235 Developmental

Psychology (3) or equivalent transfer course

SWK 240 Interviewing: Theoretical

and Skill Based Approaches (3)

or equivalent transfer course

Students must maintain a 2.5 GPA in order to continue in our program. A total of 122 semester hours (from combined transfer credit and the Bluffton requirements listed above) is required for graduation.

In creating this program, we understand that every student's prior academic record varies. When applying to our program, we will look at your prior transcript(s) and make an individualized assessment for your options to complete a bachelor's degree in social work at Bluffton.







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# COURSE DESCRIPTIONS

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## 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

### **ACT 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.

### **ACT 152 PRINCIPLES OF ACCOUNTING 2 (3)**

A continuation of ACT 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: ACT 151.

### **ACT 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. Prerequisite: ACT 152.

### **ACT 251 INTERMEDIATE ACCOUNTING 2 (3)**

Continuation of ACT 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: ACT 250.

### **ACT 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: ACT 152. Offered alternate years.

### **ACT 320 ACCOUNTING INFORMATION SYSTEMS (3)**

Accounting Information Systems (AIS) provides students with a

comprehensive and practical understanding of integrated accounting software systems. This course will utilize a “hands-on” approach through the use of QuickBooks, a popular software package for small businesses. Students will more deeply explore many of the fundamental accounting concepts, with both a theoretical and practical emphasis, as well as gain a working knowledge of the technical aspects of computerized accounting systems. Prerequisite: ACT 152. Offered alternate years.

### **ACT 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: ACT 152. Offered alternate years.

### **ACT 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: ACT 250. Offered alternate years.

### **ACT 352 GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING (3)**

Accounting recording and reporting for not-for-profit organizations including state and local governments, universities and health care. Emphasis is given to the Comparative Annual Financial Report (CAFR) and various funds. Prerequisite: ACT 152. Offered alternate years.

### **ACT 361 FEDERAL INCOME TAX ACCOUNTING (3)**

An introduction to the concepts of the federal tax laws and regulations pertaining to individuals, sole proprietorships, partnerships and corporations. Tax software will be used to complete tax returns. Topics covered in course: introduction to taxation, basic individual taxation, taxation of business and investment-related transactions, partnership taxation, corporate taxation and U.S. taxation of multinational transactions. Prerequisite: ACT 152. Offered alternate years.

### **ACT 378 FORENSIC ACCOUNTING AND FRAUD EXAMINATION (3)**

This course will cover discovering the major methods employees use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how to assess where an organization is at the greatest risk for fraud, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Offered alternate years. Prerequisite: ACT 251 or permission from the instructor.

### **ACT 401 ACCOUNTING SEMINAR (3)**

This course will explore various concepts and topics previously introduced throughout the accounting curriculum in principles, intermediate and advanced courses. This course will not be an extension of technical accounting issues which have been previously explored. Rather, this course will be a culmination of broader concepts necessary for accounting

graduates to become productive employees and professional leaders, both within and without their respective organizations. Writing-enriched course. Prerequisite: CMP 110 or CMP 120 and ACT 251.

### **ART 135 INTRODUCTION TO VISUAL ART (3)**

This course is designed to provide a basic introduction to visual art for students majoring in other disciplines. Class presentations will include the study of visual art examples: gallery visits, creative engagement projects, video presentations, and critique and response papers. Satisfies Creative Expression Competency.

### **ART 136 EXPLORING VISUAL ART (3)**

This discipline-based course will explore different topics in the visual arts. The course may focus on a particular style, theme, medium, or approach to visual art. The topic will vary according to the instructor of a particular section and the term in which it is offered.

### **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. Satisfies Creative Expression Competency.

### **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 OIL 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. Offered alternate years. Satisfies Creative Expression Competency.

### **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. Satisfies Creative Expression Competency.

### **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, ART 226, ART 227 and ART 228 may be taken in any order. Offered every fourth year. Satisfies Creative Expression Competency.

### **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, ART 226, ART 227 and ART 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, ART 226, ART 227 and ART 228 may be taken in any order. Offered every fourth year. Satisfies Creative Expression Competency.

### **ART 229 PRINTMAKING: ALTERNATIVE DIGITAL PRINT**

This course will enable students to investigate a variety of nonstandard means of combining digital imagery and design making with traditional methods, including mixed media, drawing, photography, painting, and collage. Methods utilized include various handmade printing substrates, printing and transfer methods, pre-print alterations, and post-print additions. Experimentation with these methodologies will contribute to the creation of a mature and cohesive body of work by students.

### **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. Fundamental components of design theory and typography are incorporated with problem definition to provide students with valuable experience in the ideation, research, execution and presentation of projects. Students are introduced to industry standard software tools.

### **ART 275 DIGITAL IMAGING (3)**

This course provides an introduction to digital capture, editing, and printing

of raster based design elements. Class discussion and critique focuses on concepts and terminology, design elements and principles, in addition to tools and techniques obtained during the production of creative projects. Students will explore raster-based digital manipulation, compositing and imaging techniques including special photographic effects and custom typographic treatments. Prerequisite: ART 245, or permission of instructor.

### **ART 280 DIGITAL ILLUSTRATION (3)**

This course provides an introduction to the process of illustration through raster and vector based design elements, which continues to build on concepts and skills established in ART 245. Students will develop knowledge of the graphic illustration techniques used in professional illustration. Class discussion and critique focuses continued emphasis on concepts and terminology, design elements and principles, in addition to tools and techniques obtained during the production of creative projects. Prerequisite: ART 245, or permission of instructor.

### **ART 285 DESKTOP PUBLISHING (3)**

This course is designed to further develop the graphic designer's proficiency in desktop publishing techniques and theory. Emphasis is placed on the integration capabilities of industry standard software tools and its contemporary practice in graphic design methods. Class discussion and critique focuses continued emphasis on concepts and terminology, design elements and principles, in addition to tools and techniques obtained during the production of creative projects. Raster and vector based elements are organized in layout programs to create flyers, trade ads, newsletters, brochures and other communication materials. Prerequisite: ART 245, or permission of instructor.

### **ART 295 HISTORY OF GRAPHIC DESIGN (3)**

This course surveys the pivotal events and achievements that led to the current state of graphic communication. Students will explore the quest to give form to ideas, traced from the pictographs painted on cave walls to the latest imaginative designs. Through lectures, videotapes, discussions, presentations and research, students are introduced to a collection of influential figures and breakthrough technologies that have shaped the evolution of visual communication.

### **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 field-based 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. Satisfies Exploring the Past Competency.

### **ART 328 ART HISTORY 2 (3)**

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

### **ART 329 ART HISTORY 3 (3)**

Survey of 19th- and 20th-century art. Offered every third year. Writing-enriched course. Prerequisite: CMP 110 or CMP 120.

### **ART 342 DIGITAL PHOTOGRAPHY 2 (3)**

This course will serve as an advanced study of camera hardware and digital darkroom procedures. Discussion of digital camera functions, lens and digital media selection will lead the student into an understanding of camera usage in a wide variety of shooting circumstances. Students will have the opportunity to explore further development of creative ideas and concepts through project-based assignments, enhanced with various masking and compositing techniques. Archival photograph printing and finishing will also be examined. Prerequisite: ART 242 or permission of the instructor.

### **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 develop creative projects in order to apply learned typographic fundamentals to visual communication problems. Prerequisite: ART 245.

### **ART 350 WEB DESIGN (3)**

This course concentrates on the design, development, implementation, testing and updating of effective web interfaces based on principles of graphic design. Students will explore a variety of visual, navigational and structural approaches including styles, navigation systems, visual hierarchy, basic animations, image preparation, and file transferring protocols. Emphasis will be placed on conceptual development and structure, interactivity and design aesthetics. Prerequisite: ART 245

### **ART 355 UNDERGRADUATE THESIS IN ART AND DESIGN 1 (3)**

### **ART 356 UNDERGRADUATE THESIS IN ART AND DESIGN 2 (3)**

This course series is an option for studio Art or Graphic Design majors. Students will work with a thesis panel made up of three art professors for two semesters to research, produce and present a coherent body of work that is of professional exhibition quality. The artistic development process offers students an opportunity to work comprehensively on their ideas and to contextualize their artwork within historical and contemporary issues.

Students in this program will be encouraged to explore topics such as social issues, human rights themes, faith-based topics, women's issues, peace and conflict issues, with a focus on activism and social justice, as well as issues more directly related to the language of art.

**ART 360 CORPORATE IDENTIFICATION (3)**

Creative, marketing, digital and traditional skills are necessary in this course to meet rigorous conceptual/visual standards pertinent to creating a brand and/or a company's identity. Through complex projects and numerous graphic design formats, major aspects of visual identity are emphasized and developed: logotypes, typographic sets, color palettes, photographic and illustration styles, and appropriate project presentation formats.

Prerequisite: ART 202, ART 245, ART 275, ART 280, ART 285.

**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 coursework. May be repeated. Prerequisite: must have prior work in the course area.

**ART 400 ART NOW: CHICAGO (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. Dates of the trip are Sept. 22-26, 2022.

**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, Art and Writing, Art Education and Graphic Design 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)**

This seminar course will focus on the development of creative projects based on advanced typography and color theory. Students will achieve development of unique and personal voices through design processes and refinements of typographic detail, contributing to a higher level of design sophistication. Discussion and verbal reflection in a critique setting will further develop student critical thinking.

### **BENV 100 BECOMING A SCHOLAR (3)**

This course will help students learn and embody the practices of being a scholar in the context of Bluffton's academic and faith community. Students will develop essential elements of their academic identity through readings and conversations about Bluffton's enduring value of discovery and by constructing a course project. This course is 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.

### **BENV 200 LEARNING IN COMMUNITY (5)**

This interdisciplinary course offers students the opportunity to combine classroom instruction, engagement with community resources and project-based learning. A team of instructors provides students the context to understand the community with which they are engaging; significant portions of class time will be spent with community leaders and community organizations. Though the particular disciplinary focus will vary based on the instructors of the course, each version of the course includes a focus on data analytics as a tool for understanding communities. Students will also learn how to best obtain accurate and up-to-date information. Student teams undertake a significant project that responds to their learnings regarding a community issue. This course is typically completed in the sophomore year, though it may be taken in junior year.

### **BENV 300 CROSS-CULTURAL EXPERIENCE (3)**

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. International students meet the cross-cultural requirement by completing SOC 162 Anthropology.

### **BENV 400 ENDURING VALUES CAPSTONE (2)**

Enduring Values Capstone provides a context for students to examine how their discoveries from the Enduring Values General Education curriculum connect to global themes of poverty and environmental injustice. Using design thinking tools, students will work collaboratively with their peers to consider how their reflections on their college education might impact their future commitments as they continue their lives and vocations.

### **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. Prerequisite: MAT 050 or placement into MAT 100 or above. Satisfies Scientific Inquiry Competency.

#### **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. Satisfies Scientific Inquiry Competency. Offered alternate years.

#### **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.

#### **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 105, CEM 121, PHY 105 or declared Nursing major. Satisfies Critical Analysis competency.

#### **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 or permission of instructor.

#### **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 three-hour laboratory per week. Prerequisite: CEM 121.

#### **BIO 303 GENETICS (4)**

A study of the transmission, structure, and functions of genes. Three lectures, one two-hour laboratory per week. Writing-enriched course. Prerequisites: CMP 110 or CMP 120, and CEM 121 or permission of instructor. Not open to first-year students without permission. Offered alternate years.

#### **BIO 315 IMMUNOLOGY (3)**

A study of the human immune system and how it responds to malignant

cells, foreign tissue transplants and microorganisms. Topics include the cells and organs of the immune system, antibody and T-cell receptor structure and expression, major histocompatibility complex class I and II molecules, the complement system, cell-mediated effector responses, allergies, vaccines, and autoimmune disorders. Prerequisite: BIO 335 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 their effect on the ecosystem is also emphasized. Three lectures, one three-hour laboratory per week. Prerequisites: Declared biology major (or permission of the instructor) and junior or senior standing. Recommended: PHY 211, PHY 212. Offered alternate years.

#### **BIO 335 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. Cross listed as CEM 335. Prerequisite: CEM 121.

#### **BIO 390 INDEPENDENT STUDY IN BIOLOGY (1-3)**

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

#### **BMP 141, 142, 143, 144 RESILIENT LEADERSHIP: REFLECTION AND PRACTICE (2, .5 each semester)**

Students will examine factors that contribute to the practice of resilient leadership. They will develop and implement a plan that utilizes complementary practices in the areas of physical, social, emotional, or financial well-being to enhance their family and workplace experiences. They will use Strengthsfinder as part of this process. (Adult degree completion course)

#### **BMP 222 MODERNITY, THE INDIVIDUAL AND THE COMMON GOOD (3)**

This survey course examines the last 500 years of Western history and literature by focusing on important historical and literary periods. The course charts changes in self-understanding by examining challenges to the common good in the rise of individualism. (Adult degree completion course)

#### **BMP 224 PERCEIVING THE ARTS IN THE WORLD AROUND US (3)**

The primary goal of the course is to help students become more aware of the roles the arts have in our daily lives by providing perspectives of history, basic theory, and interaction with visual art, music and theatre. Students will then apply these concepts to comment critically on works of visual arts, music and theatre. The manner in which the three content areas coexist, interact and influence each other is a theme of the course. (Adult degree completion course)

**BMP 226 HUMANITIES: CONTINUITY AND CHANGE (3)**

The course will be an introduction to the western Humanistic traditions: literature, history, art and philosophy. Through an examination of the humanities in their historical context, the students will grapple with some of life's recurring questions: What is truth? What is beauty? What is the well-lived life? The content will emphasize the manner by which the answers given to these questions reflect changes in their historical context or, in some cases, cause changes to the course of history. The pre-modern foundations of Western artistic, ethical and religious values from the dawn Mesopotamian societies through the Italian Renaissance will provide a framework from which students can draw in future courses and beyond. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 303 ORGANIZATION THEORY AND DESIGN (3)**

Students will be introduced to organizational theory and design concepts from a systems management perspective. Contextual and structural dimensions of an organization will be identified and explored. The role of organization mission and purpose statements will be examined. Different types of structures discussed in the various readings will be used in classroom activities. The formal and informal sides of organizations will be investigated, and time will be spent discussing reward systems, innovation, power, leadership. The students will have opportunities to apply their analysis skills, learned concepts, and experiences using an integrated case study approach. Students will also learn how to use organizational problem solving tools such as force field analysis. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 305 RESEARCH AND STATISTICAL METHODS (3)**

Research design and data analysis techniques are presented. Application of empirical methods for the research project are covered. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 406 HUMAN RESOURCE MANAGEMENT (3)**

An exploration of policies and practices regarding recruitment, selection, training and development of employees including EEO and OSHA legislation. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

**BMP 412 INDEPENDENT RESEARCH PROJECT (3)**

Students combine research with practical implementation of theories and concepts and develop a 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 student team/individual will present the results of their project in oral and written form in class and to the organization or business where service learning occurred. (Adult degree completion course)

**BMP 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. (Adult degree completion course)

### **BMP 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. (Adult degree completion course)

### **BUS 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.

### **BUS 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 050 or placement into MAT 100 or above. Cross-listed as PSY 284/SOC 284. Satisfies Critical Analysis Competency.

### **BUS 385 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.

### **BUS 390 INDEPENDENT STUDY (3)**

By arrangement.

### **CEM 105 EXPERIENTIAL CHEMISTRY (4)**

This course is an overview of chemical principles and scientific practice with an emphasis on learning by doing. Students will gain an understanding of scientific practice through the lens of chemistry, as well as insight into the chemistry behind everyday things. 2 lectures and 2 1.5 hour lab/lecture periods per week. Satisfies Scientific Inquiry Competency.

### **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: placement into College Algebra MAT 100 or higher. Most students will have completed high school chemistry. Satisfies Scientific Inquiry Competency.

### **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, electrochemistry, 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. Prerequisite: CEM 122.

### **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 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. Cross-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. Cross-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. Prerequisite: CEM 122. Offered alternate years.

### **CEM 335 CELL BIOCHEMISTRY (4)**

Cross-listed as BIO 335.

### **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. Offered alternate years.

### **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. Cross-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.

### **CMP 102 ACADEMIC WRITING (3)**

Academic Writing is a course designed to introduce the various elements of academic reading and writing and to develop skills and provide strategies for greater success throughout a student's academic career. Time will be spent decoding and interpreting academic English, both in reading and in writing, and students will be encouraged to explore how language is used in various contexts for academic purpose.

### **CMP 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. Satisfies Writing Well Competency.

### **CMP 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. Satisfies Writing Well Competency.

### **COM 101 ORIENTATION TO COMMUNICATION (1)**

Introduces students to the discipline of communication, including basic concepts and frameworks, key skills and practices, traditional and emerging professional opportunities, and significant ethical and vocational challenge

### **COM 110 THEATRE ACTIVITY (.5)**

Participation in technical and/or performance roles in Bluffton University productions.

### **COM 116 ORATORY ACTIVITY (.5)**

Preparation for and participation in the C. Henry Smith Peace Oratory Contest and other forensics events as might be scheduled.

### **COM 120 COMMUNICATION FOR THE COMMON GOOD (3)**

Provides students the opportunity to develop effective and ethical communication mentalities and skills by studying how people make and share meaning in diverse cultural contexts. Topics will include: listening skills, communication ethics, verbal communication, nonverbal communication, persuasion, global media, and digital media. Satisfies Speaking and Listening Competency.

### **COM 139, 239, 339, 439 COMMUNICATION SEMINAR (0.5)**

A weekly discussion of current communication related events and research for students majoring in communication or convergent media. Prerequisite for COM 239: COM 139. Prerequisite for COM 339: COM 239. Prerequisite for COM 439: COM 339.

### **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. Satisfies Speaking and Listening Competency.

**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 120.

**COM 220 COMMUNICATION AND CONFLICT TRANSFORMATION (3)**

Provides an understanding in theory and practice of dialogue, mediation and conflict transformation. Students will learn strategies and skills for understanding and coping with interpersonal, organizational and group conflict which they will practice in roleplay and in reflective analysis.

**COM 222 TOPICS IN COMMUNICATION (3)**

Provides an opportunity for sustained study of a particular theoretical, critical or professional topic within communication.

**COM 270 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. Cross-listed as REL 340. Satisfies Speaking and Listening Competency.

**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.

**COM 282 PERSUASION AND INFLUENCE (3)**

Examines the science, art, and practical application of influence techniques and tactics in real-world interpersonal and group settings. Draws on contemporary research from the disciplines of communication, psychology, sociology, business, and rhetoric to understand altering attitudes, beliefs, values, and actions of audience members. The course will be framed around six primary principles of ethical persuasion: reciprocity, scarcity, liking, authority, social proof and consistency. Other influence factors considered

will include: credibility, personal communicator characteristics, conformity in groups, nonverbal influence, sequential persuasion, deception, motivational appeals and the ethics of persuasion.

### **COM 300 GENDER AND COMMUNICATION (3)**

Inquires into the relationship between communication and gender identity by studying communication theory and theories of gender construction, by taking a historical perspective on similarities and differences between the communication behaviors exhibited by different genders and by investigating varying contexts and their impact on gender and communication. This course seeks to develop in students an appreciation for differences in communication among individuals with different gender identities, some of the causes of those differences, and strategies for the peaceful and just engagement of those differences. Satisfies Understanding Self and Society Competency.

### **COM 347 COMMUNICATION THEORY (3)**

Explores theories of communication that have been shaped by biblical, classical, medieval, modern and postmodern accounts of symbolic action. Theories examined in the course include prophetic, Pauline, Sophistical, Platonic, Aristotelian, Augustinian, dramatastic, cultural linguistic, structuralist and poststructuralist perspectives. Throughout the course, particular attention is given to the relationship between discourse and social change.

### **COM 348 COMMUNICATION CRITICISM (3)**

Practical application of a variety of communication research methods to understand, analyze and critique communicative artifacts such as public speeches, press releases, editorials, advertisements, sermons and other forms of messages. Research methods include neo-Aristotelianism, dramatism, mythic criticism, genre criticism, cultural criticism, fantasy theme analysis, psychoanalytic criticism, ideological criticism, postcolonial criticism, feminist criticism and deconstruction.

### **COM 390 INDEPENDENT STUDY (1-3)**

By arrangement.

### **COM 425 INTERNSHIP IN COMMUNICATION (1-4)**

Provides an opportunity to apply communication skills either in a for-profit organization or a not-for-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.

### **COM 480 COMMUNICATION AND VOCATION (1)**

An exploration of paths to mission within the varying life and employment stations occupied by communication and media professionals. Students will learn to articulate the skills, gifts, and commitments they offer to the marketplace. Prerequisites: senior standing or permission of instructor.

### **COM 490 COMMUNICATION IN THE PROFESSIONS (1)**

Introduces communication and convergent media majors to the professional opportunities and expectations they will face upon graduation. Specifically, students will develop their personal brand, prepare electronic portfolios as well as learn basics of networking and searching and interviewing for jobs in the communication and media industries. Prerequisite: COM 480.

### **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 the Python programming language are stressed. Some familiarity with computers is assumed.

### **CPS 112 OBJECT ORIENTED PROGRAMMING WITH APPLIED DATA STRUCTURES (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 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 112. 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 112. Offered alternate years. The use of XML Liquid Studio is made available through a generous donation from Liquid Technologies.

### **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: 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 112 or as approved by the instructor. 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: 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. Offered alternate years. Cross-listed as PHY 352.

### **CPS 390 INDEPENDENT STUDY IN COMPUTER SCIENCE (credit varies)**

By arrangement.

## **CPS 399 SPECIAL TOPICS IN COMPUTER SCIENCE (credit varies)**

By arrangement.

### **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. Satisfies Understanding Self and Society Competency.

### **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. Cross-listed as SOC 275.

### **CRJ 303 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. Cross-listed as PLS 301

### **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 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 360 THE JUSTICE PROFESSIONAL SEMINAR 1 (3)**

Students are introduced to the field of criminal justice using a strong field component and focusing on restorative themes. It intentionally considers justice in a broad context including distributive and criminal understandings. The course is intended to help students develop a better understanding of themselves and the field by offering an early field experience (20-25 hours out of class) focused on observation and reflection. The class is for students of criminal justice (major or minor) but is open to any student exploring a possible career in law or criminal justice who has taken the prerequisite courses. Prerequisite: CRJ 180 or 200.

### **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.

### **CRJ 414 SOCIAL SCIENCE SEMINAR (1)**

Students will engage in career development activities, including résumé building, job searching and interviewing as they prepare to join the workforce; or become familiar with graduate school admissions exams and applications if they intend to pursue graduate education. Students who have completed PSY 403 or SOC 365 can also explore how to present research findings at conferences and research fairs. Students that desire an internship experience during the following semester can explore that option. Course to be taken during fall semester of senior year. Cross-listed as SOC 414/PSY 414.

### **DIS 050 APPLIED COLLEGE SKILLS (3) (only 2 count toward graduation)**

This course stresses time management and organizational skills. Students learn how to gain support from instructors and classmates, increase knowledge and improve skills needed for college success, 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.

### **ECN 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. Satisfies Understanding Self and Society Competency.

### **ECN 142 PRINCIPLES OF MICROECONOMICS (3)**

A continuation of ECN 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: ECN 141.

### **ECN 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: ECN 141 and ECN 142. Offered alternate years.

### **ECN 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: ECN 141, ECN 142 and satisfactory completion of the department's minimum mathematics requirement. Offered alternate years.

### **ECN 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: ECN 141 and ECN 142. Offered alternate years.

### **ECN 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: CMP 110 or CMP 120, and ECN 141 and ECN 142. Offered alternate years.

### **ECN 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: ECN 141 and ECN 142. Offered alternate years.

### **ECN 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: ECN 141 and ECN 142. Offered alternate years. This course may be taken as part of the Peace and Conflict Studies minor. Writing-enriched course.

## **ECN 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.

## **EDU 005 ADMISSION TO EDUCATOR PREPARATION**

When a candidate for a teaching license has completed all the requirements for Checkpoint 1 - Admission to Educator Preparation, this will be posted to the transcript and on the graduation audit. Completing these requirements is a prerequisite for EDU 353 Education Psychology and Instructional Practices and all subsequent education classes. It is expected that all requirements will be completed concurrent with EDU 200 Introduction to Teaching in a Diverse Society. To review the requirements for Checkpoint 1 - Admission to Educator Preparation, please go to the education department website.

## **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. Co-requisite: EDU 205.

## **EDU 205 FIELD EXPERIENCE (1)**

Students complete a 40-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. Co-requisite: EDU 200 Credit/no credit.

## **EDU 220 CURRICULUM AND ASSESSMENT (2)**

General and specific topics related to curriculum development and general teaching methods, lesson and unit development, and effective classroom practices including formal and informal assessment for all classrooms. The Ohio Learning Standards are introduced in this course.

## **EDU 283 TEACHING READING THROUGH LITERATURE: PRIMARY (P-5) (3)**

During this course, students will read books for children in primary (P-5) classrooms, 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 quality picture books and chapter books are integrated into the reading/language curriculum as vehicles for teaching reading skills, and develop reading aloud and storytelling techniques to promote literature appreciation. The course will also provide opportunities that support the aesthetics development in and appreciation for visual literacy. Students will learn basic fundamentals of art and principles of design as tools to help make meaning from 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. Satisfies Critical Analysis Competency.

### **EDU 286 PHONICS AND WORD IDENTIFICATION (4)**

This course will teach methods for using phonics and word identification skills. 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. 25 field hours. Prerequisites: EDU 200 and EDU 205.

### **EDU 288 DEVELOPMENTAL CURRICULUM: LEARNING AND THE ARTS (3)**

This course is designed to provide opportunities that support the aesthetic development in art, music and movement in elementary aged children 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. Four clinical hours are required. Prerequisites: EDU 200 and EDU 205. Satisfies Creative Expression competency.

### **EDU 297 TEACHING READING THROUGH LITERATURE: MIDDLE CHILDHOOD (3)**

In this course, students will survey middle childhood level picture books, chapter books, and novels, analyze and criticize their content, illustrations and possible use, investigate the literature's portrayal of gender roles, ethnic and racial groups, recognize outstanding authors and artists, learn how literature 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 literacy, particularly

how picture book illustrations help the reader create meaning. 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. Prerequisites: EDU 200 and EDU 205. Satisfies Critical Analysis competency.

### **EDU 303 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. Prerequisite: EDU 005 and EDU 220.

### **EDU 305 CONTENT AREA LITERACY/GENERAL METHODS (3)**

This is a course to prepare the prospective educator 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 classroom including reading, writing and speaking; 4) the interdisciplinary nature of disciplines; 5) a minimum of 9 hours of planned/supervised public school field experience in the student's teaching field. Prerequisite: EDU 005 and EDU 353.

### **EDU 306 CURRICULUM AND INSTRUCTION: SCIENCE/MATHEMATICS (GRADES 4-5) (3)**

This course focuses on curriculum and instruction based on the developmental needs of young adolescents in grades 4 and 5. The Ohio Academic Learning Standards and model curricula as well as additional resources are used to develop learning experiences that lead to high levels of student learning in science and mathematics.

### **EDU 307 CURRICULUM AND INSTRUCTION: SOCIAL STUDIES AND LANGUAGE ARTS (GRADES 4-5) (3)**

This course focuses on curriculum and instruction based on the developmental needs of young adolescents in grades 4 and 5. The Ohio Academic Learning Standards and model curricula as well as additional resources are used to develop learning experiences that lead to high levels of student learning in social studies and language arts.

### **EDU 308 CURRICULUM AND INSTRUCTION: LANGUAGE ARTS AND READING (GRADES 4-6) (3)**

This is one of two courses required for the Middle Childhood Reading/Language Arts endorsement which is added to the Middle Childhood License. The ELA MC Endorsement prepares Middle Childhood candidates to teach Language Arts/Reading in grades 4-6. Candidates who are seeking this endorsement must complete the MC licensure program with two concentrations other than Language Arts/Reading.

### **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.

### **EDU 321 PRIMARY (P-5) CURRICULUM AND INSTRUCTION: MATHEMATICS (3)**

This course focuses on curriculum and instruction based on the developmental needs of children in primary (P-5) classrooms. The Ohio Academic Learning Standards and model curricula as well as additional resources are used to develop learning experiences that lead to high levels of student learning in mathematics.

### **EDU 322 PRIMARY (P-5) CURRICULUM AND INSTRUCTION: SCIENCE (3)**

This course focuses on curriculum and instruction based on the developmental needs of children in primary (P-5) classrooms. The Ohio Academic Learning Standards and model curricula as well as additional resources are used to develop learning experiences that lead to high levels of student learning in science.

### **EDU 323 PRIMARY (P-5) CURRICULUM AND INSTRUCTION: SOCIAL STUDIES (3)**

This course focuses on curriculum and instruction based on the developmental needs of children in primary (P-5) classrooms. The Ohio Academic Learning Standards and model curricula as well as additional resources are used to develop learning experiences that lead to high levels of student learning in social studies.

### **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. 10 hours of clinical experience. Writing-enriched course. Prerequisite: Admission to Educator Preparation

### **EDU 333 URBAN EDUCATION SEMINAR (1)**

Students will engage with education and culture in an urban environment. They will visit schools and participate in discussions with community members and will: engage in critical reflection on the development of students' own system of values by directly engaging an urban community through the lens of Bluffton's enduring values and the resources provided by education, geography, and sociology. Prerequisite or co-requisite: EDU 332

### **EDU 334 OHIO IN THE UNITED STATES (1)**

This course focuses on the major historical developments, geographic and cultural features, and political and economic institutions and developments in Ohio as it relates to the United States. It also includes content focused on how a 4th grade social studies teacher plans for effective student learning.

### **EDU 335 TEACHING AND ASSESSING READING (3)**

This course will explore theories and instructional strategies for teaching reading. The focus will be on 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. This course is also 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; 5) using self-evaluation as a way of involving students in assessing their own learning. Prerequisites: EDU 220 and EDU 286. 10 field hours.

### **EDU 353 EDUCATIONAL PSYCHOLOGY and INSTRUCTIONAL PRACTICES (3)**

The focus of this course is a survey of psychological theories and principles as they apply to teaching. Topics include using science to inform classroom practices, behavioral and cognitive learning theory, cognitive processes, motivation, and individual differences and diversity, teacher behavior, and constructivist theory and practice. A portion of the course is devoted to classroom management theories, models, and techniques. A case study approach is used to place an emphasis on application of key concepts and skills. This course is required for all licensure areas and must be taken prior to admittance to Student Teaching. Prerequisites: EDU 200, EDU 205, EDU 220 and PSY 110



**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. 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. 15 field hours. Prerequisites: EDU 200 and EDU 205

**EDU 358 EARLY CHILDHOOD DEVELOPMENT AND PROGRAMMING (3)**

This course is designed to provide students with knowledge and skills related to early childhood development, program development, working with families and working with other professionals.

**EDU 378 INTERNSHIP (1-2)**

On-site experiences with an education related agency. Placements may include private or public schools, infant programs, preschools, after school programs, adult education programs, agencies that serve persons with disabilities, etc. Approval by department chair and instructor required prior to placement.

**EDU 384 CHILD DEVELOPMENT PRACTICUM (1)**

A 40-hour practicum in an early childhood setting in which students will collaborate with children, teachers and other professionals. Sites can include preschools, child development centers and other agencies that deal specifically with the early childhood environment. Students will gain practical experience with working with young children and learning fundamental aspects of operations/management of such facilities.

**EDU 401 A/YA SPECIAL METHODS: LANGUAGE ARTS (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, life sciences or physical sciences, integrated social studies, or integrated math. Topics covered in these courses: development, implementation and evaluation of educational programming for A/YA language arts, life sciences or physical sciences, integrated social studies, or integrated math. 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. 25 clinical experience hours. Prerequisite: junior standing.

**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. 30 clinical experience hours for each of the 2 classes.

**EDU 415 SPECIAL METHODS 2 (2)**

This course is completed the semester of student teaching and provides candidates a pre-clinical practice experience that includes orientation to the CP classroom, student learning planning, content specific instruction and assessment and preparation for the edTPA. 70 clinical experience hours.

**EDU 425 LEADERSHIP SEMINAR (2)**

This seminar will provide an overview of the student teaching experience and provide details of the state requirements for licensure, including the Value-Added Dimension, Teacher Performance Assessment e-portfolio, Resident Educator Licensure, and Code of Conduct for the Profession. Support for submission of the edTPA is provided. Students will also compile a credential file. Credit/No credit.

**EDU 443, EDU 450, EDU 451, EDU 452, OR SED 453 STUDENT TEACHING (10)**

Student teaching 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. Student teachers spend full days in their assigned public classroom for 12 weeks during their senior year. Registration is limited to candidates who are formally accepted into educator preparation and who have applied for admission to Student Teaching. Acceptance into Student Teaching is based on completing the requirements specified in the Student Teaching Handbook (available from the education department). Student teachers register for one of the following sections: Primary (P-5) (EDU 443), Middle Childhood (EDU 450), adolescent/young adult (EDU 451), multi-age (EDU 452) or Intervention Specialist (SED 453). Prerequisite for adolescent/young adult and multi-age: all professional education courses and licensure area coursework. Prerequisite for primary (P-5), intervention specialist and middle childhood: all major requirements as listed in the licensure program outlines. 12 weeks/full days; credit/no credit.

**ENG 103 ESL: ENGLISH FOR ACADEMIC SUPPORT (4)**

An English language course for high intermediate non-native English speakers with a special emphasis on academic English and culture.

**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 111 SHALITH ACTIVITY (.5)**

Activity credit for editing and production of student literary magazine.

**ENG 113 BRIDGE: THE BLUFFTON JOURNAL STAFF (1)**

Literary journal student staff will participate in editing and publishing Bridge literary magazine. Projects include reading and selecting literary submissions, editorial input, layout and graphic design of the literary magazine. Student staff members will learn deadline-driven production skills applicable to publishing, corporate writing, marketing, public relations, copywriting, and the new media marketplace. Enrollment by permission of instructor.

**ENG 115 FUNDAMENTAL READING AND WRITING SKILLS (3)**

This course is designed for future educators to enhance and develop their reading and writing skills to better meet the challenges of today's K-12 classroom. Emphasis will be placed on increasing recognition and mastery of Standard American English (SAE), expanding academic vocabulary, developing formal writing skills, and improving reading speed and accuracy. Tasks will often focus on those frequently required for preservice and inservice teachers.

**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. Satisfies Critical Analysis Competency.

**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. Satisfies Critical Analysis Competency.

**ENG 202 INTRODUCTION TO FICTION WRITING (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. Satisfies Creative Expression Competency.

**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. Satisfies Creative Expression Competency.

### **ENG 205 CREATIVE WRITING: NONFICTION (3)**

An introduction to the craft of writing literary essays and creative nonfiction. Offered alternate years. Satisfies Creative Expression Competency.

### **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. Writing-enriched course. Prerequisite: CMP 110 or CMP 120. Satisfies Critical Analysis Competency.

### **ENG 243 STUDIES IN AMERICAN LITERATURE (3)**

Repeatable. Offered alternate years. Satisfies Exploring the Past Competency.

### **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. Satisfies Critical Analysis Competency.

### **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. Satisfies Critical Analysis Competency.

**ENG 257 SURVEY OF ENGLISH LITERATURE 2 (5)**

A chronological survey of English literature from the 19th century to the present. Offered alternate years. Satisfies Critical Analysis Competency.

**ENG 261 STUDIES IN ENGLISH LITERATURE (3)**

Repeatable. Offered alternate years. Satisfies Critical Analysis Competency.

**ENG 265 STUDIES IN MODERN LITERATURE (3)**

Repeatable. Offered alternate years.

**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. Satisfies Critical Analysis Competency.

**ENG 282 STUDIES IN THE NOVEL (3)**

Repeatable. Offered alternate years.

**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 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 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. Satisfies Understanding Self and Society Competency.

**ENG 321 STUDIES IN POETRY (3)**

Repeatable. Offered alternate years.

**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.

**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 or 3)**

A minimum 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. Credit/no credit.

**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 public relations 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.

**FIN 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: ECN 141, ECN 142, ACT 151 and ACT 152, or by permission of instructor.

**FIN 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: ECN 141, ECN 142, ACT 151, ACT 152, and junior status.

### **FIN 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. Prerequisites: ECN 141 and ACT 152. Offered alternate years.

### **FIN 375 PRINCIPLES OF INSURANCE AND RISK MANAGEMENT (3)**

The course is designed for students who have little or no knowledge of insurance. The course offers an introduction into the fields of insurance and risk management including property and casualty, life, health, and auto insurances. The course introduces students to the principles of insurance and risk management including how to identify, assess, and control risk. Prerequisite: sophomore standing.

### **FIN 376 PROPERTY AND CASUALTY INSURANCE (3)**

The course is designed for students who have little or no knowledge of insurance. The course offers a foundation of knowledge regarding commercial property and liability insurance. Topics would include understanding personal and business property risks and the various types of insurance products used to reduce that risk. Prerequisite: sophomore standing.

### **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.

### **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. Offered by special arrangement as a directed study.

### **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. Offered by special arrangement as a directed study.

### **HFS 110 INTRODUCTION TO EXERCISE SCIENCE (3)**

Provides an introduction to exercise science and the theory of movement and play. Assists the professional in acquiring the skills necessary to appreciate the values of movement. Includes a study of the qualifications and professional preparation of the exercise science major. Covers aims and background of modern programs. The psychological implications of movement education are included. First-year student or sophomore standing.

### **HFS 112 INTRODUCTION TO SPORT MANAGEMENT (3)**

This is a foundational course designed to introduce the student to the sport management profession. It will provide an overview of the sport industry including but not limited to organizational structures, event and facility management, sport communication, and interscholastic, intercollegiate and professional athletics.

### **HFS 117 INTRODUCTION TO SPORT MEDICINE (3)**

This course will focus on two categories. One category will be a head to toe evaluation emphasizing initial care and prevention of athletic injuries. Risk factors and mechanisms of athletic injuries are identified. Lab experiences are provided in taping, wrapping and usage of various modalities. The second category will be on CPR and First Aid. Students will earn their American Red Cross Certification by the end of the class.

### **HFS 120, 130 TEAM AND INDIVIDUAL SPORTS 1, 2 (3 each)**

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. Satisfies Living Well Competency.

### **HFS 135 GAMES AND PROGRAM PLANNING (3)**

Focuses on individual, dual, low-organization activities, quiet games, table games and social mixers usable in programming in a recreation setting.

### **HFS 145 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 for children through adulthood in various recreational settings.

### **HFS 155 ADVENTURES IN OUTDOOR RECREATION (1-2)**

Designed to develop introductory skills in a variety of outdoor recreation adventure opportunities in areas such as: fishing, whitewater rafting, skiing, kayaking, backpacking and high/low ropes course. Satisfies Living Well competency. Students may earn a maximum of 6 hours of credit in HFS 155. Students are allowed to retake the same topic for additional credit.

### **HFS 170 SPORT COMMUNICATION (3)**

Sport Communication examines the relationship between sports and media within our cultural context by exploring the different means sport communication impacts the way individuals and groups perceive various cultural issues. Through practical experiences, students will be introduced



to the various communication skills needed in the sports industry and be given the opportunity to participate in debate, mock press conferences, one-on-one interviews, and other situations where speaking and listening competencies are needed to interact with and/or represent a sport organization.

### **HFS 205 LEADERSHIP (3)**

Studies principles of leadership and their application in the development of recreation programs. Topics such as goal setting, strength identification, value clarification and leadership throughout the lifespan will be explored. Satisfies Living Well Competency.

### **HFS 215 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.

### **HFS 220 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. Satisfies Living Well Competency.

### **HFS 225 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.

### **HFS 230 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.

### **HFS 235 FACILITY MANAGEMENT (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.

### **HFS 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 exercise science) programs are studied with sociological implications considered.

### **HFS 245 ADMINISTRATION OF CAMPS (3)**

This course deals with the development and implementation of successful camping programs and the total camp operation.

### **HFS 255 COMPETITIVE STRENGTH TRAINING AND EXERCISE (2)**

This course will provide both classroom and practical experience in the analysis of personal fitness and nutritional habits. The student will learn to correlate exercise science related coursework and practical skills of strength training and exercise. Satisfies Living Well Competency.

### **HFS 265 PERSONAL TRAINING AND EXERCISE (2)**

Students will learn the basic fitness assessment and exercise prescription concepts. Exercise testing and prescription are presented within a health-related context, with practical applications for sports nutrition, weight management, the aging process and prevention and management of chronic diseases such as heart disease, diabetes, cancer, osteoporosis and arthritis. Satisfies Living Well Competency.

### **HFS 270 SPORT ETHICS (3)**

Students will explore the ethical presuppositions of competitive athletics and their connection both to ethical theory and to concrete moral dilemmas that arise in actual athletic competition. Students will examine the ethics of genetically enhancing athletic abilities, the morality of cheating, the ethics of strategic fouling and the impact of performance-enhancing drugs on the legitimacy of records. Students will be challenged to consider the morality of competition in sports, the ethical aspects of violence in sports and the arguments in defense of intercollegiate sports.

### **HFS 301 BIOMECHANICS OF PHYSICAL ACTIVITY (3)**

This course focuses on the development of techniques of human movement analysis from structural and functional points of view. Principles of mechanics as they apply to the analysis of human motion will be drawn from joint movements and sport skills to illustrate these types of analyses. Prerequisite: junior or senior status. Offered alternate years.

### **HFS 305 EVENT MANAGEMENT (3)**

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors, marketing, and implementing campus and community events. Offered alternate years.

### **HFS 310 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.

### **HFS 315 THERAPEUTIC RECREATION SERVICE (3)**

Involves a study of leadership skills, techniques and adaptation of recreation activities for persons with disabilities. Offered alternate years.

### **HFS 320 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.

### **HFS 350 SPORT AND ADMINISTRATION MANAGEMENT PRACTICES 1 (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. Offered alternate years.

### **HFS 355, 356 STRENGTH AND CONDITIONING 1, 2 (3 each)**

This course is designed for students preparing for the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification or for students wishing to gain additional practical application of exercise science, strength training and programming. This course will introduce key principles of resistance training and conditioning to maximize strength, speed, cardiovascular and flexibility training based on concepts learned in physiology, anatomy, kinesiology and psychology. Pre-requisites: BIO 230 and HFS 310 or HFS 320.

### **HFS 360 ISSUES IN COACHING (3)**

This course examines the various issues both past and present that today's coach, both at the interscholastic and intercollegiate level, will have to deal with. The importance of program organization and philosophy formation will be studied as it relates to dealing with issues. Junior or senior standing required.

### **HFS 375 SPORT AND ADMINISTRATION MANAGEMENT PRACTICES 2 (3)**

This course will provide students with extensive discussions of the foundational aspects of the profession and current topics from the field. Throughout the course, students will discuss the significance of sport as an international social institution. Students will learn the relevance of sociological, cultural, historical, political and psychological concepts to the management of sport. Students will learn the necessary professional skills and attitudes of sport managers and ways in which the globalization of sport continues to affect sport management professions. Offered alternate years.

### **HFS 385 INTERNSHIP (1-15)**

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.

**HFS 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.

**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. Satisfies Exploring the Past Competency.

**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. Satisfies Exploring the Past Competency.

**HIS 210, WORLD HISTORY 1, GLOBAL FOUNDATIONS (3)**

A survey of world history from the Agricultural Revolution through the Age of European Expansion. Focus will be on the origins of the non-western societies and their cross-cultural interactions. Satisfies Exploring the Past Competency.

**HIS 212, WORLD HISTORY 2, THE AGE OF GLOBAL CONTACT (3)**

A survey of world history from the Age of European Expansion through post-Colonialism and globalization. Focus will be on the rise of Imperialism, Capitalism and Revolution in a globalized world. Satisfies Exploring the Past Competency.

**HIS 300 HISTORY: THEORY AND APPLICATION (3)**

For majors and interested non-majors, 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 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. Satisfies Exploring the Past Competency.

**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. Satisfies Exploring the Past Competency.

### **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. Satisfies Exploring the Past Competency.

### **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 Women's Studies minor.

### **HIS 312 EUROPEAN WOMEN'S HISTORY (3)**

This course will survey European Women's lives from the High Middle Ages through the Early Modern Period. Students will discuss the ways that religious, political and cultural authorities controlled women as well as the ways that women exercised agency within those restrictions. The course will examine the diversity and similarity of women's experiences depending on their age, social status, religion, country of origin or time. This course may be taken as part of the Women's Studies minor. Satisfies Exploring the Past Competency.

### **HIS 320 CIVIL WAR AND RECONSTRUCTION (3)**

This course offers a chronological survey of the causes, course and impact of the American Civil War and the Era of Reconstruction that occurred in its wake. A variety of related topics and themes will be considered, included key military developments, the particular impact of the war on American gender and race relations, and the war as a major step in the development of total war. In addition, the course will survey the dramatic postwar political and social events emanating from the emancipation of four million slaves. The course includes one overnight field trip to a battlefield. No prerequisite. Satisfies Exploring the Past Competency.

### **HIS 325 THE GREAT DEPRESSION AND WORLD WAR II (3)**

The period from 1929 to 1945 were arguably the key, critical years in the history of twentieth-century America. At the beginning of this era, this country was an inward-focused nation with a skeletal military, a minimal diplomatic corps and was largely content to remain isolated from world affairs. Sixteen years later it had developed one of the largest militaries on the globe, had triumphed in a world war, and stood ready to play a dominant role in the international arena. Any student of US history needs to come to grips with the

critical period of 1929 to 1945, when America endured the trials of the Great Depression and global war. Satisfies Exploring the Past Competency.

### **HIS 329 WORLD WAR I AND THE RISE OF EXTREMISM IN EUROPE (3)**

This course explores the causes, course, and aftermath of World War I (1914-1918) in Europe. The course starts with the political and industrial revolutions that transformed European economies, politics, and society. Students will focus on the rise of ideologies such as Social Darwinism, racism, and militarism that came to inform European politics in the course of the nineteenth century. Students will explore the course of World War I in depth through the lens of ordinary soldiers on the front and civilians on the home front to gain a deep understanding of the devastating consequences of the first industrialized war that paved the way for extremist politics on the political right and left. Satisfies Exploring the Past Competency.

### **HIS 331 NAZI GERMANY AND THE HOLOCAUST (3)**

This course explores the history of Nazi Germany and the Holocaust from 1933 to 1945. The course explores key aspects of the Nazi state (1933-1945), including the situation of both Jews and non-Jews in Germany and Europe, the centrality of race and ideology, the motivations of perpetrators and the response of victims, the evolution of the Nazi death camps, and the intersection between war and genocide. Satisfies Exploring the Past Competency.

### **HIS 332 COLD-WAR GERMANY AND EUROPE (3)**

This course examines the history of postwar Germany within the European context from 1945 to the present. In particular, it focuses on how World War II gave rise to the Cold War and how specific events such as Stalin's dominance of Eastern Europe in 1945, the division of Germany, the 1960s student movement, and the emergence of domestic terrorism decisively shaped Germany and modern Europe. Satisfies Exploring the Past Competency.

### **HIS 340 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. Satisfies Exploring the Past Competency.

### **HIS 345 FOOD: A HISTORY (3)**

This course explores world history through the lens of food and culture from prehistory to the present. Students explore when and why a variety of international cuisines evolved within a particular historical context and how these food traditions continue to shape contemporary culture even as they intersect with globalization and the industrialization of food. Students will learn how factors like religion, politics and conquest, geography and climate, abundance and scarcity shaped the food culture and practices of myriad peoples around the globe. This three-credit-hour course includes an occasional lab. Students will prepare historical and contemporary dishes of

the respective cuisine (i. e. Jewish, African, Indian, Asian, Middle Eastern, European etc.) covered in any given week. Satisfies Exploring the Past Competency.

### **HIS 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. Cross-listed as REL 359. Satisfies Religious Understanding Competency.

### **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.

### **HIS 400 RESEARCH SEMINAR (3)**

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. Writing-enriched course. Prerequisite: CMP 110 or CMP 120.

### **HON 120 HONORS SEMINAR: BIBLICAL WORLDVIEW AND HERMENEUTICS (3)**

Introduction to Biblical Worldview and Hermeneutics emphasizes the ability to read and understand Biblical texts in a discerning way and to explore their potential for shaping a contemporary worldview. By the end of the semester, successful students will be able to produce interpretations of Biblical texts informed by the texts' literary and historical contexts and the students' own social locations. Prerequisite: Good standing in the honors program. Satisfies Reading the Bible Competency.

### **HON 130 ART AS TRANSFORMATION (3)**

This course will introduce students to the function of art as a vehicle of human development, transformation, and activism. The course will discuss Paleolithic and tribal art, Outsider and religious art from the Christian, Hindu and Buddhist traditions and contemporary Western art. The course will also look at present-day street art and performance art as activism with a focus on human rights and the freedom of expression and worship. The course

includes a semester-long, hands-on art project. Prerequisite: Good standing in the honors program. Satisfies Creative Expression Competency.

### **HON 200 HONORS SEMINAR: RHETORIC AND ARGUMENTATION (3)**

This seminar engages students in Bluffton's Honors Program with essential questions regarding how meaning is made from texts (including spoken and written texts), the nature of rhetorical influence, and the development of critical and analytical skills. This course will introduce students to the evaluation of rhetorical arguments for their validity, logical soundness and persuasive appeal. The course will also include the examination of current rhetorical discourse in political and local arenas and techniques for developing and deploying effective arguments through a variety of communication mediums. Within the seminar format students will engage with rhetorical theory, lead conversations, and practice a variety of types of communication practices intended to influence others. Prerequisite: Good standing in the honors program. Satisfies Speaking and Listening Competency.

### **HON 210 HONORS SEMINAR IN THE HUMANITIES (3)**

This seminar engages students in Bluffton's Honors Program in a historic and literary consideration of a major theme that is significant to the humanities. Students will consider the shifting social, political, and philosophical order in light of the changing meanings and portrayals of the theme in literature and in historic figures and events. Prerequisite: Good standing in the honors program. Satisfies Exploring the Past Competency.

### **HON 220 GREAT WRITING: THE DREAM OF A COMMON LANGUAGE (3)**

Students will read, discuss, and respond to great works of literature (from wide range of places and perspectives, but mainly from the last two centuries) that explore the dream of human flourishing and the many obstacles to realizing that dream. We will pay particular attention to how language and narrative shape consciousness, our ability to interpret and influence events and social conditions, and the ways fiction and poetry examine global and universal issues through the local and particular. Prerequisite: Good standing in the honors program. Satisfies Critical Analysis Competency.

### **HON 230 THE HISTORY OF CLIMATE CHANGE SCIENCE (3)**

Students will read and analyze a selection of the most important papers relating to the effect of human carbon dioxide emissions on climate, beginning with the identification of the greenhouse effect in the 19th Century and moving through significant papers from the 20th Century that detail the global significance of this challenge. Students will be asked to identify useful contemporary papers for future editions of the course. Prerequisite: Good standing in the honors program. Satisfies Critical Analysis Competency.



#### **HON 240 SEARCHING FOR ALIENS (4)**

This course investigates the scientific methods used to find habitable exoplanets and, potentially, the confirmation of extraterrestrial life. Topics cover relevant concepts in astronomy, physics, chemistry, and biology with laboratory exercises designed to reinforce these ideas. As humanity asks whether we are alone in the universe, we will ask what implications the answer has for our understanding of ourselves and society. Prerequisite: Placement at or above MAT100/114 and good standing in the honors program. Satisfies Scientific Inquiry Competency.

#### **HON 250 FROM APOCALYPSE TO ZOMBIE (3)**

Apocalypses are a genre with ancient roots and modern currency. In this course, students will first explore apocalypticism in the ancient world and in biblical and related literature. Students will then survey the after-lives of these texts within apocalyptic movements in early Judaism and Christianity, rabbinic Judaism, medieval Christianity, and Islam. Finally, students will assess the robust influence of apocalyptic thought on contemporary worldviews by analyzing apocalyptic themes in films and novels, the rhetoric of climate change, "doomsday cults," and the zombie as a cultural symbol. By the end of the semester, students will produce interpretations that assess ancient and modern apocalyptic visions of social transformation both locally and globally. Prerequisites: REL 100 or permission from the instructor and good standing in the honors program. Satisfies Religious Understanding Competency.

#### **HON 310 JUNIOR HONORS: IN SEARCH OF PURPOSE (3)**

This course is an applied philosophy class for the students in the Honors Program. By applying different theoretical frameworks that we have learned (in school and in life) the course will explore how our insights fit into the many "-isms" of history and what that might mean as we try to find our way in living the good life. Each week, we will read a conventional theory about the nature of the good life and hear from one or two students who have some connection to that theory. Students will share their insights, stories, pieces of artwork, and food in an effort to help us understand a bit more about what it means to live well. Prerequisite: Good standing in the honors program. Satisfies Understanding Self and Society Competency.

#### **HON 313 WHITHER THE SACRED? CHANGE AND CONTINUITY IN THE SOCIOLOGY OF RELIGION (3)**

Using the lens of the sociology of religion, this course examines change and continuity in religion and spirituality from the global to the local. Despite many predictions describing the complete secularization of the world, religion and spirituality persists, though with many changes. In this course, we examine social scientific approaches to religion with a focus on religious change and persistence in life-span development (with a particular focus on emerging adulthood), the resurgence of religious nationalism in the United States, the role of gender and religion in Islam, and patterns or religious expression and participation worldwide. Students cannot get credit for this course and SOC 314. Satisfies Religious Understanding Competency.

### **HON 320 NAZI GERMANY AND THE HOLOCAUST (3)**

This course explores the history of the Holocaust, the German state's effort during World War II (1939-1945) to murder Jews along with other alleged enemies of the regime. We contextualize the rise of national Socialism and Adolf Hitler within major historical developments in the nineteenth and twentieth centuries; we explore key aspects of the Nazi state (1933-1945), including the situation of both Jews and non-Jews in Germany and Europe, the centrality of race and ideology, the motivations of perpetrators and the response of victims, the evolution of the Nazi death camps, and the intersection between war and genocide. The class engages a key problem of our time, namely that of prejudice, stereotyping, and racism and how these pernicious forces work to precipitate violence. It challenges students to use a historical lens to recognize their own responsibility, especially in their local communities, to become agents of change as they learn to recognize and challenge prejudices and racism in its many contemporary manifestations. Prerequisite: Good standing in the honors program. Satisfies Exploring the Past Competency.

### **HON 400 HONORS SEMINAR: CHRISTIAN VALUES IN A GLOBAL COMMUNITY (3)**

Based on the course description of BENV 400 Christian Values in a Global Community, this course "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." While it is intended to work toward the integration of the general education curriculum, the course is also intended to help students reflect on their experience as members of various communities – both what they contributed to those communities and what they took from them. This process will be central to this seminar and is intended to serve as the orienting material as students process their time at Bluffton and their hopes for the future. Prerequisites: LAS 301 or EDU 332 and LAS 342 and good standing in the honors program.

### **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.

### **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. **Scientific calculators are required.**

### **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 three years of high school mathematics and qualification for placement.

### **MAT 114 PRECALCULUS (4)**

A study of families of elementary functions—power, polynomial, rational, exponential, logarithmic and trigonometric—and their important properties and various representations (numerical, algebraic and graphical). Polya's problem-solving process is used to solve mathematical problems that model real-world situations. Graphing calculators are required and are used extensively. Prerequisites: MAT 100 or placement into MAT 114.

### **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)**

A study of fundamental concepts and applications of the differential calculus of one variable, as well as introductory integral calculus. Polya's problem-solving process is used to solve mathematical problems that model real-world situations and which require methods of differential calculus. The historical roles of Newton and Leibniz are discussed. Technology (spreadsheets, graphing calculators and online resources) are used extensively. Prerequisites: MAT 114 or four years of high school math and qualification for placement. Satisfies Critical Analysis competency.

### **MAT 136 CALCULUS 2 (5)**

The fundamental concept and applications of the definite integral of one variable, infinite series and introductory differential equations including series solutions are included. Polya's problem-solving process is applied to solve mathematical problems that model real-world situations and which require methods of integral calculus. The historical roles of Newton and Leibniz are discussed. Technology (spreadsheets, graphing calculators and online resources) are used extensively. Prerequisites: MAT 135 or its equivalent.

### **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 135 or 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. A variety of proof methods are compared and contrasted as discovered relationships are proven. The historical contributions of Greek, Indian, Arab and European mathematicians are discussed, including those of Euclid, Pythagoras, Desargues, Pappus, Archimedes, Heron, Bhaskara, Fermat and Ceva. Writing-enriched course. Prerequisite: MAT 135.

### **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. Satisfies Critical Analysis Competency.

### **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 are 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 135.

### **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. Distributions studied include the binomial, geometric, hypergeometric, Poisson, normal, gamma, exponential, chi-square, t and F distributions. Statistical topics include 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, including those of Bayes, Bernoulli, Chebyshev, Gauss, Gosset and Poisson. Prerequisite: MAT 136 and 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 MATHEMATICS AND METHODS SEMINAR (2)**

This course includes both contents and methods. Content topics discussed are ones that can be adapted to either elementary or secondary levels and relate to "mathematics enrichment." The course also includes discussion of professional behavior topics and students study 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. In addition the course includes selected topics from the history of mathematics.

## **MAT 390 INDEPENDENT STUDY IN MATHEMATICS (2-5)**

### **(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 1 (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 include: axiomatic development of the real numbers, countability, convergence and divergence of sequences and series, limits of functions, and continuity, and a first introduction to set topology (open and closed sets, metric spaces, separability, compactness, and uniform continuity). Prerequisite: MAT 225. Offered alternate years.

## **MED 222 TOPICS IN MEDIA (3)**

Provides an opportunity for sustained study of a particular theoretical, critical or professional topic within media.

## **MED 225 WRITING FOR THE MEDIA (3)**

Focuses on news gathering and writing for print, broadcast and new 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 BlufftonConnection.com. Prerequisite: CMP 110 or CMP 120.

## **MED 226 MEDIA PRODUCTION PRACTICUM (1)**

Provides practical experience working on staff for The Witmarsum and 96.1 The Wit FM. Students are expected to produce original media content, such as writing, videography, photography, sports broadcasts, podcasts, and audio feature stories for regular distribution either online or live broadcasts. Can be repeated.

## **MED 230 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.

## **MED 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 students' 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. Writing-enriched course. Satisfies Understanding Self and Society Competency.

### **MED 242 SOCIAL MEDIA (2)**

Explores the unique challenges of communication via social media. The course will examine the cultures contained within popular social media, such as Facebook, Instagram, Snapchat, Twitter, and Pinterest, and the ways those cultures shape and affect the messages contained within them. The role of social media in the professional world will be discussed with particular emphasis on how students should present themselves in these media. Satisfies Living Well Competency.

### **MED 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 120.

### **MED 352 GENDER, RACE AND MEDIA (3)**

Explores the ways that media shape understandings of ourselves and others as gendered and raced human beings. Students will study theoretical explanations for these relationships through the frameworks of critical theory and cultural studies to better understand specific media texts. In addition, students will examine various methods of media criticism and investigate how these methods can be deployed to challenge and resist damaging media representations.

### **MED 375 ADVANCED MEDIA WRITING (3)**

Refines students' writing skills developed in COM 225 Writing for the Media with emphasis on writing leads, features, editorial/op-ed and investigative pieces. This course will also explore advanced techniques for researching stories, conducting interviews and converging content across media platforms. Stories assigned and produced in the class may be used for publication with The Witmarsum. Prerequisite: COM 225.

### **MED 415 TELEVISION CRITICISM (3)**

Explores a variety of critical approaches to understanding television programming. Students will study and apply methods of media criticism, critical theory and cultural criticism to better appreciate the role of televised media content in our current cultural context. In addition, students will be challenged to critically engage with television as a critical text and to become careful interpreters of televised artifacts.

### **MED 425 INTERNSHIP IN MEDIA (1-4)**

Provides an opportunity to apply media skills either in a for-profit organization or a not-for-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.

### **MGT 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. Writing-enriched course. Prerequisites: CMP 110 or CMP 120, and ECN 141 and ECN 142 and junior status.

### **MGT 355 PRODUCTION AND OPERATIONS MANAGEMENT (3)**

The study of management issues and analytical problem-solving techniques in the areas of manufacturing and service management. Prerequisite: MGT 354. Offered alternate years.

### **MGT 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. Prerequisites: ACT 151, MGT 354 and MKT 356 or permission of the instructor. Offered alternate years.

### **MGT 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: MGT 354 or permission of the instructor. Offered alternate years.

### **MGT 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 coursework 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: MGT 354, MKT 356, FIN 366 and senior standing, or permission of the instructor.

### **MKT 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. Offered alternate years. Prerequisite: ECN 141 and MKT 356.

### **MKT 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: ECN 141 and ECN 142 and junior status.



**MKT 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: MKT 356 and BUS 284. Offered alternate years.

**MKT 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. Prerequisite: ECN 141 and MKT 356.

**MKT 360 SALES (3)**

An introduction to sales techniques, cases, sales management, recruiting, evaluation and control within the marketing environment. Prerequisite: MKT 356. Offered alternate years.

**MKT 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: MKT 356. Offered alternate years.

**MKT 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: MGT 354, MKT 356, and senior standing.

**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.

**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. Satisfies Creative Expression Competency

**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. Satisfies Creative Expression Competency.

#### **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 024 UNIVERSITY CHORALE -01 (.5), -02(0)**

The University Chorale is a large mixed ensemble focused on diverse repertoire including global, contemporary and traditional sacred and secular music. This group participates in both on- and off-campus performances and special events and is open to all students. Conscientious rehearsal and performance attendance is expected to maintain membership. Satisfies Creative Expression Competency.

#### **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. Satisfies Creative Expression Competency.

#### **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 cannot be audited. Prerequisite: permission of the instructor.

**MUS 101 PIANO** Satisfies Creative Expression Competency

**MUS 103 STRINGS** Satisfies Creative Expression Competency

**MUS 105 VOICE** Satisfies Creative Expression Competency

**MUS 106 ORGAN** Satisfies Creative Expression Competency

**MUS 107 BRASS** Satisfies Creative Expression Competency

**MUS 108 PERCUSSION** Satisfies Creative Expression Competency

**MUS 109 WOODWINDS** Satisfies Creative Expression Competency

**MUS 110 GUITAR** Satisfies Creative Expression Competency

**MUS 120 COMPOSITION**

**MUS 144 CONDUCTING**

**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 METHODS (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 (1)**

A continuation of MUS 112 with a development toward more solo playing skills. Prerequisite: MUS 112

**MUS 116 VOICE METHODS (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 METHODS (2)**

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 METHODS (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 METHODS (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 135 INTRO TO MUSIC (3)**

This course examines music from a variety of perspectives. The first perspective is as an introduction to music fundamentals, stressing note reading, rhythm, recognizing and understanding major and minor scales, intervals, triads and seventh chords. The second perspective is as a performer, with an introduction to basic guitar chords and strummed accompaniments, percussion instruments and simple piano skills. The third perspective is as a listener, with basic ear-training and exploration of music literature, using examples from pop, folk, classical, jazz, blues and world music. This course fulfills the general education fine arts requirement and the first course of the music theory sequence. Satisfies Critical Analysis Competency.

### **MUS 136 WORLD MUSIC (3)**

This course examines various world cultures through the lens of their specific musical practices and customs. Students will discover the fundamentals of music in a global perspective and will explore how music functions in several specific cultures and societies: practically, socially, theologically, ideologically and/or politically. Hands-on music-making, observation and multimedia experiences will complement lectures and discussions to create a holistic understanding of music's varying cultural roles. This course fulfills the general education fine arts requirement or satisfies Creative Expression Competency.

### **MUS 140 EXPLORING MUSIC (3)**

This course will explore different topics in music. It may focus on a particular style or approach to music such as American Popular Music since 1870 (folk,

jazz, blues, country, tin pan alley, hip hop and indie) or History of Rock and Roll since 1950 (studying rock and roll styles, gospel, country, jazz and blues). Topics will vary according to the instructor or current interest that may relate to the civic engagement theme. This course fulfills the general education fine arts requirement or satisfies Creative Expression Competency.

### **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 147, 205 AURAL SKILLS 1, 2 (2/2)**

A two-course series to develop aural skills including sight-singing, melodic dictation and harmonic dictation. Prerequisite for MUS 147: MUS 135. Co-requisite for MUS 147: MUS 148. Prerequisite for MUS 205: MUS 147 and MUS 148. Co-requisite for MUS 205: MUS 206.

### **MUS 148 MUSIC THEORY 1 (2)**

A continuation of MUS 135 Intro to Music, this course focuses on music fundamentals with emphasis on written theory, including part writing and harmonic analysis, supplemented by keyboard harmony. Prerequisite: MUS 135. Co-requisite: MUS 147.

### **MUS 161 Digital Music (3)**

This course will use the updated technology of the Digital Media Lab in Mosiman Hall to explore various music technologies used to compose and arrange music. Students will learn to use programs like ProTools, Sibelius, GarageBand, Logic and Ableton Live to create, notate and edit original and/or arrangements of music. Each student in the course will create and arrange their own music and will be assessed on these projects.

### **MUS 206 MUSIC THEORY 2 (2)**

A continuation of MUS 148 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. Co-requisite: MUS 205.

### **MUS 207 MUSIC THEORY 3 (3)**

A continuation of MUS 206 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. Prerequisites: MUS 205 and MUS 206.

### **MUS 212 ARRANGING (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 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. Cross-listed as REL 231.

**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 207. 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. Writing-enriched courses. Prerequisites: CMP 110 or CMP 120, MUS 207. Satisfies Exploring the Past Competency.

**MUS 329 MUSIC TEACHING METHODS: 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. Prerequisites: MUS 147 and MUS 148.

**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 TEACHING METHODS: INSTRUMENTAL (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. Prerequisites: MUS 147 and MUS 148.

**MUS 352 MUSIC TEACHING METHODS: CHORAL AND GENERAL MUSIC (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. Prerequisites: MUS 147 and MUS 148.

**MUS 385 INTERNSHIP (off campus) (3)**

An internship program allows the student to apply classroom learning to a work experience.

**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 322.

### **MUS 402 MUSIC PRACTICUM (1-2)**

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.

### **NRS 101 INTRODUCTION TO PROFESSIONAL NURSING (1)**

This course will provide an introduction to the science and art of the profession of nursing. The conceptual framework for the Bluffton University Nursing Program will be introduced, including the overarching themes and key concepts that are threaded throughout the curriculum. The history of nursing in the United States will be presented. The current state of the nursing profession including licensure and nursing professional roles will be discussed. A discussion of the role of the nursing profession in the overall scheme of health care delivery and the development and use of a systems-thinking approach will also be addressed. The central concepts of the nursing discipline – person, health, nursing, environment, teaching-learning provide the context for teaching and learning. Cultural awareness is also integrated throughout the course.

### **NRS 102 INTRODUCTION TO PROFESSIONAL NURSING (1)**

This course expands on the content offered in Introduction to Professional Nursing I. The current state of the nursing profession including licensure, certification, and nursing professional roles will be discussed. Emphasis will be placed on development of knowledge regarding the Ohio Board of Nursing, nursing law and rule as outlined in the Ohio Revised Code and Ohio Administrative Code, and the Ohio State Nurse Practice Act. National testing as provided by the National Council of State Boards of Nursing and compact licensure will be discussed. A review of the role of the nursing profession in the overall scheme of health care delivery and the development and use of a systems-thinking approach by nurses as healthcare professionals in the contemporary healthcare market will also be addressed. The importance of cultural awareness in the practice of professional nursing will be discussed. Prerequisite: NRS 101.

### **NRS 301 GLOBAL HEALTH AND INTERCULTURAL CARE (3)**

The course will introduce students to the basic concepts of health from a global perspective emphasizing how society and culture shape health and health perspectives; methods to reduce morbidity and mortality from disease; and the global efforts to improve health. Health profile data and outcomes for the United States and other nations will be compared and



contrasted to identify current trends and issues. The course will also analyze the role of the professional nurse in the design and provision of culturally competent and appropriate care across all types of health care settings. Concepts related to intercultural health including disease transmission, health policy and health-care economics are emphasized.

#### **NRS 401 TRANSITION TO BACCALAUREATE NURSING (1)**

This course provides the Registered Nurse (RN to BSN) completion student with an introduction to the professional nursing role. There is a focus on nursing and the related theories that impact the discipline and healthcare delivery practice settings. Contemporary role expectations are examined as the foundation of professional nursing. Current reports and nursing literature will be reviewed to examine current nursing education programs as well as role competencies as defined by the major nursing organizations. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

#### **NRS 402 RESEARCH IN NURSING: EVIDENCE BASED PRACTICE (3)**

This course provides the RN the opportunity to examine the components of the research process and the methodologies used to collect data. Evidenced-based practice is explored as a foundation for safe, effective nursing care. Students will complete a research project proposal/change project demonstrating understanding of the concepts discussed in the classroom. Students will also examine current research to become an effective consumer of research. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

#### **NRS 403 POPULATION BASED CARE (4)**

This course provides the student with a theory and practicum base for community-oriented nursing practice. The student will discuss the importance of promoting and protecting the health of the community using principles of health promotion and disease management through the use of community health principles. Community assessment, epidemiologic factors, political action, case management and environmental factors are used to direct evidence-based practice. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

#### **NRS 404 MANAGING CARE ACROSS THE HEALTH CONTINUUM (4)**

This course is designed to provide the RN with the opportunity to examine the various leadership roles and responsibilities within healthcare today. Emerging management roles are also discussed. Basic principles of leadership, management, policy, change, finance, interdisciplinary collaboration and practice settings are presented. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

#### **NRS 405 HEALTH CARE DELIVERY SYSTEMS (3)**

This course focuses on the design of current healthcare delivery as well as the financial environments in place today. Students will discuss types of organizations and care levels provided. Financial management, reimbursement, regulatory processes, healthcare policy and healthcare reform. Basic healthcare budgeting methods will be presented. Political

and economic factors that influence and impact nursing practice will be emphasized. Students will discuss how financial management impacts safety, patient-centered care, interdisciplinary teams, and quality of care. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

### **NRS 406 NURSING INFORMATICS (2)**

This course is designed to prepare the RN to apply computer technology to the management of patient, family, group or community information as well as discuss possible uses for informatics in the future development of nursing practice. Ethical and legal issues pertinent to healthcare delivery will be presented. The student will have the opportunity to compare and contrast current applications in use in practice and education. Offered alternate years. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

### **NRS 407 CARING FOR AN AGING POPULATION (2)**

This course focuses on the care of older adults across the health continuum as well as assisting elders to maintain wellness. Current theories are examined with regard to physical, psychological, legal and social aspects of aging. The student will compare and contrast assessment data that reflect normal aging changes compared to pathology. Chronic and complex health issues are presented with emphasis on community resources, interdisciplinary team management, and quality of life. End-of-life care for individuals and families is also presented. Offered alternate years. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284.

### **NRS 408 CURRENT TRENDS AND ISSUES IN NURSING (3)**

This course focuses on contemporary trends in health care delivery and nursing practice. Students will use previous knowledge and current information to examine the role of today's nurse in health care delivery and management. Regulatory issues will be discussed as they impact delivery of patient care, quality of care and cost of care. Relevant legislative issues will also be presented – law and pending issues. Prerequisites: admission to BSN program, RN certification and BUS/PSY 284. Satisfies Critical Analysis Competency.

### **NSC 105 THE CHEMISTRY OF EVERYTHING (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 into 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, immersing infectious diseases and human impact on the Earth's

ecosystems. The specific topics emphasized may vary from term-to-term. Satisfies Critical Analysis Competency.

### **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. Satisfies Critical Analysis Competency.

### **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. Satisfies Critical Analysis Competency.

### **NTR 101 INTRODUCTION TO DIETETICS PROFESSION (1)**

This course is an introduction to the dietetics profession. Topics include the educational and credentialing requirements, professional associations, career areas of employment, and the need for continuing education, ethics and leadership across the career spectrum.

### **NTR 105 INTRODUCTION TO FOODS (3)**

This course provides an introduction to foods and food preparation within the context of societal concerns related to health and wellness. Lecture emphasizes the human ecological model and how environmental interaction has evolved and changed with time (food safety, biotechnology, food technology, food production, sustainable living). Lab emphasizes basic techniques of food preparation. (2 hrs. lecture; 3 hrs. lab). Suitable for majors and non-majors. Satisfies Living Well Competency.

### **NTR 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.

### **NTR 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. Satisfies Living Well Competency.

### **NTR 235 CONSUMER AND CULTURAL FOODS (2)**

This course will provide students with the ability to explore various foods commonly seen at restaurants, grocery stores, and various menus and apply content learned in NTR 225 regarding macronutrients and micronutrients and apply this to evaluating foods.

### **NTR 236 SPORTS NUTRITION (2)**

This course will introduce the student to the physiological changes that occur to an athlete and how this increases the demand for many nutrients. Both macro and micronutrient needs of the athlete as well as sport specific nutrient needs of athletes are reviewed. Students will develop an understanding of the knowledge behind designing meal plans for athletes and the rationale behind supplementation.

### **NTR 250 NUTRITION EDUCATION AND COMMUNICATION (3)**

Principles and theories of learning, behavioral modification, cognitive theory, counseling theories and implementing and evaluating learning will be presented. Grounded in behavioral change models and theories, this course will provide students an opportunity to learn how to develop a nutrition counseling program for clients. Students will also become familiar with the ADIME model for standardized nutritional diagnosing utilizing case studies. Prerequisite: NTR 225. Satisfies Speaking and Listening Competency.

### **NTR 284 SPECIAL STUDIES SEMINAR (1)**

Study by tour of careers in food and nutrition. Class is by special arrangement of the faculty.

### **NTR 305 QUANTITY FOOD PRODUCTION (3)**

This course will give students an introduction to the principles and practices of large-scale foodservice production management. The course prepares students to achieve ServSafe manager level sanitation certification and the ability to acknowledge critical control points within production. This course reviews the basic food production conversions for quantity production as well as the development of standardized recipes.

### **NTR 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: NTR 105 or NTR210. Lecture and field experience.

### **NTR 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 while aging are included. Consideration is given to related physiological, psychological and socio-economic factors. Prerequisite: NTR 225.

### **NTR 335 PUBLIC HEALTH NUTRITION AND POLICY (2)**

An overview of public health nutrition and the organization of public, private and non-profit community nutrition services. In addition, basic principles of epidemiology and the legislative policy making process is examined. Students utilize current information technologies. Offered fall semesters, odd years. Prerequisite: NTR 225.

### **NTR 340 HUMAN PATHOPHYSIOLOGY (3)**

This course focuses on human pathophysiological processes and their effects on homeostasis. Topics include the etiology, pathogenesis, physical signs and symptoms, and complications of diseases, disorders, and conditions. Prerequisites: BIO 230 and BIO 231.

### **NTR 370 ADVANCED CLINICAL SKILLS (2)**

This class is a study of the elements of nutrition assessment and the development of a skill set that includes anthropometric, clinical, biochemical and diet factors. Students will build upon previous basic nutrition knowledge and develop their ability to apply assessment methods in various nutrition subject areas. A strong emphasis is placed on utilization of blood values, as well as various body-markers, to identify malnutrition. Students will be expected to leave this course with competent skills in calculating macronutrients and utilization of the exchange system.

### **NTR 375 MEDICAL NUTRITION THERAPY 1 (4)**

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. The nutrition care process and state-of-the-art documentation methods will be utilized. Prerequisites: NTR 250 and BIO 231. Lecture plus clinical experience.

### **NTR 376 MEDICAL NUTRITION THERAPY 2 (4)**

The second of a two-course sequence, this one continuing the study of nutritional management in the treatment of disease. The nutrition care process and state-of-the-art documentation methods will be utilized. Prerequisite: NTR 375. Lecture plus clinical experience.

### **NTR 385 INTERNSHIP (3-4)**

Supervised work experience providing opportunity for application of principles and theory learned in the student's major coursework. Internship objectives, contact hours, and specific requirements are 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.

### **NTR 386 ADVANCED NUTRITION (3)**

This course provides an in-depth study of nutrients and their role in physiological processes. An analysis of selected topics in human nutrition with an emphasis on current research is also presented. Prerequisites: NTR 225 and BIO 231.

### **NTR 390 INDEPENDENT STUDY (1-3)**

By arrangement.

### **NTR 400 SEMINAR IN WELLNESS (1)**

A study of selected topics and professional development in the field of wellness. Not open to first-year students.

### **PCS 380 PROJECT (3)**

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.

### **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. Prerequisite: MAT 050 or placement into MAT 100 or above. Satisfies Scientific Inquiry Competency.

### **PHY 150 ENGINEERING SEMINAR (1)**

This one-hour course is designed to introduce students to the many different fields of study in engineering. Students will listen to guest speakers and/or read through the scientific literature.

### **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. Prerequisite: placement into MAT 100 or above. Offered alternate years. Satisfies Scientific Inquiry Competency.

### **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, PHY 211, CEM 121 or permission of the instructor. 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. Four lectures, two hours of laboratory work per week. Students who have not had high-school physics, calculus or CEM 121 may wish to consult with the professor before attempting this course. Satisfies Scientific Inquiry competency.

### **PHY 212 PHYSICS FOR SCIENCE AND ENGINEERING 2 (5)**

The continuation of PHY 211. Four lectures, two hours of laboratory work per week. Writing-enriched course. Prerequisite: CMP 110 or CMP 120 and PHY 211.

### **PHY 299 SPECIAL TOPICS IN PHYSICS (credit varies)**

By arrangement.

### **PHY 326 THERMAL/MODERN/NUCLEAR/QUANTUM 1 (5)**

Cross-listed as CEM 326.

### **PHY 327 THERMAL/MODERN/NUCLEAR/QUANTUM 2 (5)**

Cross-listed as CEM 327.

### **PHY 340 ENGINEERING STATICS (3)**

Engineering statics uses vector methods, free-body diagrams, and equilibrium equations to understand systems in two and three dimensions. Topics include force systems, centroids and centers of gravity, loads, trusses, and internal and frictional forces. Prerequisites: PHY 211, MAT 350.

### **PHY 352 DIGITAL ELECTRONICS AND COMPUTERS (4)**

Cross-listed as CPS 352.

### **PHY 360 LINEAR ELECTRONICS (4)**

Cross-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 375 ANALYTICAL MECHANICS (3)**

Introduction to advanced analysis of Newton's laws of motion and classical mechanical systems, covering oscillating systems, gravity, and Hamilton's and Lagrange's equations. Three lectures per week. Prerequisites: PHY 211, MAT 350.

### **PHY 390 INDEPENDENT STUDY IN PHYSICS (1-3)**

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

### **PLS 100 INTRODUCTION TO POLITICAL SCIENCE (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. Satisfies Understanding Self and Society Competency.

### **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. Satisfies Understanding Self and Society Competency.

### **PLS 272 GLOBAL POLITICS AND INTERNATIONAL RELATIONS (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. This course is one of the core courses in the Peace and Conflict Studies minor. Prerequisite: PLS 100 or PLS 215.

### **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. Cross-listed as CRJ 303.



### **PLS 385 POLITICAL SCIENCE INTERNSHIP (variable)**

By arrangement.

### **PMM 161 INTRODUCTION TO PROJECT MANAGEMENT (3)**

This course introduces students to vital project management concepts including foundational principles and the life cycle of projects. Students will also develop an understanding of how individual projects, and the larger programs they make up, fit within the context of an organization.

### **PMM 272 PROJECT PLANNING (3)**

This course focuses on providing students a deep understanding of the rudiments of project planning: scope, time, cost, resources, risk, and quality. Students will also learn how to leverage resources and how managing risk, quality, and stakeholder expectations are critical to the definition of project success. Prerequisites: PMM 161 or concurrent enrollment.

### **PMM 373 PROJECT EXECUTION, MONITORING & CONTROL, IMPLEMENTATION AND CLOSURE (3)**

This course covers project execution, monitoring and control, implementation and handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Advanced Project Management Practicum. Prerequisites: PMM 272.

### **PMM 385 ADVANCED PROJECT MANAGEMENT-PRACTICUM (3)**

This course is intended as a culmination of a student's work in the project management concentration. Students will work in groups to manage a simulated project from scope to completion - encountering and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance and other topics to help contextualize project work. Prerequisites: PMM 373.

### **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. Satisfies Understanding Self and Society Competency.

### **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 235 DEVELOPMENTAL PSYCHOLOGY (3)**

This course is the study of human growth and development across the lifespan, from conception to death. Major theories and research findings, historical and current, are examined as they relate to physical, cognitive, and psychosocial aspects of human development. Prerequisites: PSY 110.

### **PSY 240 INTERVIEWING: THEORETICAL AND SKILL BASED APPROACHES (3)**

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. Addresses interpersonal communication and multicultural issues. Focuses on the development of skills using case studies, videos and role playing. This course is open to all majors and may be taken as part of the Peace and Conflict Studies minor. Prerequisite: PSY 110 or SWK 120 or permission of instructor. Cross-listed as SWK 240.

### **PSY 250 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 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 environments 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 may be taken as part of the Peace and Conflict Studies minor. This course is also listed as SOC 258.

### **PSY 284 GENERAL STATISTICS (3)**

Cross-listed as BUS 284/SOC 284. Satisfies Critical Analysis Competency.

### **PSY 310 PERSONALITY (3)**

A survey of theory and research on the development and modification of personality characteristics. Lecture and lab. Prerequisites: PSY 110, psychology major or minor, 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 descriptions of the most recent research tools for studying and visualizing the brain. Prerequisite: PSY 110.

### **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.

### **PSY 360 BASICS OF SOCIAL RESEARCH (3)**

This course presents the nature of the scientific method and research applied to the analysis and interpretation of both quantitative and qualitative data. An introduction to the basic techniques of social research as well as data analysis and interpretation will be presented. Students will learn how to use SPSS (Statistical Package for the Social Sciences) to analyze and interpret quantitative data. Writing-enhanced course; prerequisites: SWK 120 or PSY 110 or SOC 152. Cross-listed as SOC 360/SWK 360.

### **PSY 370 PSYCHOLOGY OF LEARNING AND COGNITION (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 385 PRACTICUM (3)**

By arrangement.

### **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 403 RESEARCH SEMINAR (3)**

Students will obtain approval from the Institutional Review Board for research projects developed in the Basics of Social Research class. Students will collect and analyze their own data and write a research report. Students will deliver a formal conference style oral presentation of the work. Prerequisite: PSY 360, psychology major or minor.

### **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 110, junior or senior status, and psychology major or minor.

### **PSY 414 SOCIAL SCIENCE SEMINAR (1)**

Students will engage in career development activities, including résumé building, job searching and interviewing as they prepare to join the workforce; or become familiar with graduate school admissions exams and applications if they intend to pursue graduate education. Students who have completed PSY 403 or SOC 365 can also explore how to present research findings at conferences and research fairs. Students that desire an internship experience during the following semester can explore that option. Course to be taken during fall semester of senior year. Cross-listed as CRJ 414 /SOC 414.

### **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. Satisfies Reading the Bible Competency.

### **REL 115 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. Satisfies Religious Understanding Competency.

### **REL 230 CHRISTIAN WORSHIP (3)**

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)**

Cross-listed as MUS 231.

### **REL 242 SPIRITUAL DISCIPLINES (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. Satisfies Religious Understanding Competency.

### **REL 245 SPIRITUAL FORMATION (3)**

This course will explore core concepts that explain the focus and purpose of Christian teaching. Forces that give shape to teaching and learning contexts, including how developmental, social, mental, and cultural dynamics affect spiritual growth. Application will then be made to curricular theory as it relates to ministry across the earlier years of life, but family and intergenerational ministry will also be addressed. Prerequisite: REL 100. Satisfies Religious Understanding Competency.

### **REL 248 PRINCIPLES OF YOUTH MINISTRY (3)**

This course will provide a basic introduction to youth ministry in the church

and other relevant ministry settings. The theology of youth ministry and its subsequent programmatic implications will be explored. Adolescent growth and development and youth culture will be addressed to find implications for practical and effective ministry approaches. Prerequisite: REL 100. Satisfies Religious Understanding Competency.

### **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. Satisfies Religious Understanding Competency.

### **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. Satisfies Religious Understanding Competency.

### **REL 270 RELIGIOUS COMMUNICATION (3)**

Cross-listed as COM 270.

### **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. Satisfies Religious Understanding Competency.

### **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. Satisfies Religious Understanding Competency.

### **REL 275 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: REL 100. Satisfies Religious Understanding Competency.

### **REL 276 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. Satisfies Religious Understanding Competency.

### **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 or REL 252) or permission from 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 Christology, feminist theology, theology and disability studies, global Christianity, and religion in North America. May be repeated for credit with different topic. Writing-enriched course. Prerequisites: CMP 110 or CMP 120 and 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. Satisfies Religious Understanding Competency.

### **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. Writing-enriched course. Prerequisites: CMP 110 or CMP 120 and REL 100. Satisfies Religious Understanding competency.

### **REL 342 LEADERSHIP COMMUNICATION IN NONPROFIT ORGANIZATIONS (3)**

Cross-listed as COM 342.

### **REL 359 MENNONITE HISTORY AND THOUGHT (3)**

Cross-listed as HIS 359. Satisfies Religious Understanding competency.

### **REL 385 PRACTICUM (1-2)**

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 (1-5)**

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.

### **SCM 300 FORECASTING AND LOGISTICS (3)**

This course provides a broad overview of the planning and execution of customer demand. It is divided into two parts: forecasting and logistics. In the first segment, the course covers planning and forecasting. In the second segment, the course covers the three major building blocks of logistics networks: transportation, warehousing and inventory. Prerequisites: None required, MGT 355 recommended.

### **SCM 349 SOURCING AND OPERATIONS (3)**

This course provides an overview of sourcing and operations. It is divided into two parts. In the first part, students will learn the key components of sourcing: supplier selection, supplier segmentation, make vs buy decisions, and supplier relationships. In the second part, students will learn both the Lean Inventory methodology and the Six Sigma methodology. Prerequisite: SCM 300.

### **SCM 400 SUPPLY CHAIN MANAGEMENT CAPSTONE (3)**

This course asks students to apply the skills they have learned in their business and supply chain management education to a series of challenges. In the first part, students solve challenges in logistics, operations, planning, and sourcing faced by a fictional company. In the second part, students will be tasked with addressing a real supply chain problem and will work in groups to produce a solution which will consist of a report and a presentation. Prerequisite: SCM 349.

### **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.

### **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. 10 clinical experience hours. Prerequisite: SED 228.

### **SED 235 LANGUAGE DEVELOPMENT 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. 5 clinical experience hours. Prerequisite: SED 228.

### **SED 344 INTERVENTION SPECIALIST CLASSROOM ORGANIZATION (2)**

This course is designed to assist prospective intervention specialists and special education minors 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. Prerequisites: junior standing and all major requirements as listed in the professional preparation outline for intervention specialist. Course is taken the year before student teaching. Prerequisite: SED 228, SED 230, SED 235, SED 380.



### **SED 380 METHODS AND MATERIALS (MC/AYA) (2)**

This course is designed to develop teacher competency to analyze learners and to plan to the "least restrictive environment" for students with mild to moderate educational needs. Candidates will develop skills in designing, implementing and evaluation appropriate educational interventions in the areas of language, math, reading, social studies, science, behavior, and social skills. Attention will also be given to occupational orientation 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; instruction in social and independent living; working with families. 6 field experience hours. Prerequisite: SED 228.

### **SED 383 EARLY INTERVENTION PRACTICUM (3)**

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 hours of clinical practice in an early intervention classroom. Offered May term only. Prerequisite: SED 228.

### **SED 384 METHODS/MATERIALS FOR STUDENTS WITH M/M EDUCATIONAL NEEDS (3)**

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. Candidates will develop skills in designing, implementing and evaluating appropriate educational interventions in the areas of language, math, reading, behavior and social skills. Candidates will develop knowledge and skills in designing lessons, classroom environments, community-based instruction and transition planning. 5 field hours. Prerequisite: SED 228.

### **SED 453 STUDENT TEACHING - INTERVENTION SPECIALIST (10)**

Student teaching 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. Student teachers spend full days in their assigned public school setting for 12 weeks during the senior year. Credit/no credit. Prerequisite: SED 228.

### **SLPA 101 INTRODUCTION TO SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)**

This course is designed to introduce students to real-life issues in speech pathology and audiology. The purpose of this class is to help students understand what it would be like to have a communication disability. They will also begin to understand how to prevent, identify, evaluate, and rehabilitate communication disorders in clinical and school settings. Students will also think seriously about understanding, compassion and seeking justice for persons with speech, language and hearing challenges.

### **SLPA 210 ANATOMY AND PHYSIOLOGY OF THE SPEECH, HEARING AND LANGUAGE MECHANISMS (3)**

This course will examine the anatomical and physiological bases for speech, language and hearing development and use. Students will specifically study the respiratory, phonatory, articulatory, auditory, and neurological structures and functions of the human body. Prerequisite: SLPA 101.

### **SLPA 216 PHONETICS (3)**

This course examines the use of the International Phonetic Alphabet symbols and phonetic theory in analyzing, categorizing, and transcribing the sounds of the world's languages, focusing on American English and its various dialects. Prerequisite: SLPA 101 .

### **SLPA 220 SPEECH AND HEARING SCIENCE (3)**

An introduction to speech and hearing physiology and the instrumentation used to measure physiologic aspects of speech and hearing. Topics include a basic understanding of the acoustic theories of speech production and hearing, experience in acoustic instrumentation, recording and analysis equipment and procedures, an overview of speech perception and clinical application. Auditory anatomy and physiology and basic auditory psychoacoustics will be covered. Prerequisites: SLPA 101.

### **SLPA 305 ARTICULATION AND PHONOLOGY (3)**

This course examines articulatory and phonological patterns with an emphasis on birth through the early teen years. Content areas include identification of normal articulatory and phonological development, review of methods of assessment and treatment for the development of individualized remediation plans to expedite intelligibility gains, cross linguistic and universal patterns of acquisition, morphophonology, metaphonology, historical and contemporary normative data issues, and interrelation of normal phonological development with other areas of language growth. Prerequisites: Admission to SLPA program, SLPA minor, or instructor approval.

### **SLPA 310 PROFESSIONAL ISSUES AND ETHICS IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (3)**

This course studies the various careers in speech-language pathology and audiology. This course focuses on the ethical and professional standards expected as established by the Ohio Board of Speech Language Pathology and Audiology as well as the American Speech Language Hearing Association. Students will learn the steps in ethical decision making. In addition students will be taught the necessary skills for successful observation, professional clinical writing, and clinical management skills. Strategies and the importance of confidentiality and HIPAA requirements will be reinforced. Prerequisites: Admission to SLPA program, SLPA minor, or instructor approval.

### **SLPA 343 NEUROSCIENCE OF COMMUNICATION (3)**

This course explores the structure and function of the brain and spinal cord and their link to various neurological and developmental disorders. Topics of study include microscopic anatomy, blood supply to the brain and spinal

cord, sensory, systems, the cerebellum, and subcortical and cortical regions. Imaging techniques and discussion of neurological disorders, such as seizure disorders and speech disorders will also be covered. Students will gain an appreciation of the three dimensional structure of the brain and spinal cord as well as a basic understanding of its functional capacity. The course will consist of lectures and discussions. Prerequisite: SLPA 210.

### **SLPA 344 AUDIOLOGY (3)**

The study of the classification of hearing disorders and the behavioral and electrophysiological measurement of hearing, including subjective and objective testing procedures. Prerequisite: SLPA 210.

### **SLPA 345 AURAL REHABILITATION (3)**

The study of the fundamental aspects of auditory rehabilitation, including individual and group amplification systems, auditory training, speech reading, and counseling with children and adults. Prerequisite: SLPA 344.

### **SLPA 370 CLINICAL OBSERVATION (3)**

This course provides a supervised clinical experience in which the student clinician observes individuals who have various speech, language, or hearing impairments under the supervision of a speech-language pathologist or audiologist. This course is required as the field experience for Speech-Lang Pathology majors and is designed to introduce students to general therapy and assessment procedures across the disciplines. Students will gain practical clinical skills in goal writing, objectives, therapy and lesson plans, diagnostic reports, SOAP notes, and evidence based practice.

### **SLPA 384 SPEECH DISORDERS ACROSS THE LIFESPAN (3)**

This course focuses on the nature, assessment and treatment of speech sound disorders in children and adults. Students review the developmental, anatomical and physiological aspects of speech sound production, learn the causes of speech sound disorders, and differentiate the characteristics of developmental, sensory, motor and neurological speech sound disorders. Prerequisite: SLPA 210.

### **SLPA 385 LANGUAGE DISORDERS ACROSS THE LIFESPAN (3)**

This course on language disorders focuses on a basic understanding of pediatric and adult language differences, delays and disorders related to language-learning disabilities, attention-deficit disorders, aphasia, dementia, and traumatic brain injury. Prerequisites: SLPA 210, SLPA 216.

### **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. Satisfies Understanding Self and Society Competency.

### **SOC 162 ANTHROPOLOGY (3)**

The comparative study of culture and the development of human beings

with an emphasis on primitive societies, past and present. Satisfies Understanding Self and Society Competency.

### **SOC 185 WOMEN IN SOCIETY (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. Offered every other year. This course is also listed as SWK 185. Satisfies Understanding Self and Society Competency.

### **SOC 210 SOCIAL STRATIFICATION (3)**

This course on human behavior in the social environment focuses on theories of social stratification and inequality. Students will explore various interpretations of the causes and consequences of inequality within the United States. The course profiles community organizing as a tool for addressing and reducing inequality. As an experiential learning course, students will participate in simulations and other group learning experiences.

### **SOC 225 RACE AND ETHNICITY IN AMERICAN SOCIETY (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. This course may be taken as part of the Peace and Conflict Studies minor.

### **SOC 240 ETHNOGRAPHY AND CULTURE (3)**

An introduction to ethnographic methods and cultural analysis. The course will operate on two interrelated dimensions, one focused on the history of ethnography and cultural analysis in anthropology and sociology, the other focused on practical techniques of qualitative research, including specific skills in qualitative research design, methods, and data analysis. The course includes an ethnographic research project. This course is taught by a Goshen faculty member.

### **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 SOCIAL 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)**

Cross-listed as CRJ 275.

### **SOC 284 GENERAL STATISTICS (3)**

Cross-listed as BUS 284/PSY 284. Satisfies Critical Analysis Competency.

### **SOC 310 ENVIRONMENTAL SOCIOLOGY (3)**

A survey of environmental sociology including theories of human-environment interaction, a history of various environmental movements and other developments with significant ecological implications, cross cultural comparisons of human-environment relations, and questions of justice with relation to who decides about resource use and who suffers the effects of environmental degradation. This course is taught by a Goshen faculty member.

### **SOC 314 RELIGION IN CULTURE AND SOCIETY (3)**

An analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. Course includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change. This course is taught by a Goshen faculty member.

### **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 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 Religion, Sociology of War and Violence, and Sociology of the Family. Courses will be offered based upon student needs and demand. May be taken more than once with different topics. Prerequisite: SOC 152.

### **SOC 350 URBAN SOCIOLOGY (3)**

In this course students explore their connection to an increasingly urban world by examining patterns of urban settlement, theories of urbanism and the "community question," and the problems and possibilities of urban life through the perspectives of urban planning. The course includes a focus on the roles of race, class, gender and nativity as factors influencing social interaction and use of space in urban environments. This course is taught by an EMU faculty member.

### **SOC 360 BASICS OF SOCIAL RESEARCH (3)**

Cross-listed as PSY 360/SWK 360.

### **SOC 365 SEMINAR IN SOCIAL RESEARCH (3)**

Utilizing the expertise of the professor (e.g. ethnography, quantitative analysis with large survey datasets, mixed-methods), this course will synthesize theory, the philosophy of science in sociology, and method while introducing students to advanced methodological techniques. Students will choose a topic, complete a literature review, and design and pilot instruments using diverse methodological techniques. This course will be taught alternately by Bluffton, Goshen and EMU faculty members. Prerequisites: SOC 284 and 360.

### **SOC 409 FIELD EXPERIENCE (3)**

In collaboration with their advisor, students develop a field experience (or internship) during which they gather data utilizing methods and instruments piloted in the SOC 365 Seminar in Social Research course. Students will analyze this data in a final research paper developed in the SOC 410 Senior Seminar Capstone course. Students and advisors are encouraged to design a field experience that is uniquely suited to the students' vocational interests. This may include collection of scholarly data (in anticipation of graduate school) or program evaluation data (in anticipation of another career direction).

### **SOC 414 SOCIAL SCIENCE SEMINAR (1)**

Students will engage in career development activities, including résumé building, job searching and interviewing as they prepare to join the workforce; or become familiar with graduate school admissions exams and applications if they intend to pursue graduate education. Students who have completed PSY 403 or SOC 365 can also explore how to present research findings at conferences and research fairs. Students that desire an internship experience during the following semester can explore that option. Course to be taken during fall semester of senior year. Cross-listed as CRJ 414/PSY 414.

### **SOC 430 ENVIRONMENTAL JUSTICE (3)**

This course provides an examination of structural patterns of injustice around environmental harms and benefits. We examine the history and construction of environmental problems and paradigms and the development of an environmental justice discourse brought about through social movements. Through selected case studies we explore an array of issues, including climate justice, electronic waste trade, water rights, urban greenspace, "natural" disaster, internal colonialism, pollution and war.

### **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 225 or consent of instructor.

### **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 307 ADVANCED GRAMMAR AND COMPOSITION (3)**

Advanced composition with emphasis on syntax and style combined with a review of specific areas of grammar. Achievement of a high level of oral and written fluency. Analysis and discussion of contemporary texts of Hispanic prose. 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. Writing-enriched course.

### **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 314 SPANISH TEACHING METHODS (3)**

This course provides the prospective Spanish educator with methods and materials for teaching Spanish in elementary and secondary school settings. Methods, materials, and practices related to curriculum instruction are the focus of this course. Topics covered in this course: development, implementation, and evaluation of educational programming for the Spanish 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. Course is taken before student teaching semester.

**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.

**SWK 120 INTRODUCTION TO SOCIAL WORK (3)**

Introduces social work as a field that intersects with related professions and institutions such as nursing, education, criminal justice, ministry, psychology and public health. This course examines various U.S. and global social issues and problems. Students are challenged to work with a diversity of people and strive for social justice. Satisfies Understanding Self and Society Competency.

**SWK 141 SOCIAL AND ECONOMIC JUSTICE (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. Satisfies Understanding Self and Society Competency.

**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. Satisfies Understanding Self and Society Competency.

**SWK 240 INTERVIEWING: THEORETICAL AND SKILL BASED APPROACHES (3)**

Cross-listed as PSY 240. Prerequisite: PSY 110 or SWK 120 or permission of instructor.

**SWK 264 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT (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: PSY 235 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.

### **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 360 BASICS OF SOCIAL RESEARCH (3)**

Cross-listed as PSY 360/SOC 360.

### **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. Co-requisite: SWK 404.

**SWK 404 FIELD WORK SEMINAR (1)**

A weekly seminar concurrent with field work to facilitate integration of theory with practice. Co-requisite: 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. Prerequisite: senior status.

**TEC 110 INTERNET HISTORY, TECHNOLOGY AND SECURITY (3)**

The impact of technology and networks on our lives, culture and society continues to increase. The infrastructure needed was designed, engineered and built over the past sixty years. This course will explore the internet and show students how it was created, who created it and how it works.

**TEC 115 INTRODUCTION TO INFORMATION TECHNOLOGY SYSTEMS (3)**

Information technology continues to be one of the most important topics in the modern workforce. This course will introduce students to the fundamentals of the field and teach them a range of valuable professional skills including how to set up operating systems, troubleshoot problems and build a computer.

**TEC 235 NETWORK TECHNOLOGIES AND TELECOMMUNICATIONS (3)**

This course will teach students how networks work and how to set up and secure networks. By the end of this course, students will be able to manage and maintain a range of different network types. Prerequisites: TEC 115 and TEC 110.

**TEC 255 GOOGLE CLOUD COMPUTING FOUNDATIONS (3)**

This course will introduce students to the fundamentals of cloud computing, infrastructure and networking. It will also explore how the cloud is used in a range of situations including IT, app development and machine learning. By the end of the course students will know what the cloud is and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team. Prerequisites: CPS 108 and CPS 112.

**TEC 265 WEB PROGRAMMING AND DEVELOPMENT (3)**

This course is an introduction to the underpinning technologies involved

in web programming and development. Building upon an understanding of HTML, CSS, and JavaScript students will explore more advanced topics including responsive web design, HTTP protocol, and server-side interfacing using AJAX, JSON, and RESTful web API's.

### **TEC 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: MGT 354 and MKT 356.

### **TEC 370 OPERATING SYSTEMS AND ARCHITECTURE (3)**

Operating systems are a key part of how humans interface with technology. Therefore, understanding how operating systems work is vital to understanding how computers power our world. This course will teach students the fundamentals of operating system structure and prepare them to administer both Windows and Linux-based systems. Prerequisites: TEC 115 and CPS 112.

### **TEC 385 TECHNOLOGY PRACTICUM 1 (credit varies)**

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. Credit/no credit. Students can receive a maximum of 12 hours credit for an internship(s) or a practicum(s).

### **TEC 400 TECHNOLOGY, ETHICS AND SOCIETY (2)**

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. Writing-enhanced course. Prerequisites: TEC 105 and junior standing, or permission of instructor. Offered every third year.

### **TEC 425 INFORMATION SECURITY AND DATA PROTECTION (3)**

This course will teach students how to help defend against digital attacks and how to keep valuable information and critical systems safe. This course will cover most of the material required for the CompTIA Security+ Exam. However, as that exam is intended for professionals two or more years into an IT career, students will not be fully prepared after completion of the course. Prerequisites: CPS 112 and TEC 235.

### **TEC 450 INFORMATION TECHNOLOGY CAPSTONE (3)**

Students will learn how to solve systemic problems across all layers of an organization's IT ecosystem and guide transformational change. By the end of this course students will be able to solve IT problems as they arise and prevent those problems from happening in the future. Prerequisites: TEC 255, TEC 370, TEC 425, and PMM 161.

**TEC 485 TECHNOLOGY PRACTICUM 2 (credit varies)**

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. Credit/no credit. Students can receive a maximum of 12 hours credit for an internship(s) or a practicum(s).

**THE 135 INTRODUCTION TO THEATRE (3)**

This introductory course aims to increase students' understanding, appreciation, and critical perceptions of theatrical performance through script analysis, performance evaluations, and engagement with a creative process. Satisfies Creative Expression Competency.

**THE 136 THEATRE FOR SOCIAL CHANGE (3)**

This course examines theoretical, practical, ethical, and aesthetic elements of theatre created to promote social justice. Students will research and practice performance methodologies that promote civic dialogue. The course includes the collaborative creation of an original piece of theatre by the class. This course may be taken as part of the Peace and Conflict Studies minor. Satisfies Creative Expression Competency.

**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 224 DRAMA IN EDUCATION (3)**

Students learn to incorporate drama skills and activities into programming and curriculum for children and youth. Process-oriented drama is used 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 250 SPECIAL TOPICS IN THEATRE (3)**

Study of a special topic in theatre production, theory, history or dramatic literature.

**THE 257 PERFORMANCE STUDIES (3)**

Explores performance as a mode of inquiry through the study and performance of aesthetic texts. By analyzing, practicing, and performing prose, poetry, drama and personal narrative texts, students will become more expressive, self-reflexive and dynamic communicators. Satisfies Creative Expression Competency.

**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. Satisfies Creative Expression Competency.

### **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.

### **VARSITY ATHLETICS (1)**

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 four total credits during their athletic career. Two-sport athletes may only receive credit for one sport each academic year. Credit is 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: completing the entire sporting season by attending practices, meetings, competition and year end banquet. 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.

#### **VAP 101 VARSITY FOOTBALL**

#### **VAP 102 VARSITY VOLLEYBALL**

#### **VAP 103 VARSITY MEN'S SOCCER**

#### **VAP 104 VARSITY WOMEN'S SOCCER**

#### **VAP 105 VARSITY MEN'S BASKETBALL**

#### **VAP 106 VARSITY WOMEN'S BASKETBALL**

#### **VAP 107 VARSITY MEN'S CROSS COUNTRY**

#### **VAP 108 VARSITY WOMEN'S CROSS COUNTRY**

#### **VAP 111 VARSITY BASEBALL**

#### **VAP 112 VARSITY SOFTBALL**

#### **VAP 113 VARSITY MEN'S TRACK**

#### **VAP 114 VARSITY WOMEN'S TRACK**

#### **VAP 116 VARSITY MEN'S GOLF**

#### **VAP 117 VARSITY WOMEN'S GOLF**

#### **VAP 118 VARSITY MEN'S SWIMMING AND DIVING**

#### **VAP 119 VARSITY WOMEN'S SWIMMING AND DIVING**

**WCS 285: INTERNSHIP THEORY AND PRACTICE (1)**

Through readings, analytical reflection, journals, and guest speakers, students will explore multiple dimensions of service internships in Washington, D.C.

**WCS 300 INTERNSHIP (6)**

Students can use internships to gain work experience and build a strong resume with impressive job skills. Many WCSC students intern in culturally diverse settings, with organizations working to address racism, injustice, violence and other social problems. Internships are available in any major.

**WCS 375 COMMUNITY DEVELOPMENT (3)**

In this course we consider how communities differ from place to place and learn about community-based organizations working in and around Washington, D.C. to improve local neighborhoods. Community development focuses on meeting the needs of places that have been marginalized from political and economic power: communities with limited access to good schools, jobs, adequate housing, quality food, and other resources that make life easier and more fulfilling. We learn about the ways people work together to improve neighborhoods, to access external resources, and to more fully meet the needs of their neighbors.

**WCS 384 RACE, SPACE AND INEQUALITY (3)**

This course is an introduction to urban studies, focused in particular on questions of space and place. Through fieldwork, readings and discussion, we explore the urban landscape of Washington, D.C., seeking to understand the spatial organization of the city, the inequalities it reflects, and the implications for people and communities. What drives racial and economic segregation? How do we make sense of cycles of neighborhood development and disinvestment? This course asks students to consider the breadth of actors and forces that shape the city, and to reflect on what it means to seek justice within this context.

**WCS 485 SERVANT LEADERSHIP (2)**

How are leaders made? In these critical times, what kinds of leaders does our society need? How is leadership best practiced? College students, at the cusp of adulthood in American society stand at many crossroads. Life-altering decisions, vocational choices, questions about how and whom to serve can stimulate or, conversely, inhibit creativity, a willingness to engage in the serious issues of our day and a commitment to serve others. This course is taught in tandem with WCS 285.



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# GRADUATE STUDIES

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Bluffton University offers graduate studies in

- Education
- Business administration (MBA)
- Organizational management (MAOM)
- Collaborative MBA
- Dietetics internship

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 Business Administration (MBA) and the Master of Arts in Organizational Management (MAOM) programs, and has authorized Bluffton University to grant the MBA and the MAOM 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).

## **Academic procedures**

### **COURSE LOAD**

A full-time load for graduate students is considered to be at least six hours per semester. Students enrolled for fewer than six hours in a semester are classified as part-time students. Graduate students enrolled less than three hours (half-time) are not eligible for Federal Direct Student Loans.

### **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:

<b>Letter grade</b>	<b>Quality points per semester hour</b>
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

At the end of each course, the academic performance of all students in attendance will be reviewed. Any time that a student's cumulative grade-point average 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

Students on probation whose grade-point average is still below 3.0 after completion of nine additional semester hours, as specified above, will be subject to suspension through the following semester. Academic suspension requires the student to leave the program for the equivalent of one complete semester.

Students who have been suspended may apply for readmission after the period of suspension has been completed. The program director will consider each request for readmission on a case by case basis. The program director may allow the suspended student to retake one course while on suspension.

The Suspension/Dismissal Committee, a subcommittee of the Graduate Academic Programs Council, consists of the registrar (who chairs the committee), the vice president and dean of academic affairs and/or his/her designate, the vice president for student life and dean of students, the chairperson of the Graduate Academic Programs Council, and the director of the student's graduate program.

## TRANSFER CREDIT

Up to six semester hours (or nine quarter hours) of credit may be transferred in from another accredited college or university and be applied toward an education or business graduate degree program at Bluffton University as long as the credit is at the graduate level, from an accredited institution, and approved by the Bluffton content professor or a designee (core courses) and the program director or designee (elective credit). In accordance with program policy, workshop credits will not be transferable.

In addition, in order for work to be accepted it must be completed no more than 10 years prior to application. Other specific policies regarding transfer credit apply to each program. See the respective handbook or talk with the program director for more information.

## GRADUATION

Students who plan to complete all graduation requirements by the end of the fall semester of the same calendar year may participate in spring commencement exercises. Students with a maximum of 12 credit hours remaining to complete at the end of the spring semester are eligible to participate in the spring commencement exercises. The remaining hours should be completed in the same calendar year and listed on the "Intent to Graduate" form, which should be submitted by Jan. 31 of the year in which the student intends to participate in commencement exercises.

# GRADUATE STUDIES IN EDUCATION

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Bluffton University is committed to making your success a priority through our cost-effective and convenient Master of Education program. We offer four concentrations to fit your interests. All classes are offered either online or through videoconference, which means you have access to all of Bluffton's resources no matter where you are. We have several start dates each year, which gives you the flexibility to determine when you can take on extra classes.

Our data-driven coursework is taught by faculty who have classroom experience. We understand how to combine the technical nature of your career while putting people first.

Earning your MAEd can truly pay off. According to the Digest of Education Statistics, on average, teachers with a master's degree

make an additional \$10,000 each year compared to teachers with a bachelor's degree alone.

## Admission process

Please contact Shelby Koenig at [koenigs@bluffton.edu](mailto:koenigs@bluffton.edu) or 419-358-3684.

## TUITION AND FEES

The university reviews tuition and fees annually.

Tuition per semester hour \$495

Technology fee (per semester for 6 hours or more) \$125

## Master of Arts in Education (MAEd) (30-41 hours)

Core courses:  
(18 hours)

EDU 615 Differentiated Curriculum and Instruction (3)

EDU 629 Data-Informed Educational Leadership (3)  
EDU 634 Special Topics (3)  
EDU 645 Educational Technology (3)  
EDU 650 Research Methods (3)  
EDU 695 Teachers as Action Researchers (3)

Choose one concentration:

### **INTERVENTION SPECIALIST (23 hours)**

This concentration can be completed as part of the MAEd degree or by itself to earn the intervention specialist K-12 mild/moderate education needs license.

**Prerequisites:**  
12 credits of reading coursework (Bluffton University offers online courses to meet this requirement);  
Teaching license

**Required:**  
SED 600 Students with Disabilities in a Diverse Society (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.

### **LEADERSHIP (12 hours)**

**Prerequisite:**  
Teaching license

**Required:**  
MGT 660 Assessing and Developing Leadership Skills (3)  
MGT 661 Leading Innovation and Change (3)  
MGT 662 Managing People in Organizations (3)

**Electives:**  
3 credits from the MBA or Graduate Programs in Education

### **READING (12 hours)**

**Prerequisites:**  
12 credits of reading coursework, plus 3 credits of phonics (Bluffton University offers online courses to meet this requirement);  
Teaching license

**Required:**  
EDU 627 Curriculum and Instruction: Reading and Writing (3)  
EDU 642 Teaching Students with Reading Difficulties (3)  
EDU 655 Instructional Design: Literacy across the Curriculum (3)  
EDU 665 Advanced Reading Assessment, Diagnosis and Evaluation (3)

### **READING ENDORSEMENT (12 hours)**

**Prerequisites:**  
ECE/Primary (P-5)/IS/MC License Holders—12 credits of undergraduate reading core including 3 credits in Phonics

AYA/Multiage License Holders—9 credits of undergraduate/graduate reading including 3 credits in Phonics

Required:  
EDU 627 Curriculum and Instruction: Reading and Writing (3)

EDU 642 Teaching Students with Reading Difficulties (3)  
EDU 655 Instructional Design: Literacy across the Curriculum (3)  
EDU 665 Advanced Reading Assessment, Diagnosis and Evaluation (3)

## Education courses

### **EDU 615 DIFFERENTIATED CURRICULUM AND INSTRUCTION (3)**

This course explores differentiated instruction for the mixed-ability/achievement classroom. It includes the rationale for differentiated instruction, instructional strategies and assessment for the differentiated classroom, and ways to work collaboratively with colleagues, families and the community.

### **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. 20 field hours embedded in the course.

### **EDU 628 EDUCATIONAL COLLABORATION 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 627.

### **EDU 629 DATA-INFORMED EDUCATIONAL LEADERSHIP (3)**

This course focuses on the data-driven educational environment. Topics include: gathering and interpreting data, school-based data, district-based data, responses to data at the student, classroom, school, and district levels, and establishing and supporting cultures of inquiry.

### **EDU 634 SPECIAL TOPICS (3)**

This is a topical umbrella course for students in educational settings. Topics will be from a wide variety of disciplines. This course may be repeated by the student.

### **EDU 642 TEACHING STUDENTS WITH READING DIFFICULTIES (3)**

This course focuses on the dyslexia standards required by the state. It addresses multisensory strategies for reading, spelling and writing instruction. It provides the scientific definition of dyslexia, its common

characteristics standardized by the International Dyslexia Association, and the most effective research-based methodologies to address the instructional needs of individuals with dyslexia. Multisensory structured language techniques based on the Orton-Gillingham approach for teaching the alphabetic principle, reading, spelling and writing will be the primary focus of the course, with a particular emphasis on phonological training/word-attack skills as well as systematic, explicit multisensory instruction relative to the structure of the English language. Mastery of sound/symbol correspondences is not an end in itself; the ultimate goal of instruction is the effective application of these skills for proficient reading and writing. 30 field hours embedded within the course.

### **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 (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 221 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 655 INSTRUCTIONAL DESIGN: LITERACY ACROSS CURRICULUM (3)**

This course, part of the Instructional Leadership concentration, provides students with theoretical concepts and practical applications for designing strategies and skills in the development of effective classroom teaching techniques, focusing on discipline specific content. Curriculum mapping, alignment of content to ODE Academic Content Standards and the inclusion of specialty professional association thematic strands will also be covered. The course focuses on developing a research based series of units and lessons for the classroom. 20 field hours embedded in the course.

### **EDU 665 ADVANCED READING ASSESSMENT, DIAGNOSIS AND EVALUATION (3)**

This course focuses on the concepts and techniques of reading assessment with an emphasis on 1) Comparing/contrasting/using/interpreting/recommending a wide range of literacy assessment tools and practices including informal and standardized measures; 2) developing skills to support and train classroom teachers in using and interpreting appropriate assessments for individual pupils; 3) Using in-depth assessment information

to plan individual instruction for struggling readers; 4) Collaborating with professionals to implement appropriate reading instruction; and 5) Communicating assessment information to various audiences for accountability and instructional purposes. This course meets the International Reading Association Standard Three: Assessment, Diagnosis and Evaluation outcomes at the Reading Specialist Level. 30 field hours embedded in the course.

### **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 MILD/MODERATE 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 INSTRUCT. STRATEGIES: YOUNG ADOLESCENTS WITH MILD/MODERATE 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 (1)**

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.



# GRADUATE PROGRAMS IN BUSINESS

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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 program specific courses that are taken only by MBA or MAOM students.

Students can complete a Bluffton Leadership MBA online in either 12 or 22 months. The classes meet via videoconferencing, one night a week (two nights a week for the 12-month program). Bluffton's MBA is focused on leadership development.

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 courses:

- 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 525 Financial Decision Making (3)
- MGT 611 Marketing, Technology and Management (3)
- MGT 620 Organizations and the Global Economy (3)
- MGT 625 Strategic Issues in Contemporary Management (3)
- MGT 635 Managerial Economics (3)
- MGT 645 Leadership Communication in the Workplace (3)
- MGT 660 Assessing and Developing Leadership Skills (3)
- MGT 661 Leading Innovation and Change (3)
- MGT 662 Managing People in Organizations (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 courses:

- 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 525 Financial Decision Making (3)  
MGT 611 Marketing, Technology and Management (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 660 Assessing and Developing Leadership Skills (3)  
MGT 661 Leading Innovation and Change (3)  
MGT 662 Managing People in Organizations (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 business use of tools and processes to enhance corporate decision-making. This course presents the basics of decision analysis as applied to value-focused thinking, decision modeling risk and uncertainty, sensitivity analysis, and efficient use of statistical decision making and heuristics.

### **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 611 MARKETING, TECHNOLOGY AND MANAGEMENT (3)**

This multidisciplinary course examines the interplay of marketing and social commerce and the implications for effective management. Balancing the synergies of marketing and technology is an emerging field of study as we find our society in the throes of a technological revolution. Social commerce is rapidly reshaping the field for all organizations, whether for profit or non-profit, particularly through the marketing lens. Managing the collaboration of these once distinct areas of organizations requires a new approach to communication and strategy.

**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 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 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 660 ASSESSING AND DEVELOPING LEADERSHIP SKILLS (3)**

This course explores the dynamics of the relationship between leaders and followers using both current leadership theory and widely used self-assessment tools.

**MGT 661 LEADING INNOVATION AND CHANGE (3)**

This course will examine the literature on change management and innovation. Students will develop an understanding of their roles as leaders who seek to create conditions within organizations to support and motivate adaptation, innovation and change.

**MGT 662 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 690 INTEGRATIVE SEMINAR (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.

## Admission process

Applicants should submit the following materials to the office of adult and graduate studies:

- Official transcripts from all previous college work.
- An application for admission.
- A current resume.

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.
- Satisfactory interview with program director or other designated person.
- 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 6 semester hours for the 12-month program or 9 semester hours for the 22-month program** prior to regular admission to the MBA or MAOM program. During the first **6 semester hours for the 12-month program or 9 semester hours for the 22-month program**, 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.

### 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.

### TUITION AND FEES

The university reviews tuition and fees annually.

Tuition (MBA/MAOM) per semester hour	\$625
Technology fee per semester	\$125

### 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.

### GRADUATION REQUIREMENTS

Students must complete coursework within four years of their admission to the MBA or MAOM program. Graduation requirements include completion of 36 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.

# DIETETIC INTERNSHIP

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This post-baccalaureate program is for students who have successfully completed an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited undergraduate Didactic Program in Dietetics and wish to fulfill the supervised practice requirements and gain adequate knowledge to successfully take the dietetics registration exam in order to prepare themselves for meaningful and productive entry-level professional practice.

The dietetics internship at Bluffton University is currently designed as an Individualized Supervised Practice Pathway internship and utilizes ACEND-developed guidelines and evaluation materials. The internship consists of 31-32 weeks of supervised practice under dietetics and food service professionals and 2-3 weeks of in-class orientation, seminar and instruction activities. Upon successful completion of the entire program, interns will receive a Bluffton University Dietetic Internship Completion Certificate. The internship has been approved for 18 hours of graduate-level experiential credit which may or may not be eligible for transfer to another university.

## PROGRAM CHARACTERISTICS:

- 10 interns accepted each program year
- A concentration in community and public health nutrition
- A full-time clinical educator who arranges didactic experiences,

supervised practice sites and preceptors; helps develop rotation experiences that meet competency requirements and provide meaningful activities for interns; and serves as an advisor to interns in the program.

- 9 months of full-time (40 hours/week) supervised practice and didactic experiences from late August through May. 18 hours of graduate level credit for practicum experiences (9 in fall and 9 in spring)
- Part of a campus community with access to career development, technology, library and financial aid services and with the availability of educational, recreational and spiritual activities

## 2022-23 Schedule:

Aug. 22, 2022 - May 19, 2023

NOTE: Because of the supervised practice hour requirements, dietetic interns holiday breaks do not always coincide with Bluffton University undergraduate holiday schedule.

## Graduate credit:

All interns who maintain their supervised practice hours and complete appropriate activities and projects as assigned will receive 18 hours of graduate-level experience credit. The courses are as follows:

### FALL SEMESTER:

NTR 501 Practicum in Clinical Nutrition 1 (3)

NTR 502 Practicum in Food Systems Management 1 (3)

NTR 503 Practicum in Community Nutrition/Public Health Nutrition 1 (3)

SPRING SEMESTER:

NTR 504 Practicum in Clinical Nutrition 2 (3)

NTR 505 Practicum in Food Systems Management 2 (3)

NTR 506 Practicum in Community Nutrition/Public Health Nutrition 2 (3)

PREREQUISITES:

All dietetics interns are required to have successfully completed an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited undergraduate Didactic Program in Dietetics and obtained a baccalaureate degree.

## COURSES

Note that all courses are taken on a credit/no credit basis.

### **NTR 501 PRACTICUM IN CLINICAL NUTRITION 1 (3)**

Development and integration of clinical nutrition knowledge, skills and competency requirements in clinical settings. Credit/no credit.

### **NTR 502 PRACTICUM IN FOOD SYSTEMS MANAGEMENT 1 (3)**

Development and integration of knowledge, skills and competencies in food systems management practice settings. Credit/no credit.

### **NTR 503 PRACTICUM IN COMMUNITY NUTRITION/PUBLIC HEALTH NUTRITION 1 (3)**

Development and integration of community and public health nutrition knowledge, skills and competency requirements in varied community and public health settings. Credit/no credit.

### **NTR 504 PRACTICUM IN CLINICAL NUTRITION 2 (3)**

Continuation of the development and integration of clinical nutrition knowledge, skill and competency requirements in clinical practice settings. Credit/no credit.

### **NTR 505 PRACTICUM IN FOOD SYSTEMS MANAGEMENT 2 (3)**

Continuation of the development and integration of knowledge, skills and competency requirements in food systems management practice settings. Credit/no credit.

### **NTR 506 PRACTICUM IN COMMUNITY NUTRITION/PUBLIC HEALTH NUTRITION 2 (3)**

Continuation of the development and integration of community nutrition and public health nutrition knowledge, skills and competency requirements in community and public health settings. Credit/no credit.



## Admissions process:

The following are the criteria for admission to the Dietetics Internship Program (see the website for the due date):

- Completion of a Dietetic Internship Centralized Application without previously being matched to a dietetics internship program participating in DICAS
- Submission of the complete DICAS application program including personal statement, resume and three letters of recommendation\*
- Final official transcripts sent to Dietetics Internship Experience Coordinator
- Submission of DPD Verification Statement signed by DPD director
- Payment of application fee

\* New copies of personal statement, resume and letters of reference may be requested to be submitted to Bluffton University's Dietetics Internship Experience Coordinator if items within the DICAS application are unusable or if the information needs to be updated to be applicable to Bluffton's internship program.

A selection committee comprised of internship preceptors, alumni, dietetics program professors and the internship Experience Coordinator will select ten interns from the pool of eligible applicants. Selection is based on personal statements, references, didactic dietetic and overall academic ability, related work experience, volunteer and leadership experience and the applicant's overall fit with the emphasis and nature of Bluffton's dietetic internship.

Once selected, Bluffton University interns must contact the experience coordinator to accept their internship position and complete the following:

- Online admissions application through the office of adult and graduate education
- Submit official copies of their college transcripts if not done previously

## Completion requirements:

In order to complete the dietetics internship, interns must demonstrate the achievement of knowledge and performance requirements for entry-level dietitians through a minimum of 1,000 hours of supervised practice and appropriate didactic experiences. In order to do this, interns must complete all activities successfully as assigned by the clinical educator or within each supervised practice rotation, receive a rating of exceptional or competent in all areas as evaluated by preceptors on ACEND Competency Evaluation Forms, maintain rotation hours verification records and weekly log of conditions and populations served and have this documentation signed or initialed by their preceptors.

Interns who successfully complete the dietetic internship will receive a Verification Statement, stating that all requirements have been met. The dietetic program director will submit a completed registration eligibility

application with supporting documentation to the Commission on Dietetic Registration (CDR) via online process, and interns will be notified via email by CDR when they are determined to be eligible to sit for the RDN exam.

Dietetic internship tuition and fees for 2022-23:

Application fee (non-refundable, prepaid)	\$50
Tuition (18 hours graduate credit and 3-day RD exam review course)	\$16,000
Technology (\$125 per semester)	\$250
Campus parking permit (\$25 per semester)	\$50

The dietetic internship application fee is submitted with the application materials and will not appear as a part of the intern student account.

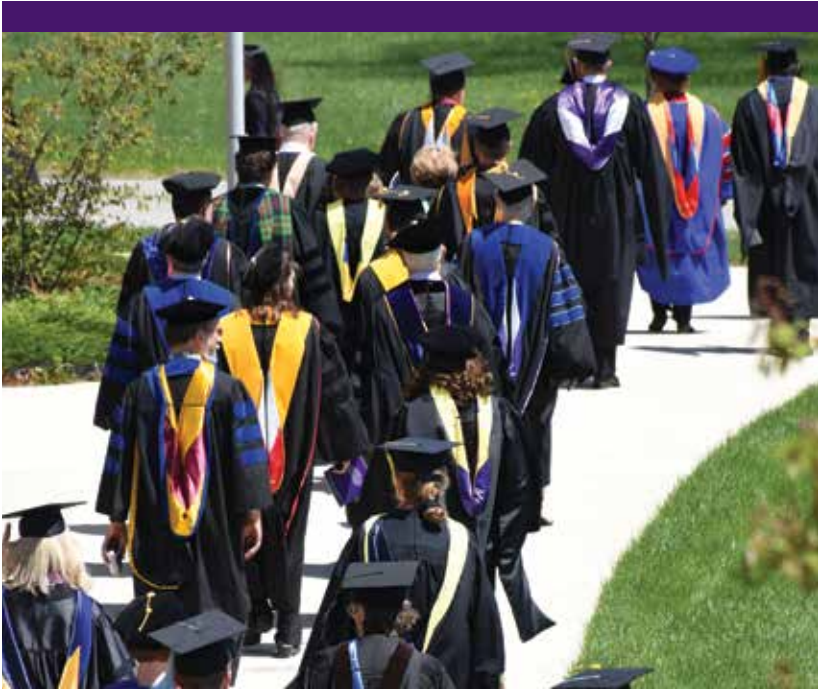
#### ADDITIONAL COSTS:

- Academy of Nutrition and Dietetics student membership (\$58)
- Professional Liability Insurance (\$25-60)
- BCI and FBI background check (\$60)
- Health screening/physical (varies)
- Flu shot for current season (\$20-35)
- CPR Certification (varies)
- Two lab coats (avg. \$24-60)
- Books and supplies (\$200-400)

Interns are expected to provide for their own health insurance, housing and living expenses, and transportation to and from supervised practice sites (with the exception of travel to MDS site rotation). Most interns chose to live in Bluffton, Findlay or Lima, as rotations are typically located within an hour of Bluffton, Ohio.

#### FINANCIAL AID OPTIONS:

Private loan funding is available through Commerce Bank and Sallie Mae. Application can be completed at [fastproducts.org](http://fastproducts.org). Students in the Bluffton University Dietetics Internship are NOT eligible for federal loans, but students with existing federal loans are eligible for deferment while enrolled in the ISPP internship. Contact Cathy Yoakam at 419-358-3276 with questions. In addition, payment plans are available.



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# FACULTY AND STAFF LEADERSHIP

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## BOARD OF TRUSTEES

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Vice president and dean of academic affairs  
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Dr. Lamar Nisly  
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## ACADEMIC DEPARTMENT CHAIRS

Art, communication and theatre  
Business  
Education  
English and language  
Health, fitness and sport science  
Health sciences  
History and religion  
Mathematical and natural sciences  
Music  
Social sciences and social work

Dr. Zachary Walton  
Dr. Jonathan Andreas  
Dr. Gayle Trollinger  
Dr. Cynthia Bandish  
Tami Forbes  
Dr. Deborah Myers  
Dr. J. Alexander Sider  
Dr. Stephen Harnish  
Dr. Roy Couch  
Michael Barrett

## ACADEMIC PROGRAM DIRECTORS

Assessment and ADA coordinator  
Bluffton University Research Center (BURC)  
Business management program  
Dietetics program  
Global education  
Graduate programs in business

Dr. J. Alexander Sider  
Dr. Perry Bush  
Dr. Ashley Johansen  
Dr. Deborah Myers  
Dr. Paul Neufeld Weaver  
Brienne Sprunger

Graduate programs in education  
Honors program

Learning Resource Center  
Library  
MBA Collaborative  
Music  
Nursing  
Social work  
Writing Center

Dr. Amy Mullins  
Dr. Martina Cucchiara/  
Dr. Luke Myers  
Jacqui Slinger  
Carrie Phillips  
Brienne Sprunger  
Dr. Roy Couch  
Dr. Sherri Winegardner  
Dr. Walter Paquin  
Dr. Cynthia Bandish

#### ACADEMIC COORDINATORS

Art  
Biology  
Business undergraduate  
Chemistry  
Forum

Andreas Baumgartner  
Dr. Angela Montel  
Gary Schiefer  
Dr. Charles Daws  
Dr. Gerald Mast

#### STAFF DIRECTORS

Associate academic dean  
Buildings and grounds operations manager  
Director of diversity, equity and inclusion  
Director of financial aid  
Director of president's office and  
institutional planning and research  
Director of residence life  
Registrar  
Senior director of student development,  
wellness and prevention/Title IX coordinator

Dr. Randy Keeler  
Steven Heinze  
Tyson Goings  
Lawrence Matthews  
Karen Bontrager  
  
Stephen Burrell  
Iris Neufeld  
Dr. Mark Bourassa

You may also visit our online student and faculty/staff directories to search for persons on campus by name.

# CURRENT FACULTY

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- Kimberly J. Amerson, M.A.** 2022  
*Assistant professor of education*  
B.S., The Ohio State University, 2016; M.A., Bluffton University
- Jonathan Andreas, Ph.D.** 2007  
*Professor of economics*  
B.A., Grinnell College, 1990; M.A., University of Illinois at Chicago, 2003; Ph.D., University of Chicago, 2009
- Kathleen Aufderhaar, M.L.S.** 1994  
*Technical services and systems librarian*  
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
- Cynthia L. Bandish, Ph.D.** 2000  
*Professor of English*  
B.A., Hiram College, 1985; M.A., University of North Carolina, 1990; Ph.D., Drew University, 1998; Union College, 1999-2000
- Michael Barrett, M.A.Ed.** 2017  
*Assistant professor of criminal justice*  
B.A., M.A., Baldwin Wallace College, 1981, 1989
- Andreas Baumgartner, M.F.A.** 2011  
*Associate professor of art*  
B.A., Bluffton University, 2008; M.F.A., Bowling Green State University, 2010
- Amanda Beard, M.S.** 2019  
*Assistant professor of exercise science*  
B.S., Bowling Green State University, 2006; M.S., Liberty University, 2018
- Daniel J. Berger, Ph.D.** 1996  
*Professor of chemistry*  
B.U.S., B.S., North Dakota State University, 1985; A.M., Ph.D., Washington University of St. Louis, 1992, 1995; Washington University of St. Louis, 1991-95; Virginia Polytechnic Institute and State University, 1995-96

- Robin Bowlus, M.B.A.** 2003  
*Vice president of advancement and enrollment management*  
 B.F.A., Ohio University, 1998; M.B.A., Bluffton University, 2017
- Emily Buckell, M.A.** 2017  
*Assistant professor of Spanish*  
 B.A., Bluffton University, 2001; M.A., Bowling Green State University, 2009
- Tobias Buckell, B.A.** 2021  
*Instructor of English*  
 B.A., Bluffton University, 2000
- John A. Burkhart, C.M.A., C.F.M., M.B.A., C.P.A.** 2015  
*Associate professor of accounting*  
 B.A., M.B.A., Bluffton University, 1994, 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
- Roy Couch, D.M.A.** 2013  
*Associate professor of music*  
 B.M., Kent State, 1980; M.M., The University of Akron, 1999; D.M.A., University of North Texas, 2006; Cameron University, 2008-2013
- Martina Cucchiara, Ph.D.** 2012  
*Associate professor of history*  
 B.A., University of Michigan-Dearborn, 2004; M.A., Ph.D. University of Notre Dame, 2008, 2011
- 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
- Tamara J. Forbes, M.S.** 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  
*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
- Jim Fultz, M.F.A.** 2014  
*Assistant professor of art*  
 B.F.A., The University of Akron, 1991; M.F.A., Ohio University, 1999
- Jeffrey G. Gundy, Ph.D.** 1984  
*Distinguished poet in residence*  
 B.A., Goshen College, 1975; M.A., Ph.D., Indiana University, 1978, 1983; Hesston College, 1980-84
- Jeanna Haggard, Ph.D.** 2013  
*Associate professor of food and nutrition*  
 B.A., Bluffton University, 1993; M.F.C.S., Bowling Green State University, 1998; Rhodes State College, 2008-2013; Ph.D., Liberty University, 2022.
- Jordan Hamilton, M.A.** 2021  
*Assistant professor of education*  
 B.A., Ohio Northern University, 2003; M.A., University of Findlay, 2006
- 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
- Cherie D. Hocanson, Ed.D.** 2022  
*Assistant professor of education*  
 B.S., Indiana Wesleyan University, 2001; M.A., University of Findlay; Ed.S., Liberty University, 2017; Ed.D., Liberty University, 2019
- Ashley Johansen, Ph.D.** 2020  
*Assistant professor of business and director of degree completion in business*  
 B.S., Ohio Northern University, 2010; M.P.Ac., Ohio Northern University, 2013; Ph.D. Capella University, 2020

- Tina Juarez, M.A.** 2022  
*Assistant professor of speech language pathology and audiology*  
 B.S., Bowling Green State University, 1996; M.A., University of Toledo
- Bo Young Kang, D.M.A.** 2018  
*Assistant professor of music*  
 B.M., Sook Myung Women's University, Seoul, Korea, 2003;  
 M.M., Pennsylvania State University, 2012; D.M.A., University of Texas at Austin, 2018
- Randall S. Keeler, D.Min.** 1991  
*Associate academic dean; Professor of religion*  
 B.A., Bluffton University, 1980; M.Div., Eastern Mennonite Seminary, 1986; D.Min., Fuller Theological Seminary, 2008
- Sarah K. Lehman, M.S, M.A.** 2019  
*Assistant professor of biology*  
 B.S., Taylor University, 1999; M.A., University of Findlay, 2001;  
 M.S., University of Nebraska Kearney, 2016
- Gerald J. Mast, Ph.D.** 1996  
*Professor of communication*  
 B.A., Malone College, 1987; M.A., Ph.D., University of Pittsburgh, 1991, 1995; University of Iowa, 1995-96
- Angela H. Montel, Ph.D.** 1996  
*Professor of biology*  
 B.A., Manchester College, 1990; Ph.D., Indiana University School of Medicine, 1996
- Christopher A. Morrissey, Ph.D.** 2019  
*Assistant professor of sociology*  
 B.A., University of Delaware 1995; M.Ed., University of California, Los Angeles 2000; M.A., Santa Clara University, 2005; Ph.D., University of Notre Dame, 2012
- Amy K. Mullins, Ph.D.** 2013  
*Associate professor of education;*  
*Director of graduate programs in education*  
 B.A., Morehead State University, 1993; M.Ed., Ohio State University, 1997; Ph.D., University of Toledo, 2013

- Deborah I. Myers, Ed.D. R.D., L.D.** 2000  
*Professor of food and nutrition*  
 B.S., M.S., Purdue University, 1979, 1981; Ed.D., Nova Southeastern University, 2008; Lima Technical College, 1988-2000
- Luke Myers, Ph.D.** 2015  
*Associate professor of physics*  
 B.S., Indiana University, 2004; Ph.D., University of Illinois at Urbana-Champaign, 2010
- Guy L. Neal, M.S.** 1989  
*Assistant professor of health, physical education and recreation*  
 B.S., M. S., Bowling Green State University, 1982, 1983; Baldwin-Wallace College, 1985-89
- Darryl K. Nester, Ph.D.** 1992  
*Professor of mathematics*  
 B.A., Bluffton University, 1988; Ph.D., Purdue University, 1993
- L. Lamar Nisly, Ph.D.** 1996  
*Vice president and dean of academic affairs;*  
*Professor of English*  
 B.A., Messiah University, 1990; M.A., Ph.D., University of Delaware, Newark, 1993, 1997
- Walter Paquin, L.I.S.W., Ph.D.** 2011  
*Professor of social work; Director of social work program*  
 B.S., Western Carolina University, 1992; M.A., Ph.D., Washington University in St. Louis, 1996, 2007; Southeast Missouri State University, 2003-2011
- Carrie Phillips, M.L.I.S.** 1999  
*Archives and special collections librarian;*  
*Director of Musselman Library*  
 B.A., Bluffton University, 1999; M.L.I.S., University of Washington, 2006
- Marathana Prothro, M.A.** 2015  
*Assistant professor of communication*  
 B.A., Southwestern College, 2003; M.A., Wichita State University, 2010

- Gary L. Schiefer, M.B.A.** 1990  
*Associate professor of business*  
 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
- Chad C. Shutler, M.A.Ed.** 2005  
*Assistant professor of health and physical education*  
 A.B., Heidelberg College, 1997; M.A.Ed., Bowling Green State University, 1999
- J. Alexander Sider, Ph.D.** 2006  
*Professor of religion*  
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- Evan R. Skilliter, M.S.** 2022  
*Assistant professor of sport management*  
 B.A., Bluffton University, 2014; M.S., Syracuse University
- Kathryn R. Spike, M.A.** 2010  
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- Brienne Sprunger, M.A.E.** 2021  
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 B.A., Bluffton University, 2003; M.B.A., Indiana Tech, 2006; M.A.E., Ball State University, 2013
- Philip Sugden, B.F.A.** 2004  
*Assistant professor of art*  
 B.F.A., New York School of Visual Arts, 1977; Certificate de Completion, Paris American Academy, Paris, France, 1981; University of Findlay, 1990-2004
- Jason Swartzlander, C.M.A., C.F.M., D.B.A.** 2007  
*Professor of accounting*  
 B.S., Bowling Green State University, 1993; M.B.A., Tiffin University, 2005; DBA, Anderson University, 2012
- Phillip Talavinia, M.B.A.** 1985  
*Vice president for student affairs and athletics*  
 B.A., Anderson University, 1985; M.B.A., Bluffton University, 2013

- Gayle M. Trollinger, Ph.D.** 1996  
*Professor of education*  
 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
- Zachary Walton, Ph.D.** 2009  
*Professor of communication*  
 B.A., Bluffton University, 2002; M.A., Associated Mennonite Biblical Seminary, 2004; Ph.D., Southern Illinois University, 2011
- Paul Neufeld Weaver, Ed.D.** 2005  
*Professor of education and Spanish; Director of global education*  
 B.A., Bluffton University, 1981; M.A., University of Illinois at Chicago, 1987; Ed.D., University of St. Thomas, 2002
- Sherri Winegardner, D.N.P.** 2016  
*Associate professor of nursing*  
 B.S., Bluffton University, 1991; M.S.N., Medical College of Ohio, 1995; M.H.A., University of Phoenix, 2008; D.N.P., Duquesne University, 2014
- Jane M. Wood, Ph.D.** 2018  
*President; Professor of English*  
 B.A., University of Missouri at Columbia, 1989; M.A., Ph.D. in English literature, University of Kansas 1991, 1999; Baker University, KS, 1999-2002; University of Missouri, 2002-06; Park University, KS, 2006-13; Westminster College, PA, 2013-16; Mount Marty College, SD, 2016-18
- Steven Yarnell, M.A.** 2005  
*Assistant professor of health and fitness*  
 B.S., University of Findlay, 2003; M.A., University of Findlay, 2005

# FACULTY EMERITI

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<b>Robert K. Antibus</b> <i>Professor of biology</i>	1993-2016
<b>Donald Brubaker</b> <i>Associate professor of social work; Director of social work program</i>	1987-2008
<b>Susan M. Bumbaugh</b> <i>Professor of art</i>	1987-2004
<b>Timothy L. Byers</b> <i>Assistant professor of education</i>	2001-2021
<b>Carlin B. Carpenter</b> <i>Assistant professor of health, physical education and recreation</i>	1979-2003
<b>Susan Streeter Carpenter</b> <i>Associate professor of English</i>	2005-2016
<b>Gene Caskey</b> <i>Assistant professor of speech</i>	1962-1998
<b>Sarah M. Cecire</b> <i>Professor of education</i>	2006-2020
<b>Stanley R. Clemens</b> <i>Vice president for advancement; Professor of mathematics</i>	1984-2007
<b>Michael D. Edmiston</b> <i>Professor of chemistry and physics</i>	1978-2015
<b>Jeffrey G. Gundy</b> <i>Professor of English</i>	1984-2021
<b>Richard D. Hansgen</b> <i>Professor of education</i>	1987-2004
<b>James M. Harder</b> <i>President emeritus; Professor of economics</i>	2001-2006 2006-2018
<b>Karen Klassen Harder</b> <i>Professor of business</i>	2001-2020
<b>Harvey C. Hiebert</b> <i>Librarian</i>	1965-1997

<b>Donald E. Hooley</b> <i>Professor of mathematics</i>	1994-2018
<b>Elizabeth A. Hostetler</b> <i>Professor of education</i>	1974-1999
<b>Stephen Jacoby</b> <i>Professor of music</i>	1966-2006
<b>Mary Jean Johnson</b> <i>Librarian</i>	2001-2021
<b>Maurice Kaufmann</b> <i>Professor of biology</i>	1963-1993
<b>Judith Kingsley</b> <i>Associate professor of English</i>	1995-2006
<b>Paul P. Klassen</b> <i>Professor of social work</i>	1977-1987
<b>George A. Lehman</b> <i>Professor of business</i>	1994-2020
<b>Williams J. Lyons</b> <i>Assistant professor of business</i>	1988-2011
<b>Mary Anne Moser</b> <i>Librarian</i>	1966-1994
<b>Diane E. Neal</b> <i>Assistant professor of education</i>	1989-2022
<b>Christine M. Nerad</b> <i>Associate professor of interiors and fashion, retail merchandising and design</i>	2003-2013
<b>Donald L. Pannabecker</b> <i>Vice president and dean of academic affairs</i>	1964-1977
<b>Hamid A. Rafizadeh</b> <i>Professor of business</i>	2005-2019
<b>W. Todd Rainey</b> <i>Professor of biology</i>	1989-2019
<b>William E. Slater</b> <i>Professor of psychology</i>	1992-2018

<b>R. Arden Slotter</b> <i>Professor of chemistry</i>	1986-1997
<b>Lee Snyder</b> <i>President emeritus; Professor of English</i>	1996-2006
<b>Kay S. Soltesz</b> <i>Professor of dietetics</i>	1995-2012
<b>Sally Weaver Sommer</b> <i>Vice president and dean of academic affairs; Professor of economics</i>	1982-2017
<b>Barbara A. Stettler</b> <i>Associate professor of family and consumer sciences</i>	1970-2000
<b>Linda F. Suter</b> <i>Assistant dean and registrar; Associate professor of English</i>	1967-1999
<b>Robert Suter</b> <i>Professor of chemistry</i>	1969-1988 1998-2005
<b>Jean Szabo</b> <i>Professor of music</i>	1965-1991
<b>Lawrence H. Templin</b> <i>Professor of English</i>	1961-1984
<b>J. Denny Weaver</b> <i>Professor of religion</i>	1975-2006



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## OUR MISSION

Shaped by the 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.

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