

**Bluffton
University
2014-2015
Catalog**

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2014-15 Academic calendar

*Adult and Graduate Studies programs each have their own schedules. Consult the AGS office for details.

August

- 22-24 Orientation
- 22 New student move in, 9 a.m.-1 p.m.
- 23 Returning student move in, 9 a.m.-4 p.m.
- 24 Returning student move in, 1 -8 p.m.
- 25 Fall semester classes begin
- 29 Deadline for adding courses

September

- 8 Deadline for dropping courses

October

- 4 Homecoming (*Hanover College*)
- 13-14 Fall break
- 13 Deadline for non-emergency withdrawals

November

- 10 Registration begins for spring semester
- 26-28 Thanksgiving break
- 25 Halls close for Thanksgiving break, 10 p.m.
- 30 Halls open following Thanksgiving break, 2 p.m.

December

- 5 Last day of fall semester classes
- 8-12 Final examinations
- 12 Fall semester ends
- 12 Halls close for Christmas break, 7 p.m.

January

- 5 Halls open for spring semester, 2 p.m.
- 6 Spring semester classes begin
- 9 Deadline for adding courses
- 19 M.L.King Jr. Day (observed) - UG no classes
- 19 Deadline for dropping courses

February

- 23 Deadline for non-emergency withdrawals
- 27 Halls close for spring break, 7 p.m.

March

- 2-6 Spring break
- 8 Halls open following spring break, 2 p.m.

- 23 Registration begins for fall semester
- 25 Civic Engagement Day

April

- 3 Good Friday holiday
- 6 Easter Monday holiday; classes resume at 6 p.m.
- 23 UG Monday evening classes will also meet on Thursday, 4/23 (*There will be no regular UG Thursday evening classes held on the 23th.*)
- 24 Last day of spring classes
- 27-30 Final examinations
- 30 Spring semester ends at 5 p.m.

May

- 3 Commencement
- 6-27 May term classes

Mission statement

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

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

- 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.

Accreditation & affiliations

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

Bluffton is [accredited](#) by the National Council for Accreditation of [Teacher Education](#) (NCATE) and approved by the State Department of Education of Ohio for the preparation of teachers at the initial and advanced

levels in the regular academic fields and in specialized fields. The social work program is accredited by the Council on Social Work Education at the baccalaureate level, and the dietetics program is accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. Bluffton University is an accredited institutional member of the National Association of [Schools](#) of Music.

The university is an institutional member of

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

History & faith heritage

Historical sketch

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

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

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

Bluffton's Mennonite heritage

The Mennonite people originated in the Anabaptist movement of the Reformation period. The early leaders, including Conrad Grebel in Switzerland, 1525, and Menno Simons in the Netherlands, 1536, sought to recover a New Testament [view](#) of the church and the Christian life. The Anabaptists and their Mennonite heirs have been at one with other Christians in the great affirmations of the faith: God becoming human, the servant lordship of

Christ, the reconciling power of the Gospel of Christ, the transforming work of the Holy Spirit, the ecclesial reliability of the Scriptures.

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

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

The most recent systematic expression of faith for Mennonites is the Confession of Faith in a Mennonite Perspective, adopted in July 1995. For more information on various Mennonite [position statements](#), see <http://resources.mennoniteusa.org/resource-center/resources/statements-and-resolutions/>

Faith lived out at Bluffton University

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

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

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

The campus

Location and environment

Bluffton University is in Bluffton, Ohio, a progressive town of 4,000 in the heart of a prosperous agricultural

area. It is principally a [residential](#) community with several thriving industries, an attractive shopping district, a good public school system, a dozen churches, a modern hospital and a full program of community activities.

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

The campus

[ACADEMIC BUILDINGS](#)

[RESIDENCE HALLS](#)

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

On the 60 acres of the main campus are the academic and residential buildings, the student center and some of the athletic facilities. Immediately west of the main campus is a 10-acre athletic facility, the Sears Athletic Complex. The complex houses the Dwight Salzman Stadium (football); Bluffton University Memorial Field (baseball); and the softball and soccer competitive athletic fields.

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

The Bluffton University student body exhibits geographic, religious and racial diversity. Most students are from Ohio. Among Bluffton's 1,094 students, there are about 554 women and 540 men. There are approximately 11 international students on campus from a [variety](#) of countries. Approximately 12 percent of Bluffton's traditional undergraduate students are Mennonite; the rest represent many different denominational backgrounds.

There are approximately 55 full-time and 5 half-time instructional faculty. In addition, Bluffton hires about 40 adjunct faculty members. About 76 percent of the full-time faculty have earned terminal degrees. The student faculty ratio is 13 to 1.

Buildings and grounds

[Printable campus map \(pdf\)](#)

Centennial Hall opened fall of 2000. The 44,000-square-foot facility houses 16 classrooms, 38 faculty offices, a technology center and offices. The following academic departments are located in Centennial Hall: social work; psychology and criminal justice; business; education; English and language; and mathematics.

College Hall Erected in 1900, College Hall houses administrative offices, several classrooms, the [learning resource center](#) and the A.C. Ramseyer Auditorium. The auditorium has a seating capacity of 135 and is used for dramatic productions and theatre classes.

Berky Hall A brick building in the colonial style of architecture, Berky Hall was built in 1914. The building was renovated in 1981 and houses the nutrition and dietetics department and the fashion and interior design program in addition to a number of classrooms.

Musselman Library, a 1930 structure of Georgian colonial architecture, was the gift of Mr. and Mrs. C. H. Musselman, Pennsylvania apple growers. This facility, with the four-story 1965 addition, includes the University Archives, Mennonite Historical Collections, and the Writing Center. The [Reading](#) Room on the main level is one of the most attractive spaces on campus for study and as a venue for campus events. Throughout the

library, there are areas for [individual](#) and group study, including conveniently located computer workstations. The seminar room on the fourth floor is used for library classes and group meetings. For information about library collections and services, see [Learning resources, Musselman Library](#).

Sommer Center opened in the fall of 2012. The 60,000 square-foot facility serves as the new home for volleyball and men's and women's basketball. In addition to the main game courts, there are two practice courts for each sport as well as a walking/jogging track. The building also contains a 5,000 square-foot weights and fitness center, a sports medicine center with a hydrotherapy pool, locker and team rooms and offices for the athletic department. The Sommer Center also contains offices for the Health, Fitness and Sports Science academic department and a multi-purpose room for classes, meetings and special events.

Founders Hall, the auditorium/physical education building, was erected in 1951. The A.C. Burcky Addition was completed in 1971. The auditorium has a seating capacity of approximately 2,000. In addition to the main auditorium and stage for public programs, Founders/Burcky is equipped with two playing floors, storage and dressing rooms, two racquetball courts, a weight room, a classroom, athletic offices and two general education science labs. In the fall of 1996 an addition to Founders/Burcky was completed. The addition's upper level contains five offices and a reception area. The lower level has a classroom and two offices.

Riley Court, a cluster of five multipurpose halls completed in 1969, is located on the town side of the campus, across Beeshy footbridge from Marbeck Center. Several administrative offices are located in Riley Court including: admissions, financial aid, development, public relations and student life. The academic departments of communication and theatre, and history and religion are housed in Riley Court. The Adult and Graduate Education Department office is in Riley Court. The Institute for Learning in Retirement and The Lion and Lamb Peace Arts Center of Bluffton University share space in the lower level. Two units are also periodically used as theme housing for residential students.

Mosiman and Yoder Halls The music department's home, Mosiman Hall, was expanded in 1996 to include Yoder Recital Hall, a 300-seat, state-of-the-art performance facility. In addition to this elegant setting, the music building contains three classrooms, a rehearsal/lecture hall and faculty teaching studios. The music library/listening center includes a collection of performance scores and provides facilities for students to use the department's collection of CDs, tapes and LPs. The computer music/piano lab includes electronic keyboards, computers and software used for sophisticated music and video applications. In 2007, Bluffton University became an All-Steinway Institution. In addition, three harpsichords and a Baroque style pipe organ in Yoder Recital Hall, offer varied opportunities for keyboardists.

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

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

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

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

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

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

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

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

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

Residence halls

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

Bren-Dell Hall, built in 1962, provides housing facilities for 95 students. [More info...](#)

Hirschy Hall, with housing for 95 students, was completed in 1963. [More info...](#)

Hirschy Annex, which includes housing for 109 students and a hall director's apartment, was completed in 1966. The multicultural affairs office is located in the Hirschy Annex breezeway. [More info...](#)

Ramseyer Hall, which was completed in 1994, houses 111 students. Features include air conditioning, a large main-floor lobby, floor lobbies on second and third floors, an exercise room and a conference room. [More info...](#)

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

Campus life

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. As members of the campus community, students are encouraged to worship regularly on campus and in the church of their choice. As part of this emphasis on building community, self-selective fraternities and sororities are not permitted.

In addition, students are expected to:

- Practice openness and honesty in all relations with members of the community: faculty, staff and students;
- Conduct themselves with respect for persons and property;
- Practice the [honor system](#) in taking examinations and writing research papers;
- Follow the rules and regulations necessary for orderly community life which are [established](#) in areas such as the library, residence halls and Marbeck Center; and
- Refrain from patterns of behavior which do injury to self and others: e.g., smoking, drinking, drug use, gambling, sexual exploitation, promiscuity and profanity

1. The use of tobacco on campus and on all official university trips (e.g., athletics, field trips, [student teaching](#)) and at university-sponsored activities is prohibited. The sole exception to this rule is provision of two designated outdoor areas on campus where smoking is permitted.

2. Alcohol: Bluffton University forms, as part of its foundations, a community of respect. Respect includes understanding how individual actions impact a community. In an academic community, learning for life happens outside the classroom as well as in the classroom. It is the desire of Bluffton for students to learn and to be encouraged in behavior that will positively contribute to their whole person as individuals created by God.

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

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

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

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

3. The illegal use or possession of hallucinogenic or narcotic drugs or marijuana is prohibited.

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

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

Harassment policy

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

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

The honor system

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

Student services

A special advantage of the small university is the personal relationships possible between students and members of the faculty and administration. The student life program of the university is under the direction of the vice president for [enrollment](#) management and student life.

Orientation

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

Room and board

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

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

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

[>>> more info](#)

Student resident advisors

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

Student health service

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

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

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

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

The Health Center is staffed by a mid-level practitioner with prescriptive rights five days a week (9 a.m.-1 p.m. during the school year). [More info...](#)

After-hours students can go to the Bluffton University Medical Clinic at the Blanchard Valley Hospital and be seen at no charge. The Blanchard Valley Regional Health Center Bluffton Campus is located minutes away from the university. Twenty-four hour emergency room care is available.

[More info...](#)

Health insurance

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

Motor vehicle privileges

All automobiles, trucks, motorcycles, motorbikes and [motor scooters](#) owned or operated by employees or students and brought to campus must display an official university motor vehicle parking sticker. Vehicles must be registered in the business office. Students are permitted to park their vehicles only in authorized parking areas. [More info...](#)

Center for Career & Vocation

The Center for Career & Vocation is located in Musselman Library and provides a variety of services to students and alumni. Individual career counseling, small group workshops, job vacancy listings, career newsletters and materials in the Career Library assist students in the various phases of career and life planning.

Learning resources

Musselman Library

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

The library offers a gateway to the many resources and services of the library, including the library catalog, research databases, electronic books and journals, and digital media resources. Through membership in the OPAL (Ohio Private Academic Libraries) and OhioLINK consortia, Bluffton 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.

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. The library also houses the Curriculum Resource Center and is the location for the Writing Center.

Beginning with an introduction to the library during the first year, students at Bluffton have many opportunities to learn more about all that the library offers in resources and services. Whether through classroom instruction or day-by-day encounters with individuals and small groups, librarians and staff at the Musselman Library work with students in developing research skills for locating and evaluating information.

[>>> more](#)

Technology resources

Bluffton is among the nation's high tech colleges with over 1,600 data ports, 175 public access computers and extensive use of information technology across the curriculum. Bluffton students, faculty and staff enjoy access to the World Wide Web and a wealth of digital library resources in all academic and residential buildings on campus.

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

Wireless "hot spots" are available in Marbeck Center, Musselman Library, Centennial Hall, Mosiman, Sommer Center, Yoder Hall, and all residence halls.

Centennial Hall, our academic center, features a variety of high tech classrooms, and the Technology Center provides a place to develop multimedia projects and access to the latest digital tools including video editing. Marbeck Center and Musselman Library also offer computing and printing resources.

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

[>>> more](#)

Because we recognize the importance of common software tools for a successful academic program, Bluffton has extended its licensing of MS Office to all currently enrolled students for use on their personal computers. Registered students can [download this software](#) free of charge. Microsoft Security Essentials is our recommendation for anti-virus software. The Help Desk serves as the point-of-contact for all support and troubleshooting during regular business hours. Please contact the Help Desk (helpdesk@bluffton.edu or ext. 3600) if you have questions or need support.

Learning Resource Center

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

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

Disability services

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

Co-curricular Programs

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

Campus government

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

Student Senate

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

Hall associations

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

University publications

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

[More info...](#)

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

The Bluffton University Catalog, presents information on university policies, academic programs, course descriptions, academic policies, faculty, [admissions](#), financial concerns and general information about the university.

BlufftonConnection.com is a student-driven media source fueled by broadcasting & journalism students and others. *The Witmarsum*, named for the town in the Netherlands where Menno Simons was born, had been the campus news source since its first [print](#) publication in 1914. For most of its life, *The Witmarsum* appeared as a newspaper. In 2010, *The Witmarsum* converged with WBWH (the campus [radio station](#)) to produce our new site, *BlufftonConnection.com*. *BlufftonConnection.com* features coverage of campus events as well as [live streaming](#) of WBWH programming.

[More info...](#)

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

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

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

Spiritual Life

Spiritual life at Bluffton is rooted in a Mennonite understanding of faith with a focus to live like Jesus in all areas of life, empowered by the Holy Spirit to love and serve all people, to worship joyfully and to live with hope. We also value the diversity of faith traditions represented on our campus, and seek to shape worship and ministries in ways that are welcoming and meaningful to all students regardless of their background.

Our Campus Ministries (religious life) department encourages students to grow as followers of Jesus by providing various opportunities for spiritual growth in the context of a supportive, caring community. All of our ministries are student-led, allowing students to discover and use their gifts to serve the community and at the same time develop valuable leadership skills.

Worship and ministry opportunities:

Hall chaplains are upperclassmen who live in the residence halls and serve as a support to their fellow students. Hall chaplains provide peer counseling, lead Bible studies and promote spiritual life activities on campus. They also seek to help new students make the transition to college life and get oriented to life and

activities on campus. There are 16 hall chaplains serving throughout campus, and they are selected through an interview process in the spring for the following year.

Chapel services are held on Thursdays at 11 a.m. in Yoder Recital Hall. While chapel attendance is not required, it is a privilege and a blessing to be able to worship together as a campus community. Bluffton faculty and staff as well as outside guests serve as speakers at chapel services, and the music incorporates both hymns and contemporary praise and worship. A student-led chapel planning committee meets weekly to plan and evaluate chapel services.

Sunday Night Worship takes place every other Sunday night at 8:30 pm in Yoder Recital Hall. These services tend to have a more contemporary flavor, and speakers at Sunday Night Worship are usually students. Occasionally, hymns sings are held on Sunday nights.

For both Chapel and Sunday Night Worship, students provide leadership through worship leading, scripture reading and serving on the worship band, worship dance team and drama team.

Students are also encouraged to get involved with a local church of their choice. A directory of churches, along with their meeting times and other information is available through in the Campus Ministries office, 2nd Floor Hirschler Hall, through the Hall Chaplains or [online](#).

SERVE is a service-oriented group which promotes missions and service opportunities for students off-campus in the local area and beyond. The group often organizes a week-long service trip during spring break. Special on-campus mission awareness days and acts of service to the campus community are also planned and carried out.

Fellowships of Christian Athletes (FCA) is an organization that seeks to discover what it means to integrate Christian faith into life on and off of the athletic field. Bluffton s FCA group is made up of athletes as well as those who are not currently on a team but who enjoy sports. FCA meets weekly for Bible study and also sponsors activities at sporting events, organizes events such as corn-hole tournaments and ski trips, and provides opportunities for service to the campus and community.

One week each semester is designated as **Spiritual Life Week**. A student-led committee chooses a theme and plans various activities during the week, including special worship services, games, discussions and service days. Each Spiritual Life Week features a guest speaker who challenges and inspires students through sharing insights related to the week's theme.

Shining Through Ministry Team is a group of 20 students who lead worship services in churches and occasionally in schools and prisons. Students give witness to their faith in Christ through music, drama and personal testimony

Service Opportunities: Information about long- or short-term voluntary service opportunities, as well as summer camp positions, is available from the campus pastor. Each year service and mission emphasis days are held to acquaint students with church agencies that provide a variety of domestic and overseas opportunities. Short-term service opportunities are also organized through SERVE (see above) and other student organizations during spring break and other times throughout the year.

Musical activities

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

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.

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

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

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

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

Gospel Choir, open to all in the Bluffton community, performs a wide variety of gospel music and spirituals in several on-campus performances per year.

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

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

[more info...](#)

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

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

[more info...](#)

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

Communication and theatre activities

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

[more info...](#)

See also [BlufftonConnection.com](#) or [WBWH radio station](#)

Departmental clubs

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

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

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

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

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

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

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

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

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

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

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

Bluffton University Nutrition Association (BunA) is designed to provide professional development and service activities for students majoring in food and nutrition. Programming focuses on current issues and trends and includes state- and district-level meetings.

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

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

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

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

Special interest organizations

Specialized interests bring students together in the following organizations:

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

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

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

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

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

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

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

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

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

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

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

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

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

Radio station (WBWH), Radio on Bluffton University's campus has been around since at least 1957. Formerly known as WBCR and WBUF, the radio station has seen numerous transitions. Today WBWH 96.1 FM features jazz and alternative music, and covers Bluffton University sports as well as many Arts and Lectures events. In 2010, the combined work of WBWH and The Witmarsum (the online campus news source) generated a new

site, BlufftonConnection.com. BlufftonConnection.com is a student-driven media source fueled by broadcasting & journalism students and others.

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

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

Athletics

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

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

Academic credit for participating in varsity athletics:

Each varsity athlete and student support personnel (trainers, managers and student assistant coaches) is eligible to receive one academic credit per academic year for participating in collegiate athletics with a maximum number of 4 total credits during their athletic career. Two-sport athletes may only receive credit for one sport each academic year. Credit 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.

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

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

[More info...](#)

Marbeck Center

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

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

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

[More info...](#)

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

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

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

Admissions and financial aid

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

All candidates for admission to the university upon [applying](#) do agree to uphold the [standards of campus conduct](#).

University statement of nondiscrimination

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

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Admission procedures

Application materials are available from the Bluffton [University admissions](#) office and on the university [Web site](#). Application should be made late in the junior year or early in the senior year. The deadline for submitting the application is two weeks prior to the 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 along with a \$20 application fee;
- have the guidance counselor complete the recommendation and return it with the high school transcript;
- 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.

[More info...](#)

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

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

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 the Discovery Program Foundation Courses. In addition, students in the Discovery Program must enroll in [LAS 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 participates in the Post-Secondary Enrollment Option of Ohio Bill 140. This program allows a limited number of high school students to enroll in college courses and receive both college and high school [credit](#). Bluffton University also partners with a selected number of high schools through a Dual Enrollment program. Contact the admissions office for details on application and admission requirements for the [Post-Secondary Enrollment Option and Dual Enrollment programs](#).

Advanced placement

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

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

Requirements for first-year students

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

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

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

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:

- [Art](#)
- [Business administration](#)
- [Child development](#)
- [Economics](#)
- [English](#)
- [History](#)
- [Information technology](#)
- [Marketing](#)
- [Music](#)
- [Spanish](#)
- [Writing](#)
- [Youth ministries](#)

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).
- Complete a separate [application](#) for the three-year program
- Complete the [admission process](#) by March 1, deposit by April 1 and attend [summer orientation](#) in May.
-

Requirements for transfer students

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

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

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

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

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

Transfer Articulation Agreements

Bluffton University has articulation agreements with 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 and/or the Admissions and Scholarship Committee in cases where readmission is questionable.

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

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)
- Transcripts and/or national exam results
- Declaration of finances form
- Financial aid application
- Transfer recommendation form (for international transfer students)
- Teacher recommendation

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 2014-15 academic year. Bluffton reviews fees annually and reserves the right to make changes in fees and deposits.

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

Tuition and fees for academic year 2014-15

	Per year	Per semester
• Tuition (12-17 hours per semester)	\$28,866	\$14,433
Board* (15 meal plan)	4,900	2,450
Room*	4,732	2,366
Technology fee	450	225
Total	\$38,948	\$19,474

*More information on [Meal Plans](#)

- - Item Extra charges reflect 2014-15 [tuition and fees](#)
 - Charge per semester hour if less than 12 hours: \$1,203 per semester hour
 - Charge per semester hour over 17 hours but less than 20.1 hours: \$849 per semester hour
 - Charge per semester hour for 20.1 hours or more: \$1,203 per semester hour
 - Rooming in Neufeld Hall, Ramseyer Hall and Riley Court additional charge: \$100 per semester

Other fees

Application fee	\$20
Clinical practice	500
Transcripts, per copy	5
Student health insurance	1500
Room damage deposit	100
Private music instruction (without accompanist) per hour, in addition to tuition	175
Accompanist fee (as needed for private music instruction)	112.50
Super Single room, in addition to room charges per semester	1,833
Air conditioned "Super Single" room, in addition to room charges per semester	1,233
Parking permit	25
Becoming a Scholar	115

Audit fee, per course	90
Credit by exam, per course	75
-Examination	75
-Credit	

Deposits

Advance deposit

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

Room damage deposit

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

Tuition payment plans

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

Ten-month plan

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

Penalty for late payment

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

A student with an unpaid account may not continue or return to [classes in](#) a subsequent registration period.

Refund policies

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

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

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

Scholarships & financial aid

Bluffton University administers financial assistance through [scholarships](#), grants, loans and student employment programs. Scholarships are usually awarded on the basis of scholastic achievement or leadership experience and skill. 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 Schultz Hall in Riley Court. Office hours are 8 a.m. - 5 p.m. Monday through Friday. The telephone number is 419-358-3266 and the e-mail address is finaid@bluffton.edu. [More info...](#)

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 2014-15 academic year indirect costs/personal expenses include:

	Resident students	Dependent commuter	Independent commuter
Books and supplies	\$ 1,400	\$ 1,400	\$1,400
Personal expenses	\$1,600	\$1,600	\$3,600
Transportation	\$1,000	\$2,500	\$2,500
Room & board	\$9,632	\$1,600	\$5,930
Total	\$14,632	\$7,100	\$13,430

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 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.

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 six year (12 semester) period. Original hours for failed, withdrawn, repeated courses and transfer hours (including post-secondary option and dual enrollment credits) accepted toward Bluffton's graduation requirements are included in the calculation of maximum time-frame of 186 attempted hours. For part-time students, the maximum time-frame is prorated.

Therefore, to be in good standing, 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) 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. A student placed on financial aid warning for not meeting the quantitative measure will receive written notification.

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. However, it may be determined that it is not mathematically possible for the student to meet either the qualitative and/or quantitative measures by the end of just one term. In this situation, the student would be notified in a letter that before they are allowed to continue they must develop an academic plan for their pace of progression that will extend beyond one term. Details about how to develop this plan, which must be approved, will be enclosed with the financial aid warning letter.

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 dean of students, 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 not mathematically possible to meet satisfactory academic progress by the end of the next term, the appeal must include an academic plan that will allow the student to meet satisfactory progress requirements by a specific point in time.

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). 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 will be suspended from receiving financial aid unless there is a successful appeal and the student is placed on an approved academic plan or until eligibility is re-established as outlined below. A student cannot be approved for consecutive financial aid probation semesters.

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.

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. Students should contact the financial aid office at the end of the next semester in which two-thirds or more of the hours attempted have been completed.

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. 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. Electronic submission of the FAFSA, FAFSA on the Web (FOTW), is the recommended method for completing the FAFSA. The Web address is www.fafsa.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.

Important! Prior to completing FOTW, both the student and at least one parent must apply for a PIN (Personal Identification Number). The PIN serves as the electronic signature and saves considerable time in receiving FAFSA results. The PIN Web site is: www.pin.ed.gov.

Corrections to the FAFSA can be made on the Web at www.fafsa.gov. Corrections can also be made electronically by the financial aid office. Whether made by the student or the financial aid office, correction results are sent both to the student and to the financial aid office. A revised 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.

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 (Federal Perkins loans, 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 2014-15 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 eight to 10 hours per week. First-year students are paid minimum wage. Returning students who remain in their current job for the following year or work in a job related to their major field, who also receive a favorable recommendation from their current supervisor, may be eligible for a merit-based pay increase each year of \$.25 per hour. Inquiries about the Learn and Earn program may be directed to the financial aid office.

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

[More info...](#)

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

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/.

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 a 1.051 percent origination fee when disbursed. [additional information on annual loan limits, interest rates, etc.](#)

Students must complete a Master Promissory Note (MPN) and Entrance Loan Counseling (ELC) to utilize these loans. Both can be completed on-line at www.studentloans.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 do not need to complete a new MPN or ELC every year.

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 Perkins Loan

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

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

Federal 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 on-line 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 a 4.204 percent origination fee when disbursed. [more information on PLUS loans.](#)

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. [additional information and loan comparison tool.](#)

*The information above is for the 2013-14 and is subject to change for subsequent years. For current information, visit the Bluffton University [financial aid Web site.](#)

Undergraduate academic life

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

- **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. 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.

Auditing courses

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

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

Adding, dropping, and withdrawing from courses

The deadline for adding courses is generally the end of the first week of the semester, with the specific date indicated on the academic calendar. After the add period has ended, students may not add courses unless they have exceptional reasons to do so. The deadline for dropping courses is generally the end of the second week of the semester, with the specific date indicated on the academic calendar. After the drop period has ended, students may withdraw from a course and receive a grade of W up to a point halfway through the course. The deadline for non-emergency withdrawals is set on the academic calendar. After that time, withdrawal is allowed only for medical or other exceptional reasons. Permission to withdraw after the deadline must be obtained from

the registrar. The instructor will assign a grade of WP (withdrawn passing) or WF (withdrawn failing). A W and a WP does not affect a student's grade point average, but a WF has the same effect on the grade point average as an E.

Class attendance

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

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:

1. 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 fifteen instructional weeks (including exam week) for one semester hour of credit are expected for a course taught in a traditional format.
2. 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.
3. 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 students grades is maintained by the registrar. Grades are entered in the permanent record as follows:

A, A-:	excellent achievement;
B+, B, B-:	good achievement;
C+, C, C-:	fair achievement;
D+, D, D-:	poor achievement, but passing;
E:	failing, the course must be repeated if credit is desired;
CR:	credit, student earned a C- or higher in the course;
NC:	no credit, student earned a D+ or lower in the course;
DF:	deferred grade, course in progress;

W:	withdrawn;
WP:	withdrawn with passing work at the time of withdrawal;
WF:	withdrawn with failing work or without official approval, considered as an E;
I:	an incomplete course. An incomplete means that a student, because of illness or other emergency, has been granted an extension of time to complete a course. To receive an incomplete a student must apply for and obtain permission from the course instructor.

It is expected that an incomplete will be removed within the first two weeks of the semester following the one in which it was given. If this is not the case, the student may be advised to drop one of the classes in which he or she is currently enrolled. If not removed by the end of the semester following the one in which it was given (by the end of spring semester for incompletes given in fall and by the end of summer semester for incompletes given in spring), the registrar will convert the I to an E.

Grade points

Points are assigned to grades as follows:

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

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

Credit/no credit

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

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

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

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

Minimum grade requirements

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

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

Policy for repeated courses

Students earning a D or E in a course may repeat the course to improve their grade and grade point average, as well as their understanding of course content. 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.

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](#).

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	1.7

58)	
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. Moreover, any student having attempted 24 semester hours whose grade point average for the semester is below 1.0 and any student having attempted less than 24 semester hours whose grade point average is 0.0 will be subject to suspension.

Students who have been suspended must apply for readmission and provide evidence that it is in their best interest to be readmitted. Their application will be reviewed by the Admissions and Scholarship Committee. Work taken at another college or university during the period of suspension will not be accepted for credit at Bluffton University. 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 for student life and dean of students, the dean of academic affairs and/or his/her designate, the chairperson of the Undergraduate Academic Programs Council, and another faculty member designated by the Undergraduate Academic Programs Council. The role of the vice president of enrollment management and student life will be to represent nonacademic considerations that may have affected a

student's ability to achieve a satisfactory level of academic work. Information which appropriately belongs within the campus judicial system will not be introduced to the Suspension/Dismissal Committee unless it is in support of the student. (The suspension or dismissal power of the Suspension/Dismissal Committee will not be used to displace the normal procedure for disciplinary cases.) The committee will seek input from other faculty and staff members as seems appropriate. In making its determination, the committee will consider the best interests of the student and the university. In most cases, if the appeal is approved, the student will be placed on academic probation. 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.

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

[more info...](#)

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

At the time of declaring a major or a minor, students choose to declare the major or minor that was in effect when they entered Bluffton University or the one that is in effect when they declare the major or minor.

Evaluation

Evaluation of instruction

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

The forms are to be distributed in class and class time is to be used for students to complete them. They are then to be returned, by a student, to the registrar's office. The 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. Except for courses with low enrollments, faculty members receive the original forms completed by students. 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.

[more info \(pdf\)...](#)

Independent study program

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

[more info \(pdf\)...](#)

Credit by examination

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

Students may request permission to seek credit for a course through examination. The request, accompanied by some indication that the student possesses sufficient background for credit, is made to the chairperson of the department in which credit is sought and to the dean of academic affairs. Upon receiving permission and after

paying the credit-by-examination fee, the student may take a special examination. A second fee will be charged upon successful completion of the exam.

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

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

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

DSST examinations are administered on the campus through the office of adult and graduate studies. Additional information is available through that office at 1-800-488-3257, option 4 or adulthood@bluffton.edu.

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

Study abroad and off-campus study

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

Student records

Transcript of record

Upon the written request of the student, an official transcript of the student's academic record will be sent from the registrar's office to any recipient the student designates. A fee of \$5, payable in advance, is charged for each

transcript, with the exception of transcripts needed for scholarship applications which are free. The written request should include the student's name, current address, telephone number, address(es) to which the transcript should be sent, social security number, payment and signature.

[more info...](#)

Institutional policy for student education records

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

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

Directory information

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

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

Students should consider very carefully the consequences of a decision to withhold any item from directory information. Should a student decide to request that Bluffton University not release certain items of directory information, requests for such information from individuals or organizations outside Bluffton University will be

refused. This information could then only be released to a specific individual or organization with the student's written permission.

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

[more info \(pdf\)...](#)

Academic honors

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

The dean's list

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

The Pi Delta Society

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

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

[more info...](#)

Academic awards

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

The honors program

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

[more info...](#)

The C. Henry Smith Scholars program

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

C. Henry Smith Scholars are selected by the Undergraduate Academic Programs Council or its designated committee each spring from among next year's juniors and seniors who have a GPA of 3.3 or above. Only 15

scholars are chosen each year. Criteria include: 1) high academic performance, including GPA, performance in independent studies and academic substance of courses taken; 2) recommendations from two faculty members (one from within the student's major and one from outside the student's major); and 3) participation in and contribution to the community at large.

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

Departmental honors

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

- A student must have a grade point average of 3.0 or higher in major courses in order to submit a departmental honors proposal.
- The student registers for a 1-2-hour independent study no sooner than the junior year. During this independent study, the student develops, with supervision from a sponsoring professor in the student's major, a proposal for his/her honors project. (Guidelines for the proposal should be obtained from the registrar.) At the end of the independent study, the student presents the proposal to a sponsoring committee consisting of the major professor assisted by two other faculty members, one of whom is from outside the major department. Additional resource persons, such as staff members and persons from outside the Bluffton University community, may be asked to advise.
- The proposal, signed by members of the sponsoring committee and by the appropriate department chair (or chairs), is submitted by the sponsoring professor to the Special Studies and Honors Committee before April 1 of the junior year. The student defends the merits of the proposal before the Special Studies and Honors Committee.
- If the Special Studies and Honors Committee approves the proposal, the student registers for an additional 3-6 credit hours of independent study to complete the proposed study. (The total number of required hours for Departmental Honors, including the 1-2 hours granted for researching and writing the proposal, is 5-7 semester hours of independent research spread over at least two semesters.) Departmental courses, such as one taken as a research seminar, will not fulfill the independent research requirement. (Note: If the proposal is not approved by the Special Studies and Honors Committee, the student cannot pursue Departmental Honors; however, the student has the option of completing the proposed study by registering for standard independent study hours.)
- The student submits progress reports to the sponsoring professor periodically throughout the course of the study.
- Near the end of the study, the sponsoring committee gives an oral examination to the student concerning the project and the immediately related area of study. The sponsoring committee then submits to the Undergraduate Academic Programs Council a recommendation for or against granting honors. The major professor is responsible for assigning a grade to the independent study hours.
- Following the oral examination, but no later than two weeks before the final faculty meeting of the final term of the study, the student makes accessible to the faculty the product of the study. Copies of written documentation, provided by the student, are to be placed in the library.
- The Undergraduate Academic Programs Council makes a recommendation to the faculty for or against granting honors. Faculty approval of the Undergraduate Academic Programs Council's recommendation is necessary to grant the student Departmental Honors.

[more info...](#)

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

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 liberal arts and sciences 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 three times a year, at the end of each semester and at the end of the summer term. To be assigned a particular graduation date students must have completed graduation requirements within 21 days after that graduation date. Candidates for degrees must complete an Application for Graduation provided by the registrar's office. This form must be completed no later than the beginning of the semester preceding the one in which the degree is to be secured. There is only one commencement service, which is in the spring. Diplomas are distributed only to students who have participated in graduation ceremonies or have been exempted from

participation by the dean of academic affairs. For detailed graduation information please see our [graduation procedures for students](#).

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 course work;
- 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;
- [LAS 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.

Summer Semester

The summer program at Bluffton University is designed to meet the needs of college students (from Bluffton or other colleges), nontraditional learners and recent high school graduates who are interested in a head start on college courses.

Admission procedures

Students who have not taken course work at Bluffton University during the preceding period must [apply for admission](#) through the admissions office or office of adult and graduate [education](#). To gain admission to

Bluffton a student must be a graduate of a recognized high school and have earned a minimum of 16 units of high school work, or have successfully completed a home school program.

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

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

The academic program

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

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

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

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

Academic departments

The faculty is organized into the following departments:

Art
Biology
Business
Chemistry and physics
Communication and theatre
Education
English and language
Health, fitness and sport [science](#)
[History](#) and religion
Mathematics
Music
Nutrition and dietetics
Social sciences
Social work

ABBREVIATIONS

The following abbreviations are used for the various academic areas:

Accounting (ACT)
Art (ART)
Biology (BIO)

Business (BUS)
Chemistry (CEM)
Communication (COM)
[Computer science](#) (CPS)
[Criminal justice](#) (CRJ)
Economics (ECN)
Education (EDU)
English (ENG)
Finance (FIN)
Geography (GEO)
Health, fitness & sport science (HFS)
History (HIS)
Honors (HON)
[Human resource management](#) (HRM)
Humanities (HUM)
Liberal arts and sciences (LAS)
Management (MGT)
Marketing (MKT)
Mathematics (MAT)
Music (MUS)
Natural science (NSC)
Nutrition and dietetics (NTR)
Organizational management (OMP)
Peace and conflict studies (PCS)
Philosophy (PHI)
Physics (PHY)
Political science (PLS)
Psychology (PSY)
Public Health (PHL)
Religion (REL)
Spanish (SPA)
[Special](#) education (SED)
Social work (SWK)
Sociology (SOC)
Technology (TEC)
Theatre (THE)

Liberal arts and sciences

Bluffton University is a liberal arts institution. The liberal arts and sciences program provides an integrated program of general education for all undergraduate students that complements and supports the courses in their major field of study. This core program strives to place students in an ever-expanding context from individual identity in the first-year course, Becoming a Scholar, to global citizenship in the senior capstone course, Christian Values in a Global Community.

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

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

General education

(45-48 hours)

Required:

- [LAS 105 Becoming a Scholar](#) (3)
LAS 105 is taken the first semester of the first year.
- [ENG 110 College English](#) (3)
or [ENG 120 Advanced College English](#) (3)
College English is taken during the first year. Students must take the English level into which they were placed.
- [One fine arts course from the Visual Arts, Music or Theatre](#) (3)
- [MAT 105 Understanding Numerical Data](#) (2)
or [COM 185 Public Speaking and Persuasion](#) (3)
Understanding Numerical Data may be taken by any student who places into College Algebra or higher or who completes Basic Math.
- [*REL 100 Introduction to Biblical Worldview](#) (3)
This course is a prerequisite for the upper level religion requirement.
- [Two natural sciences from different areas](#) (including one lab science) (7)
Natural Science courses with an NSC prefix are open to all students. Lab science courses may have prerequisites including a minimum math placement.
- [Two social science courses](#) from different disciplines (6)
- [*Two courses in the Humanities, history or literature](#) (6)
College English is the prerequisite for either Humanities 1 or Humanities 2.
- [One upper level religion course](#) (3)
The upper level religion courses are open to all students who have completed Introduction to Biblical Worldview.
- [*LAS 301 Issues in Modern America](#) (3)
or [*EDU 332 Social and Philosophical Issues in Education](#) (3)
Issues in Modern America is generally taken by juniors. Students must have completed 15 hours of general [education credit](#) before enrolling.
- [LAS 342 Cross-cultural Experience](#) (4) **OR** 6 hours of one foreign language taken at college level (6) **OR** participation in an approved semester abroad program.
Students with 3 years of high school Spanish who plan to take Spanish in college must take a [placement exam](#) regardless of the length of time since they have studied Spanish. Students with 2 years or less of high school Spanish may choose to begin with Beginning Spanish 1 or may choose to take the placement exam to see if they are ready for a higher level.
- [*LAS 400 Christian Values in a Global Community](#) (3)
Christian Values in the Global Community is open to seniors. Students must have completed [LAS 301 Issues in Modern America](#) or [EDU 332 Social & Philosophical Issues in Education](#) and their cross-cultural requirement prior to taking this course.

* indicates Liberal Arts and Sciences [requirements](#) that must be taken at Bluffton University.

FINE ARTS REQUIREMENT (3)

Choose one course:

Visual Art

[ART 135 Introduction to Visual Art](#) (3)

[ART 136 Exploring Visual Art](#) (3)

[ART 204 Drawing](#) (3)

[ART 207 Design 2](#) (3)

[ART 214 Watercolor](#) (3)

[ART 217 Ceramics 1](#) (3)

[ART 329 Art History 3](#) (3)

[ART 225 Printmaking 1](#) (3)

[ART 226 Printmaking 2](#) (3)

Theatre

[THE 135 Introduction to Theatre](#) (3)

[THE 136 Theatre for Social Change](#) (3)

[THE 257 Oral Interpretation](#) (3)

Music

[MUS 135 Introduction to Music](#) (3)

[MUS 136 World Music](#) (3)

[MUS 140 Exploring Music](#) (3)

Natural Science Requirement (7)

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

	Life Science	Chemistry	Physics	Earth/Space Sciences
Lab Courses Especially for General Education	BIO 105 The Biological World (4)		PHY 105 The Physical World (4)	
Lab Courses Suitable for General Education	BIO 135 Botany (4) BIO 205* Invert. Zoology (4) BIO 230 Anat. & Phys. (4)	CEM 121 Gen. Inorg. Chem (5)	PHY 211 Physics 1 (5)	PHY 202* Astronomy (4) PHY 203* Earth Science (4)

Non-Lab Courses Especially for General Education	NSC 106 Human Biology (3)	NSC 105 Chemistry of Everything (3)	NSC 109 Energy (3)	NSC 107 Global Climate (3)
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*Alternate-year course

SOCIAL SCIENCE REQUIREMENT (6)

Students are required to take two social science courses with two different prefixes. They can do this either by taking two courses from group A, or by taking one course from Group A and one course from group B.

GROUP A

[ECN 141 Principles of Macroeconomics](#) (3)
[GEO 111 Principles of Geography](#) (3)
[PLS 100 Introduction to Political Science](#) (3)
[PSY 110 Introduction to Psychology](#) (3)
[SOC 152 Introduction to Sociology](#) (3)
[SOC 162 Anthropology](#) (3)

GROUP B

[PHL 110 Introduction to Public Health](#) (3)
[PLS 251 American Political Process](#) (3)
[SOC/SWK 185 Women in Society](#) (3)
[SOC 225 Race and Ethnicity in American Society: History and Current Realities](#) (3)
[SWK 141 Understanding Social Welfare](#) (3)

Humanities Requirement (6)

Students must take either [Humanities 1](#) or [2](#). For their second course, they may take the other Humanities course or a history or literature course from the lists below. This option is available to students in any major.

History courses:

[HIS 200 Foundations of American Civilization](#)
[HIS 201 Making of Contemporary America](#)
[HIS 210 World History 1](#)
 [note: can only be paired with Humanities 2]
[HIS 212 World History 2](#)
 [note: can only be paired with Humanities 1]
[HIS 245 Regional & National Studies](#)
[HIS 252 Ohio & the Old Northwest](#)
[HIS/NTR 299 World History of Food and Culture](#) (6 hours)
[HIS 301 Studies in American History](#)
[HIS 302 Studies in European History](#)
[HIS 305 African American History](#)
[HIS 310 U.S. Women's History](#)

[HIS 320 Civil War & Reconstruction](#) (history majors are given [registration](#) priority for this course)
[HIS/REL 359 Mennonite History & Thought](#)

Literature courses:

[ENG 160 Approaches to Literature](#)
[ENG 240 Survey of American Literature](#)
[ENG 243 Studies in American Literature](#)
[ENG 256 Survey of English Literature 1](#)
[ENG 257 Survey of English Literature 2](#)
[ENG 261 Studies in English Literature](#)
[ENG 265 Studies in Modern Literature](#)
[ENG 282 Studies in the Novel](#)
[ENG 367 Shakespeare](#)

[MUS 321 Music History 1](#) meets Humanities 1 for Music Education majors. These majors take [HUM 222 Humanities 2 to complete](#) the requirement.

Upper Level Religion Course Requirement

Choose one of the following:

[REL 242 Spiritual Disciplines in the Life of the Church](#) (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 276 War, Peace and Nonviolence](#) (3)
[REL 275 History of Christianity](#) (3)

Cross-cultural Requirement

Students meet this requirement in one of four ways: (1) completing [LAS 342 Cross-cultural Experience](#); (2) participating in the the [Washington Community Scholars' Center](#) (WCSC) 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 in the class schedule or in the course listing found on [Campus web](#).

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 301 Spanish Prose Composition](#) (3)

[SPA 302 Spanish Peninsular Culture and Civilization](#) (3)

[SPA 303 Latin American Culture and Civilization](#) (3)

[SPA 306 Advanced Grammar Review](#) (3)

[SPA 311 Survey of Peninsular Spanish Literature](#) (3)

[SPA 312 Survey of Spanish American Literature](#) (3)

[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)

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 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 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.

Honors program

The honors program at Bluffton is a four-year program designed to challenge intellectually ambitious, highly motivated students in all disciplines. In keeping with the mission of Bluffton University, the honors program has a special emphasis on integrating academics, spiritual growth, individual growth and service. 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.

[More info...](#)

[Declaration form...](#)

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

[ENG 120 Advanced College English](#)

[COM 185 Public Speaking and Persuasion](#)

[HUM 221 Humanities 1](#)

One of: [REL 252 Introduction to New Testament](#)

[REL 273 Christian Theology](#)

[REL 274 Christian Ethics](#)

[LAS 400 Christian Values in a Global Community](#)

In addition, these students [complete](#) a special, three credit hour honors seminar in the junior year:

[HON 310 Junior Honors: Community Transformed](#)

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

Continuation in the program requires a 3.3 GPA and collecting 5 Civic Engagement Units per year. Civic Engagement Units can be collected by participating in a combination of social, service and academic events.

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

More on [academic honors](#).

Courses

HON 310 Junior Honors: Community Transformed (3)

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

Off-campus programs

Semester abroad & other off-campus programs

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

WASHINGTON COMMUNITY SCHOLARS CENTER (WCSC)

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.

Students may also elect to take 1-2 courses at one of the following local universities, with priority given to those who need the credits to meet [graduation requirements](#): [Trinity University](#), University of the District of Columbia, Corcoran [College of Art](#) and Design and Graduate School of the U.S.

Students who successfully complete the WCSC program will have met their LAS 342 Cross-cultural Experience and LAS 301 Issues in Modern America. The course, [A multicultural history of Washington, D.C. 1930-1970](#), meets a humanities requirement. The other humanities course must be taken at Bluffton.

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.

[Courses offered summer 2015 Curriculum B](#)

[Courses offered fall 2015 Curriculum A](#)

[Courses offered spring 2016 Curriculum A](#)

Curriculum A 15 credits

WCS 385 MONUMENTS TO MURALS: EXPLORING SOCIAL ISSUES THROUGH D.C.'S PUBLIC ART (3)

Students attend and review museum exhibits, plays, concerts and guided tours of public art in D.C. Reading and writing assignments focus on the relationship between historical events and contemporary social issues.

WCS 386 The Anacostia, alleys & the arts: A MULTI-CULTURAL HISTORY OF WASHINGTON, D.C., 1930-1970 (3)

The Washington, D.C., setting offers students an opportunity to examine the history of race and ethnicity in an urban context, including the historical African-American community and more recent immigrant communities.

WCS 389 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 391.

WCS 391 INTERNSHIP THEORY AND PRACTICE (1)

Explores the many dimensions of servant leadership, starting with traditional definitions and moving into gender and race before engaging with the great non-violent servant leaders of the 20th century. Throughout the class we will talk with local servant leaders in the D.C. area.

WCS 300 INTERNSHIP (6)

Curriculum B 10 credits

WCS 388 Cross-cultural Social Science (3)

This course explores cultural theories that will assist students in navigating the complex culture of Washington, DC while also reflecting on their own cultural identity. Simultaneously, it will look at various religious and theoretical roots for community living, creating a companion for WCSC students' experiences living together within this city. Compiling these two topics, students will dive into the specific histories and cultures present in DC, critically reflecting on the way that their internship and urban experience intertwine with the broader city as they do so.

WCS 391 INTERNSHIP THEORY AND PRACTICE (1)

Explores the many dimensions of servant leadership, starting with traditional definitions and moving into gender and race before engaging with the great non-violent servant leaders of the 20th century. Throughout the class we will talk with local servant leaders in the D.C. area.

WCS 300 INTERNSHIP (6)

BESTSEMESTER (Council for Christian Colleges and Universities)

Off-campus, interdisciplinary learning opportunities are available to upper-class students at Bluffton University and offer 16 semester hours of credit. For further information, contact the director of cross-cultural programs.

All programs offered through BestSemester meet the cross-cultural experience requirement, except the Los Angeles, Nashville and Washington D.C. locations.

Australia Studies Centre (ASC)

The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business Ministries, Social Sciences and Education and Humanities. Every student is required to take "The View from Australia: Issues in Religion, Politics, Economics and Cultural Values" and required to select either "Australian Aboriginal Cultures" or "Indigenous Cultures in Australia & Aotearoa (New Zealand)". Additionally, students choose electives from CHC offerings in the School of Christian Studies, Business, Education & Humanities, Ministries, and Social Sciences. Students live with Australian families and volunteer with local community service providers. Trips vary from semester to semester but may include excursions to the Australian Outback, Aboriginal Communities and New Zealand. To learn more about the Australia Studies Centre, visit www.bestsemester.com/asc.

China Studies Program (CSP)

The China Studies Program enables students to engage China's ancient history and intrigue from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic, populous, and extremely influential nation. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes and internship at a Chinese-owned and operated business in China. Students also study standard Chinese language with the goal of attaining the ability to handle everyday transactions in Mandarin. The program begins the semester in Hong Kong and introduces students to the diversity of China. Students will then live and study at Xiamen University in Southeastern China. During the course of the semester, students will travel around China visiting the capital city of Beijing, legendary Shanghai, ancient Xi'an and beautiful seaside Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China with an informed, Christ-centered perspective. To learn more about the China Studies Program, go to www.bestsemester.com/csp.

Costa Rica Latin American Studies Program (LASP)

Based in San Jos , Costa Rica, the Latin American Studies Program will expose students to the beauty and complexity of Latin American history, religion, people and cultures. LASP students will also have the opportunity to experience life in several Latin American countries. Past student groups have journeyed to Cuba, Nicaragua, Guatemala and Panama. At LASP, students choose from the following four academic concentrations

in addition to their core coursework: Latin American Studies, Advanced Language & Literature, International Business (offered fall semesters only), or Environmental Science (offered spring semesters only). To learn more about the Latin American Studies Program, go to www.bestsemester.com/lasp.

Los Angeles Film Studies Center (LAFSC)

The LA Film Studies Center exists to launch students into their dreams. Exploring the art, craft and technology of film, LAFSC offers intensive hands-on production experience coupled with real world exposure, living and working in Hollywood. Students will study various aspects of film production, faith and artistic development, and will hold an internship in the industry. Additionally, students may choose an elective course in the areas of narrative storytelling, professional screenwriting, professional acting for the camera or carry out an independent study. With a vast network of LAFSC alumni in LA, students are never lacking for mentors and a community of believers. LAFSC encourages alumni to make films by offering grants, continuing education and low-cost equipment rentals. To learn more about the LA Film Studies Center, go to www.bestsemester.com/lafsc.

INDIA STUDIES PROGRAM (ISP)

"Unity in Diversity" is the hallmark of the nation of India. The India Studies Program (ISP) is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India, including an extensive two-week travel portion of the program to provide students with a close-up look at India's diversity. Students will participate in two core courses: "Contemporary India: Culture, Society & Challenges" and "India's Religious Landscape" designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities, students will have opportunities to explore a variety of issues - poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. These electives include Indian Literature, Design, Fine Arts, Culinary Culture, and Business. At its heart, the India Studies Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ-centered manner. To learn more about the India Studies Program, go to www.bestsemester.com/isp.

LOS ANGELES FILM STUDIES CENTER (LAFSC)

Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of two required seminars: Hollywood Production Workshop (a film production course), and Faith and Artistic Development in Film, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course: screenwriting, acting, film production, or independent study. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. To learn more about the LA Film Studies Center, go to www.bestsemester.com/lafsc.

Middle East Studies Program (MESP)

Based in Jerusalem, Israel, this program offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students explore diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. They also study the Arabic language and volunteer with various organizations. Through travel in the region (recently Israel, Palestinian areas, Jordan, Islamic Spain, Morocco, and Turkey), students are exposed to the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. To learn more about the Middle East Studies Program, visit www.bestsemester.com/mesp.

NASHVILLE CONTEMPORARY MUSIC CENTER (CMC)

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Business and Technical. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Business Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. To learn more about the Contemporary Music Center, visit www.bestsemester.com/cmc.

Oxford Scholars' Semester (SSO)

The Scholars' Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. As visiting students of Oxford University and members of Wycliffe Hall, students study in the oldest university in the English-speaking world. SSO students enroll in a primary and secondary tutorial, an integrative seminar and the British landscape course. Second term students write a thesis on a topic of their choice. Students group their work in a concentration so that all elements of their programme work together. SSO is designed for students interested in art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, and theology, though all majors may apply. SSO also offers 18 thematic or integrative concentrations such as history and philosophy of science and social sciences. Applicants are generally honors students and other very high-achieving students, and must have at minimum a 3.7 GPA to be considered for the programme. To learn more about the Scholars Semester in Oxford, visit www.bestsemester.com/sso.

Uganda Studies Program (USP)

The Uganda Studies Program provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students are given the option to live with a host family for the semester, or to live on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. All students attending USP are required to take "Faith & Action in the Ugandan Context" along with an African Context course. Students enrolled in the Social Work Emphasis (SWE) take a Junior or Senior level Social Work Practicum while all other USP students select from a variety of UCU electives. Students will forge meaningful relationships with their Ugandan peers, faculty members, and host families. These relationships give USP students a firsthand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. To learn more about the Uganda Studies Program, go to www.bestsemester.com/usp.

WASHINGTON, D.C. AMERICAN STUDIES PROGRAM (ASP)

Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. Nearly 500 of ASP's 3,000+ alumni have returned to work in the DC metro area in a variety of professional fields—private and public, for-profit and non-profit. Each student enrolls in the program's two practicum courses: Internship and Topics in Leadership & Vocation. Students have the option of enrolling in a one-credit Professional Mentorship course. In addition, students apply to either the Public Policy Initiatives Track or the Global Development Enterprise Track. The Public Policy Initiatives Track equips and supports students in their analysis of a pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national, and global factors that influence policy-making in Washington, DC. The Global

Development Enterprise Track focuses on partnership initiatives taken by leaders in commercial, governmental and non-governmental organizations as they explore the impact they can achieve by collaborating to address issues of sustainable development worldwide. To learn more about the American Studies Program, go to www.bestsemester.com/asp.

WASHINGTON, D.C. JOURNALISM CENTER

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

BCA STUDY ABROAD

BCA Study Abroad operates academic study centers in 14 countries for students from U.S. institutions of higher education. BCA Study Centers offer fall and spring semester and year-long programs in the liberal arts tradition at universities in the following locations: Austria, Belgium, China, Ecuador, England, Germany, Greece, India, Ireland, Italy, Mexico, Palestine, New Zealand and Spain. Summer programs are offered in Austria, Morocco, Palestine and Spain. For further information, contact the director of cross-cultural programs. These programs meet the cross-cultural requirement. To learn more about the BCA Study Abroad Programs visit www.bcaabroad.org.

CENTRAL AMERICAN STUDY AND SERVICE (CASAS), Guatemala

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

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](#).
[More info...](#)

Art major

(46 hours)

Foundation year:

[ART 202 Design 1](#) (3)

[ART 204 Drawing](#) (3)

[ART 205 Figure Drawing](#) (3)

[ART 207 Design 2](#) (3)

[ART 213 Painting](#) (3)

[ART 217 Ceramics 1](#) (3)

[ART 223 Sculpture 1](#) (3) *or* [ART 233 Sculpture 2](#) (3)

[ART 327 Art History 1](#) (3)

[ART 328 Art History 2](#) (3)

[ART 329 Art History 3](#) (3)

[ART 390 Independent Study in Art](#) (2)

[ART 400 Art Now Seminar](#) (1)

[ART 405 Portfolio Organization and Review](#) (.5)

[ART 410 Senior Exhibition](#) (.5)

One of the following:

[ART 225 Printmaking 1 \(relief\)](#) (3)

[ART 226 Printmaking 2 \(intaglio\)](#) (3)

[ART 227 Printmaking 3 \(silkscreen\)](#) (3)

[ART 228 Printmaking 4 \(lithography\)](#) (3)

Three additional studio courses are required (9)

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

(54 hours)

[ART 202 Design 1](#) (3)

[ART 204 Drawing](#) (3)

[ART 205 Figure Drawing](#)(3)

[ART 207 Design 2](#) (3)

[ART 213 Painting](#) (3)

[ART 214 Watercolor](#) (3)
[ART 217 Ceramics 1](#) (3)
[ART 317 Ceramics 2](#) (3)
[ART 223 Sculpture 1](#) (3)
[ART 233 Sculpture 2](#) (3)
[ART 240 Film Photography](#) (3)
or [ART 242 Digital Photography](#) (3)
[ART 320 Foundations for Teaching Visual Arts](#) (3)
[ART 327 Art History 1](#) (3)
[ART 328 Art History 2](#) (3)
[ART 329 Art History 3](#) (3)
[ART 390 Independent Study in Art](#) (1)
[ART 400 Art Now Seminar](#) (1)
[ART 405 Portfolio Organization and Review](#) (.5)
[ART 410 Senior Exhibition](#) (.5)

Two of the following: (6 hours)

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

Required professional [education courses](#): (35 hours)

[EDU 200 Introduction to Teaching in a Diverse Society](#) (3)
[EDU 205 Field Experience](#) (1)
[EDU 220 Curriculum & Assessment](#) (2)
[EDU 303 Computers and Technology in Education](#) (2)
[EDU 353 Educational Psychology & Instructional Practices](#) (3)
[EDU 332 Social & Philosophical Issues in Education](#) (3)
[EDU 302 Reading in the Content Areas: Middle Childhood](#) (3)
or [EDU 305 Content Area Literacy](#) (3)
[PSY 110 Introduction to Psychology](#) (3)
[SED 389 Issues in Special Education](#) (1)
[EDU 425 Leadership Seminar](#) (2)
[EDU 452 Clinical Practice](#) (12)

Graphic Design major

(31 Semester 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 Adv St in Computer Graphic Design](#) (3)
[ART 405 Portfolio Organization and Review](#) (.5)

[ART 410 Senior Exhibition](#) (.5)
[COM 185 Public Speaking and Persuasion](#) (3)

Visual Art Cognate Courses: (18 semester hours)

[ART 202 Design 1 Two-Dimensional Design](#) (3)
[ART 204 Drawing](#) (3)
[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)

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

[ART 327 Art History 1](#) (3)
[ART 328 Art History 2](#) (3)
[ART 329 Art History 3](#) (3)

Recommended Business Electives:

[MKT 356 Principles of Marketing](#) (3)
[MKT 362 Advertising](#) (3)

Recommended Communication Electives:

[COM 240 Media and Culture](#) (3)
[COM 370 Visual Culture and Communication](#) (3)

Recommended Technology Electives:

[TEC 105 Web Applications](#) (3)
[TEC 200 Scripting Languages](#) (3)
[TEC 150 Web Animation 1](#)(3)
[TEC 250 Web Animation 2](#) (3)

Other Recommended Elective:

[ART 400 Art Now Seminar](#) (1)

Art minor

(21 hours)

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

One of the following:

[ART 327 Art History 1](#) (3)
[ART 328 Art History 2](#) (3)
[ART 329 Art History 3](#) (3)

One of the following:

[ART 225 Printmaking 1](#) (3)

[ART 226 Printmaking 2](#) (3)

[ART 227 Printmaking 3](#) (3)

[ART 228 Printmaking 4](#) (3)

Graphic Design minor

(21 hours)

[ART 202 Design 1](#) (3)

[ART 245 Introduction to Computer Graphic Design](#) (3)

[ART 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

[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)

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 teaching, 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.

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

[More info...](#)

Major

(65 hours)

Required biology courses:

[BIO 135 Botany](#) (4)

[BIO 200 Genetics](#) (4)

[BIO 205 Invertebrate Zoology](#) (4)

[BIO 230 Human Anatomy and Physiology 1](#) (4)

[BIO 231 Human Anatomy and Physiology 2](#) (4)

[BIO 235 Cell Biology](#) (4)

[BIO 301 Microbiology](#) (4)

[BIO 310 Developmental Biology](#) (4)

[BIO 330 General Ecology](#) (4)

Required chemistry courses:

[CEM 121 General Inorganic Chemistry 1](#) (5)

[CEM 122 General Inorganic Chemistry 2](#) (5)

[CEM 221 Organic Chemistry 1](#) (4)

Required physics courses:

[PHY 211 Physics for Science and Engineering 1](#) (5)

[PHY 212 Physics for Science and Engineering 2](#) (5)

Required mathematics course:

[MAT 135 Calculus 1](#) (5)

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

Adolescent/young adult licensure in life science

(109 hours minus 7 LAS hours)

Life science courses:

[BIO 135 Botany \(w/ lab\)](#) (4)

[BIO 200 Genetics](#) (4)

[BIO 205 Invertebrate Zoology \(w/ lab\)](#) (4)

[BIO 230 Human Anatomy and Physiology 1](#) (4)

[BIO 231 Human Anatomy and Physiology 2](#) (4)

[BIO 235 Cell Biology](#) (4)

[BIO 301 Microbiology](#) (4)

[BIO 310 Developmental Biology](#) (4)

[BIO 330 General Ecology](#) (4)

Chemistry courses:

[CEM 121 General Inorganic Chemistry 1](#) (5)

[CEM 122 General Inorganic Chemistry 2](#) (5)

[CEM 221 Organic Chemistry 1](#) (4)

Physics courses:

[PHY 211 Physics for Science and Engineering 1](#) (5)

[PHY 212 Physics for Science and Engineering 2](#) (5)

Earth/Space courses:

[PHY 202 Astronomy](#) (4)

[PHY 203 Earth Science](#) (4)

[MAT 135 Calculus 1](#) (5)

Required professional education courses:

[EDU 200 Introduction to Teaching](#) (3)

[EDU 205 Field Experience](#) (1)

[EDU 220 Curriculum and Assessment](#) (2)

[EDU 303 Computers & Technology in Education](#) (2)

[EDU 305 Content Area Literacy/General Methods](#) (3)

[EDU 332 Social and Philosophical Issues in Education](#) (3)

[EDU 353 Educational Psychology & Instructional Practices](#) (3)

[SED 220 The Adolescent: Development and Diversity](#) (2)

[SED 389 Issues in Special Education](#) (1)

[EDU 402 Adolescent/Young Adult Special Methods: Science](#) (2)

All of the above listed professional education courses, plus the [completion](#) of all licensure area course work, are prerequisites for clinical [practice](#).

[EDU 425 Leadership Seminar](#) (2)

[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

Business department

Majors

Students may select majors in: [Accounting](#), [Business administration](#), [Economics](#), [Information technology](#) or [Marketing](#) . Students may select up to two 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

(50 hours)

Core courses: (44 hours)

[TEC 102 Using Microcomputers 2](#) (2)

[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)
[BUS 284 General Statistics](#) (3)
[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)
[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](#) and [act 361](#).

Business Administration major

(50 hours)

Core courses: (35 hours)

[TEC 102 Using Microcomputers 2](#) (2)
[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 284 General Statistics](#) (3)
[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)
or [MKT 363 Marketing Management](#) (for students with a marketing concentration)(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](#), [finance](#), [human resource management](#), [international business](#), [management](#), [management of information systems](#), [marketing](#), and [nonprofit management](#).

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

Comprehensive [Business Administration program](#)

This program is designed for students who prefer a broad business preparation for a variety of careers in business, government, public or social service organizations. For this program a minimum of 9 hours is selected from department courses representing the various disciplines, including accounting, economics, management, marketing, finance and international business courses.

Finance concentration

A minimum of 9 hours selected from the following courses:

[ACT 250 Intermediate Accounting 1](#) (3)
[ACT 251 Intermediate Accounting 2](#) (3)
[ACT 343 Intermediate Managerial Accounting](#) (3)
[FIN 367 Financial Investments](#) (3)
[FIN 368 Financial Institutions](#) (3)
[ECN 371 International Trade and Investment](#) (3)

Human Resource Management concentration

A minimum of 9 hours selected from the following courses:

[PSY 230 Tests and Measurements](#) (3)
[CRJ 340 Conflict Transformation and Mediation](#) (3)
[ECN 347 Labor Economics](#) (3)
[MGT 364 Human Resource Management](#) (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)
[HIS 245 Regional and National Studies](#) (3)
[PLS 272 Global Politics](#) (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:

[COM 342 Leadership Communication in Nonprofit Organizations](#) (3)
[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 of 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)

[MKT 376 Business Intelligence](#) (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 342 Leadership Communication in Nonprofit Organizations](#) (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)

Economics major

(38 hours)

Core courses: (35 hours)

[MAT 115 Business Calculus](#) (3)

or [MAT 135 Calculus 1](#) (5)

[ECN 141 Principles of Macroeconomics](#) (3)

[ECN 142 Principles of Microeconomics](#) (3)

[ECN 232 Intermediate Microeconomics](#) (3)

[ECN 233 Intermediate Macroeconomics](#) (3)

[BUS 284 General Statistics](#) (3)

[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)

In addition, the student selects one three-hour upper level [business course](#) or internship related to the field with the advice and consent of the faculty [advisor](#). Students planning to go to graduate school for economics should take [ECN 385 Introduction to Econometrics](#) as a directed study and are strongly encouraged to take the calculus sequence as well as linear algebra, probability and statistics and differential equations.

Marketing major

(50 hours)

Required: (41 hours)

[TEC 102 Using Microcomputers 2](#) (2)

[MAT 115 Business Calculus](#) (3)

or [MAT 135 Calculus](#) (5)

[ECN 141 Principles of Macroeconomics](#) (3)

[ECN 142 Principles of Microeconomics](#) (3)

[ACT 151 Principles of Accounting I](#) (3)

[ACT 152 Principles of Accounting II](#) (3)

[BUS 284 General Statistics](#) (3)

[MGT 354 Principles of Management](#) (3)

[MKT 356 Principles of Marketing](#) (3)

[MKT 357 Marketing research](#) (3)

[MKT 358 Consumer Behavior](#) (3)

[MKT 360 Sales](#) (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)

[COM 275 Organizational Communication](#) (3)

[COM 277 Public Relations](#) (3)

[COM 336 Advanced Public Relations Writing](#) (3)

[MKT 325 E-Commerce](#) (3)

[MKT 362 Advertising](#) (3)

[MKT 376 Business Intelligence](#) (3)

[SOC/PSY 258 Social Psychology](#) (3)

[SOC 360 Basics of Social Research](#) (3)

Minors

Students may select one of the following minors: [accounting](#), [business administration](#), [economics](#), [information technology](#) 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.

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 361 Federal Income Tax Accounting](#) (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)
[MKT 376 Business Intelligence](#) (3)

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

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, high school teaching, medical school, [engineering school](#), etc.

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

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

[More info...](#)

Major

(52 hours)

Required chemistry courses:

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

[CEM 222 Organic Chemistry 2](#) (4)
[CEM 230 Analytical Chemistry](#) (4)
[CEM 311 Advanced Organic Chemistry](#) (2)
[CEM 326 Physical Chemistry 1](#) (5)
[CEM 327 Physical Chemistry 2](#) (5)
[CEM 330 Advanced Inorganic Chemistry](#) (4)
[CEM 360 Instrumental Analysis](#) (4)

Required physics courses:

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

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

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

Adolescent/young adult licensure in physical science

(94 hours minus 7 LAS hours)

Life Science Courses (choose one):

[BIO 200 Genetics](#) (4)
[BIO 235 Cell Biology](#) (4)

Chemistry courses:

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

Earth/Space courses:

[PHY 202 Astronomy](#) (4)
[PHY 203 Earth Science](#) (4)

Physics Courses:

[PHY 211 Physics and Science for Engineering 1](#) (5)
[PHY 212 Physics and Science for Engineering 2](#) (5)
[PHY 326 Modern Physics 1](#) (5)
[PHY 327 Modern Physics 2](#) (5)
[PHY 360 Linear Electronics](#) (4)

Required professional education courses:

- [EDU 303 Computers and Technology in Education](#) (2)
- [EDU 200 Introduction to Teaching in a Diverse Society](#) (3)
- [EDU 205 Field Experience](#) (1)
- [EDU 220 Curriculum & Assessment](#) (2)
- [SED 220 Adolescent Development: Development and Diversity](#) (2)
- [EDU 353 Educational Psychology and Instructional Practices](#) (3)
- [EDU 332 Social and Philosophical Issues in Education](#) (3)
- [EDU 305 Content Area Literacy/ General Methods](#) (3)
- [SED 389 Issues in Special Education](#) (1)
- [EDU 402 A/YA Special Methods: Science](#) (2)

All of the previously listed professional education courses, plus the [completion](#) of all licensure area course work, are prerequisites for clinical practice:

- [EDU 425 Leadership Seminar](#) (2)
- [EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (10)

Minor

(22-24 hours)

- [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)

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, high-school teaching and graduate engineering programs.

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

[More info...](#)

Major

(51 hours)

Required physics courses:

[PHY 202 Astronomy](#) (4)

[PHY 211 Physics for Science and Engineering 1](#) (5)

[PHY 212 Physics for Science and Engineering 2](#) (5)

[PHY 326 Thermal/Modern/Nuclear/Quantum 1](#) (5)

[PHY 327 Thermal/Modern/Nuclear/Quantum 2](#) (5)

[PHY 360 Linear Electronics](#) (4)

Major Required mathematics courses:

[MAT 135 Calculus 1](#) (5)

[MAT 136 Calculus 2](#) (5)

Required computer science course:

[CPS 108 Computer Programming](#) (3)

Required chemistry courses:

[CEM 121 General Inorganic Chemistry 1](#) (5)

[CEM 122 General Inorganic Chemistry 2](#) (5)

The major as indicated above should be viewed as a minimum major and is satisfactory for high school teachers and some industrial positions. Students will not be admitted to most [graduate](#) engineering programs unless they also take [MAT 225](#) and [MAT 350](#). More computer science such as [CPS 320](#) is also recommended for prospective engineers. Students intending to pursue a graduate degree in physics should take the extra math and computer science as described for engineers, plus they should also consider [PHY 365](#) and/or [PHY 370](#). [PHY 390](#) is also recommended for students thinking about graduate school.

Adolescent/young adult licensure in physical science

(96 hours minus 7 LAS hours)

Life Science Courses (choose one):

[BIO 200 Genetics](#) (4)

[BIO 235 Cell Biology](#) (4)

Chemistry courses:

[CEM 121 General Inorganic Chemistry 1](#) (5)

[CEM 122 General Inorganic Chemistry 2](#) (5)

[CEM 221 Organic Chemistry 1](#) (4)

[CEM 222 Organic Chemistry 2](#) (4)

[CEM 230 Analytical Chemistry](#) (4)

Two additional hours of chemistry required (2)

Earth/Space courses:

[PHY 202 Astronomy](#) (4)

[PHY 203 Earth Science](#) (4)

Physics courses:

[PHY 211 Physics and Science for Engineering 1](#) (5)

[PHY 212 Physics and Science for Engineering 2](#) (5)

[PHY 326 Modern Physics 1](#) (5)

[PHY 327 Modern Physics 2](#) (5)

[PHY 360 Linear Electronics](#) (4)

Required professional education courses:

[EDU 303 Computers and Technology in Education](#) (2)

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

[EDU 205 Field Experience](#) (1)

[EDU 220 Curriculum & Assessment](#) (2)

[SED 220 Adolescent Development: Development and Diversity](#) (2)

[EDU 353 Educational Psychology and Instructional Practices](#) (3)

[EDU 332 Social and Philosophical Issues in Education](#) (3)

[EDU 305 Content Area Literacy/ General Methods](#) (3)

[SED 389 Issues in Special Education](#) (1)

[EDU 402 A/YA Special Methods: Science](#) (2)

[EDU 425 Leadership Seminar](#) (2)

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

[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

Communication & theatre

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

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

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

[More info...](#)

Broadcasting and Journalism major

(50 hours)

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

Required: (39 hours)

- [COM 105 Introduction to Journalism](#) (3)
- [COM 185 Public Speaking and Persuasion](#) (3)
- [COM 225 Writing for the Media](#) (3)
- [COM 240 Media and Culture](#) (3)
- [THE 257 Oral Interpretation](#) (3)
- [COM 334 Radio Production](#) (3)
- [COM 344 Rhetorical Theory](#) (3)
- [COM 345 Video Production](#) (3)
- [COM 346 Rhetorical Criticism](#) (3)
- [COM 365 Feature Writing](#) (3)
- [COM 412 New Media](#) (3)
- [COM 417 Communication Ethics](#) (3)
- [COM 425 Internship in Communication](#) (3)

Activity credits: (2 hours)

- [COM 110 Theatre Activity](#) (.5)
- [COM 111 Student Newspaper Activity](#) (.5)
- [COM 112 Radio Activity](#) (.5)
- [COM 115 Forensics Activity](#) (.5)

Electives: (A minimum of 9 hours from the following list)

- [COM 175 Sport Communication](#) (3)
- [COM 195 Interpersonal Communication](#) (3)
- [COM 212 Argumentation and Advocacy](#) (3)
- [COM 275 Organizational Communication](#) (3)
- [COM 277 Public Relations](#) (3)
- [COM 338 Gender, Race and Communication](#) (3)
- [COM 340 Religious Communication](#) (3)
- [COM 370 Visual Culture and Communication](#) (3)
- [COM 390 Independent Study in Communication](#) (1-3)
- [COM 422 Special Topics in Communication](#) (3)
- [ENG 207 Professional and Technical Writing](#) (3)
- [THE 201 Play Production](#) (3)
- [THE 258 Acting](#) (3)

Communication major

(50 hours)

The communication and theatre department offers a major in communication that provides a broad foundation for students interested in graduate study or professional vocations. The major offers instruction in rhetoric, broadcasting and journalism, interpersonal and organizational communication, media and cultural studies, and theatre. More advanced courses help students to become critical thinkers within the discipline through focused study of theory, criticism and ethics. Beyond the core, students may choose from a variety of electives based on their interests and aspirations. Students may pursue study in a concentration in [organizational communication](#) or [theatre](#).

Required: (36 hours)

[COM 185 Public Speaking and Persuasion](#) (3)

[COM 195 Interpersonal Communication](#) (3)

[COM 212 Argumentation and Advocacy](#) (3)

[COM 225 Writing for the Media](#) (3)

[COM 240 Media and Culture](#) (3)

[THE 257 Oral Interpretation](#) (3)

[THE 258 Acting](#) (3)

or [THE 201 Play Production](#) (3)

[COM 275 Organizational Communication](#) (3)

[COM 338 Gender, Race and Communication](#) (3)

[COM 344 Rhetorical Theory](#) (3)

[COM 346 Rhetorical Criticism](#) (3)

[COM 417 Communication Ethics](#) (3)

Activity credits: (2 hours)

[COM 110 Theatre Activity](#) (.5)

[COM 111 Student Newspaper Activity](#) (.5)

[COM 112 Radio Activity](#) (.5)

[COM 115 Forensics Activity](#) (.5)

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

[COM 105 Introduction to Journalism](#) (3)

[COM 175 Sport Communication](#) (3)

[COM 277 Public Relations](#) (3)

[COM 312 Studies in Cinema](#) (3)

[COM 334 Radio Production](#) (3)

[COM 336 Advanced Public Relations Writing](#) (3)

[COM 340 Religious Communication](#) (3)

[COM 342 Leadership Communication in Nonprofit Organizations](#) (3)

[COM 345 Video Production](#) (3)

[COM 365 Feature Writing](#) (3)

[COM 370 Visual Culture and Communication](#) (3)

[COM 390 Independent Study in Communication](#) (1-3)

[COM 412 New Media](#) (3)

[COM 422 Special Topics in Communication](#) (3)

[COM 425 Internship in Communication](#) (1-4)

[CRJ 340 Conflict Transformation and Mediation](#) (3)

[THE 135 Introduction to Theatre](#) (3)

[THE 136 Theatre for Social Change](#) (3)

[THE 224 Drama in Education](#) (3)

[THE 250 Special Topics in Theatre](#) (3)

[THE 258 Acting](#)

or [THE 201 Play Production](#) (3)

[THE 302 Play Direction](#) (3)

[THE 326 History of Theatre](#) (3)

Organizational Communication concentration (12 hours)

[COM 277 Public Relations](#) (3)

[COM 342 Leadership Communication in Nonprofit Organizations](#) (3)

[CRJ 340 Conflict Transformation and Mediation](#) (3)

[COM 425 Internship in Communication](#) (3)

Theatre concentration (12 hours)

(must take 1 hour of [COM 110 Theatre Activity](#))

[ENG 367 Shakespeare](#) (3)

[THE 258 Acting](#)

or [THE 201 Play Production](#) (3)

[THE 302 Play Direction](#) (3)

Choose one course from the following:

[THE 135 Introduction to Theatre](#) (3)

[THE 136 Theatre for Social Change](#) (3)

[THE 224 Drama in Education](#) (3)

[THE 250 Special Topics in Theatre](#) (3)

[THE 326 History of Theatre](#) (3)

Public relations major

(53 hours)

Our distinctive public relations major emphasizes advocacy on behalf of nonprofit and church-related organizations, while also equipping students to serve in business, governmental or other organizational settings. At Bluffton, you'll take classes that will train you to communicate in a variety of media forms and prepare you to write and speak eloquently and effectively. In addition to specialized courses in public relations, you'll take [classes in](#) argumentation and advocacy, media studies, graphic design and ethics. A public relations internship offers an opportunity to apply your competencies in a real-world setting. Public relations professionals are relationship mediators as well as expert communicators. We'll help you to think of yourself as an internal advocate for the needs and desires of publics and by doing so, help organizations collaborate with constituencies and social movements that advocate for the good of local, national and global communities.

Required: (45 hours)

[ART 245 Introduction to Graphic Design](#) (3)

[COM 105 Introduction to Journalism](#) (3)

[COM 185 Public Speaking and Persuasion](#) (3)

[COM 212 Argumentation and Advocacy](#) (3)

[COM 225 Writing for the Media](#) (3)

[COM 240 Media and Culture](#) (3)

[COM 277 Public Relations](#) (3)

[COM 336 Advanced Public Relations Writing](#) (3)
[COM 344 Rhetorical Theory](#) (3)
[COM 346 Rhetorical Criticism](#) (3)
[COM 417 Communication Ethics](#) (3)
[COM 425 Internship in Communication](#) (3)
[ECN 141 Principles of Macroeconomics](#) (3)
[MKT 356 Principles of Marketing](#) (3)
[THE 257 Oral Interpretation](#) (3)

Activity credits: (2 hours)

[COM 110 Theatre Activity](#) (.5)
[COM 111 Student Newspaper Activity](#) (.5)
[COM 112 Radio Activity](#) (.5)
[COM 115 Forensics Activity](#) (.5)

Electives: (A minimum of 6 hours from the following list)

[COM 195 Interpersonal Communication](#) (3)
[COM 275 Organizational Communication](#) (3)
[COM 338 Gender, Race and Communication](#) (3)
[COM 340 Religious Communication](#) (3)
[COM 342 Leadership Communication in Nonprofit Organizations](#) (3)
[COM 365 Feature Writing](#) (3)
[COM 370 Visual Culture and Communication](#) (3)
[COM 412 New Media](#) (3)
[ENG 207 Professional and Technical Writing](#) (3)
[MKT 358 Consumer Behavior](#) (3)
[MKT 362 Advertising](#) (3)
[SOC 360 Basics of Social Research](#) (3)

Minors

Communication minor

(19 hours)

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

Required:

[COM 195 Interpersonal Communication](#) (3)
[COM 212 Argumentation and Advocacy](#) (3)
[COM 225 Writing for the Media](#) (3)
[COM 240 Media and Culture](#) (3)
[COM 275 Organizational Communication](#) (3)

Activity Credits: (1 hour)

[COM 110 Theatre Activity](#) (.5)
[COM 111 Student Newspaper Activity](#) (.5)
[COM 112 Radio Activity](#) (.5)
[COM 115 Forensics Activity](#) (.5)

Electives: (3 hours)

Any COM course

Theatre minor

(19 hours)

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

Required:

[COM 110 Theatre Activity](#) (1)

[ENG 367 Shakespeare](#) (3)

[THE 135 Introduction to Theatre](#) (3)

[THE 257 Oral Interpretation](#) (3)

[THE 201 Play Production](#) (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)

[THE 390 Independent Study](#) (3)

Education

The education department offers teacher preparation programs for students wishing to teach in early childhood programs (Pre-K-3), middle childhood programs (4-9), adolescent/young adult programs (7-12), multi-age programs (Pre-K-12) and intervention specialist programs for students with mild/moderate education needs (K-12). Students may choose a major in [Child Development](#), [Early Childhood Education](#), [Middle Childhood Education](#) or [Intervention Specialist](#) within the Education Department or choose a major in another discipline with the addition of an [adolescent/young adult](#) or [multi-age](#) teacher licensure program.

Students in early childhood may also complete requirements for [intervention specialist licensure](#) (K-12) as an intervention specialist for children with mild to moderate disabilities or this program may be completed as a major with no additional licensure.

Endorsements are available to be added to a teaching license: [Early Childhood Generalist](#) (added to the early childhood license); [PreK Special Needs](#) (added to Early Childhood or Intervention Specialist licenses), and [Middle Childhood Generalist](#) (4-6): Science, Social Studies, Language Arts, and Math (added to Middle Childhood licenses). A prospective teacher must complete a major, approved courses in the chosen licensure areas, and education and professional licensure requirements for the state of Ohio.

Any student who wishes to pursue a program of teacher education at Bluffton University must seek approval through the teacher education office. [Application](#) must be made (on forms obtained while enrolled in [EDU 200](#)) in three stages: 1) admission to the teacher education program (first-year student/sophomore); 2) admission to clinical practice (junior); and 3) recommendation for licensure (senior). Criteria used in considering admission to teacher education include: declaration of major, overall GPA (2.7 minimum), GPA in the major

area (2.7 minimum), assessments in reading, writing and mathematics, available from education office test scores, completed teacher education application, recommendations from faculty and various administrative personnel of the university and BCI/FBI [clearance](#). Detailed information is available in the [Teacher Education Handbook](#). Licensure from the Ohio Department of Education requires the [completion](#) of all program requirements and meeting the state-approved score on appropriate PRAXIS II exams.

Any course taken within the student's licensure area, major, general and professional education programs must be passed with at least a grade of C-. In addition a 2.7 cumulative and major GPA is required for graduation.

Praxis II - Pass-Rate Data for the regular teacher preparation program is available from the [admissions](#) office and can be found on the department's Web site under "Quality of Teacher Preparation."

[More info...](#)

[More about the education department...](#)

Majors

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

Child Development

(45-47 hours)

[COM 195 Interpersonal Communication](#) (3)

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

[EDU 205 Field Experience: Early Childhood](#) (1)

[EDU 282 Teaching Reading through Literature](#) (3)

[EDU 332 Social and Philosophical Issues in Education](#) (3)

[EDU 356 Early Childhood Practicum: Preschool](#) (3)

[EDU 358 Early Childhood Development and Programming](#) (3)

[EDU 384 Child Development Practicum](#) (1)

[HFS 135 Recreation Games & Social Recreation](#) (3)

or [HFS 145 Recreation Arts & Crafts](#) (3)

[HFS 220 Personal and Community Health Concerns](#) (3)

[LAS 342 Cross-cultural / Service Learning Experience](#) (4)

or 6 hours of foreign language (6)

[NTR 225 Fundamentals of Nutrition](#) (3)

[PSY 110 Introduction to Psychology](#) (3)

[SED 228 Introduction to the Education of Students with Mild/Moderate Educational Needs](#) (3)

[SWK 263 Human Behavior and Social Environment 1](#) (3)

One upper-level Sociology course (3)

Required: Red Cross Certificates: Caring for Ill Children/Communicable Diseases; Child Abuse and Neglect Prevention; and First Aid.

Early Childhood Education

(70 hours)

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

[EDU 205 Early Field Experience](#) (1)

[EDU 220 Curriculum and Assessment](#) (2)
[EDU 282 Teaching Reading Through Literature: EC](#) (3)
[EDU 285 Phonics and Word Identification](#) (3)
[EDU 287 Developmental Curriculum: Literature and the Arts](#) (3)
[EDU 303 Computers and Technology in Education](#) (2)
[EDU 332 Social and Philosophical Issues in Education](#) (3)
[EDU 335 Teaching & Assessing Reading](#) (3)
[EDU 302 Content Area Literacy](#) (3)
[EDU 353 Ed Psychology & Instructional Practices](#)(3)
[EDU 356 Early Childhood Practicum: Preschool](#) (3)
[EDU 358 Early Childhood and Programming](#) (3)
[EDU 425 Leadership Seminar](#) (2)
[EDU 445 Clinical Practice: Early Childhood](#) (12)
[HFS 220 Personal and Community Health Concerns](#) (3)
[MAT 185 Fundamental Math Concepts for Early Childhood](#) (3)
[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 384 Methods/Materials for Diverse Learners](#) (3)

Required: Red Cross Certificates: Caring for Ill Children/Communicable Diseases and Child Abuse and Neglect Prevention.

Middle Childhood Education

(50 hours)

[EDU 200 Introduction to Teaching in a Diverse Society](#) (3)
[EDU 205 Field Experience](#) (1)
[EDU 220 Curriculum and Assessment](#) (2)
[EDU 285 Phonics and Word Identification](#) (3)
[EDU 297 Teaching Reading through Literature in Middle Childhood](#) (3)
[EDU 302 Reading in the Content Areas: Middle Childhood](#) (3)
[EDU 303 Computers & Technology in Education](#) (2)
[EDU 332 Social and Philosophical Issues in Education](#) (3)
[EDU 335 Teaching & Assessing Reading](#) (3)
[EDU 353 Educational Psychology & Instructional Practices](#)(3)
[EDU 425 Leadership Seminar](#) (2)
[EDU 450 Clinical Practice \(Middle Childhood\)](#) (12)
[PSY 110 Introduction to Psychology](#) (3)
[SED 220 The Adolescent: Development and Diversity](#) (2)
[SED 389 Issues in Special Education](#) (1)

Liberal arts and science requirements for licensure are met through the university general [education](#) program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the [university requirements](#) for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the [Teacher Education Handbook](#), from an academic advisor or from the director of teacher education.

Choose two of the following, based on concentration
[EDU 405 Middle Childhood Methods: Language Arts](#) (2)
[EDU 406 Middle Childhood Methods: Science](#) (2)
[EDU 407 Middle Childhood Methods: Social Studies](#) (2)
[EDU 408 Middle Childhood Methods: Math](#) (2)

In addition, completion of two areas of concentration is required, to be chosen from the following: [language arts](#), [mathematics](#), [science](#) or [social studies](#).

Language arts concentration (24 hours, fulfills 3 LAS hours)

[EDU 317 Studies in Adolescent Literature](#) (3)
[ENG 110/120 College English](#) (3)
[ENG 160 Approaches to Literature](#) (3)
[ENG 240 Survey of American Literature](#) (3)

Choose one:

[ENG 256 Survey of English Literature 1](#) (3)
[ENG 257 Survey of English Literature 2](#) (3)

Choose one:

[ENG 252 Introduction to Linguistics](#) (3)
[ENG 271 English Grammar](#) (3)

Choose one:

[COM 185 Public Speaking and Persuasion](#) (3)
[THE 257 Oral Interpretation](#) (3)

Choose one:

[ENG 202 Creative Writing: Fiction](#) (3)
[ENG 203 Creative Writing: Poetry](#) (3)
[ENG 205 Creative Writing: Nonfiction](#) (3)

Math concentration (21-23 hours, fulfills 2 LAS hours)

[MAT 105 Understanding Numerical Data](#) (2)
[MAT 114 Pre-Calculus](#) (4)
[MAT 135 Calculus 1](#) *(5)
[MAT 185 Fundamental Math Concepts: Early Childhood](#) (3)
[MAT 186 Fundamental Math Concepts: Middle Childhood](#) (3)
[MAT 220 Discrete Mathematics](#) (3)
[MAT 277 Algebra: Functions and Modeling](#) (3)

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

Science concentration (27-29 hours, fulfills 7 hours LAS)

Required:

[BIO 135 Botany](#) (4)
[PHY 202 Astronomy](#) (4)
[PHY 203 Earth Science](#) (4)
[PHY 211 Physics: Science & Engineering 1](#) (5)
[PHY 213 Physics 2: Middle Childhood Education](#) (3)

Choose one:

[BIO 205 Invertebrate Zoology](#) (4)

[BIO 230 Anatomy and Physiology](#) (4)

Choose one:

[CEM 121 General Inorganic Chemistry](#) (5)

[NSC 105 The Chemistry of Everything](#) (3)

Social studies concentration (33 hours, fulfills 16 LAS hours)

[ECN 141/142 Principles of Macroeconomics or Microeconomics](#) (3)

[EDU 303 Computers & Technology](#) (2)

[GEO 111 Principles of Geography](#) (3)

[HIS 200 Foundations of American Civilization](#) (3)

[HIS 201 The Making of Contemporary America](#) (3)

[HIS 210 World History I](#) (3)

or [HIS 212 World History II](#) (3)

[HIS 252 Ohio and the Old Northwest](#) (3)

[LAS 105 Becoming a Scholar](#) (3)

[LAS 342 Cross-cultural Experience](#) (4)

[LAS 400 Christian Values in a Global Community](#) (3)

[PLS 215 Introduction to Politics](#) (3)

Intervention Specialist

(60hours)

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)

[EDU 285 Phonics and Word Identification](#) (3)

[EDU 302 Reading in the Content Areas: MC](#) (3)

or [EDU 305 Content Area Literacy/General Methods](#) (3)

[EDU 303 Computers and Technology in Education](#) (2)

[EDU 332 Social and Philosophical Issues in Education](#) (3)

[EDU 335 Teaching & Assessing Reading](#) (3)

[EDU 353 Ed Psychology & Instructional Practices](#)(3)

[EDU 425 Leadership Seminar](#) (2)

[MAT 185 Fundamental Math Concepts: EC](#) (3)

[PSY 110 Introduction to Psychology](#) (3)

[SED 220 Child & Adolescent Diversity](#) (2)

[SED 228 Introduction to Education of Students with Mild/Moderate Educational Needs](#) (3)

[SED 230 Diagnosis and Educational Planning for Special Needs Children](#) (3)

[SED 235 Reading and Language Instruction for Diverse Learners](#) (3)

[SED 344 Intervention Specialist Classroom Organization](#) (2)

[SED 384 Methods and Materials for Diverse Learners](#) (3)

[SED 389 Issues in Special Education](#) (1)

[SED 453 Clinical Practice: IS](#) (12)

Required Red Cross Certificates: Caring for Ill Children/Communicable Diseases, and Child Abuse and Neglect Prevention.

Adolescent/Young Adult

Students who wish to obtain an Ohio teaching license for adolescent/young adult (7-12) must complete the following professional education courses in addition to the licensure area, general education and major requirements:

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

[EDU 205 Field Experience](#) (1)

[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 353 Educational Psychology and Instructional Practices](#) (3)

[SED 220 The Adolescent: Development and Diversity](#) (2)

[SED 389 Issues in Special Education](#) (1)

Choose one of the following:

[EDU 401 Adolescent/Young Adult Special Methods: Language Arts](#) (2)

[EDU 402 Adolescent/Young Adult Special Methods: Science](#) (2)

[EDU 403 Adolescent/Young Adult Special Methods: Social Studies](#) (2)

[EDU 404 Adolescent/Young Adult Special Methods: Math](#) (2)

All of the previously listed professional education courses, plus the completion of all coursework in the major of the licensure area, are prerequisites for clinical practice:

[EDU 425 Leadership Seminar](#) (2)

[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

Liberal arts and science requirements for licensure are met through the university general education program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the university requirements for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the [Teacher Education Handbook](#), from an academic advisor or from the director of teacher education.

The subject fields in which students may seek licensure are:

[Integrated language arts](#) (English)

[Integrated mathematics](#) (Mathematics)

[Integrated social studies](#) (History)

[Life science](#) (Biology)

Physical science ([Physics](#) or [Chemistry](#))

Students should consult with the education department about licensure programs no later than the sophomore year to insure completion of requirements during a four-year period.

Multi-age education

Students who wish to obtain an Ohio teaching license for multi-age (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 & Assessment](#) (2)
[EDU 302 Reading in the Content Areas: Middle Childhood](#) (3)
or [EDU 305 Content Area Literacy/General Methods](#) (3)
[EDU 303 Computers & Technology in Education](#) (2) (not required for Music Education)
[EDU 332 Social and Philosophical Issues in Education](#) (3)
[EDU 353 Educational Psychology and Instructional Practices](#) (3)
[EDU 425 Leadership Seminar](#) (2)
[PSY 110 Introduction to Psychology](#) (3)
[SED 389 Issues in Special Education](#) (1)

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

[EDU 452 Clinical Practice \(Multi-age\)](#) (12)

Liberal arts and science requirements for licensure are met through the university general education program. Students working toward teaching licensure must follow the Bluffton University teacher education approved program of course work in the subject field in which licensure for teaching is sought. This program may not necessarily correspond with the university requirements for a major or with minimum state requirements. Specific requirements for each teaching field may be found in the Teacher Education Handbook, from an academic advisor or from the director of teacher education.

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

[Music](#)
[Spanish](#)
[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.

Endorsements

Early childhood generalist endorsement (may be added to the early childhood license) (9 hours)

Completion of Early Childhood Licensure Program

[EDU 255 Developmental Curriculum: Science & Mathematics](#) (3)
[EDU 256 Developmental Curriculum: Social Studies & Language Arts](#) (3)
[EDU 341 Middle Childhood Instructional Methods & Classroom Organization](#) (3)

Pre-K special needs endorsement (may be added to the early childhood or intervention specialist license) (21 hours)

[EDU 358 Early Childhood Development & 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)
[SED 384 Methods/Materials for Students with M/M Educational Needs](#) (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 297 Teaching Reading Through Literature: MC](#) (3)
[ENG 271 English Grammar](#) (3)

Mathematics (6 hours)

[MAT 185 Fundamental Mathematics Concepts: EC](#) (3)
[MAT 186 Fundamental Mathematics Concepts: MC](#) (3)

Social Studies (6 hours)

[HIS 252 Ohio and the Old Northwest](#) (3)
[PLS 215 Introduction to Politics](#) (3)

Science (8 hours)

[BIO 105 The Biological World](#) (4)
[PHY 105 The Physical World](#) (4)

English

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.

[More info...](#)

Majors

The department offers majors in [English](#) and [writing](#) and minors in [English](#), [writing](#), and [teaching English](#) as a second language ([TESOL](#)). Students who wish to teach should pursue the [adolescent/young adult licensure in integrated language arts](#).

English major

(44 hours)

Literature: (21 hours)

[ENG 160 Approaches to Literature](#) (3)
[ENG 240 Survey of American Literature](#) (3)
[ENG 256 Survey of English Literature 1](#) (3)
[ENG 257 Survey of English Literature 2](#) (3)

Additional literature [courses](#) (200 level or higher) (9 hours)

Senior research: (5 hours)
[ENG 401 Critical Theory](#) (3)
[ENG 402 Research Seminar](#) (2)

Writing: (6 hours)

Language: (3 hours)
[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)
6-12 hours from the following:
[ENG 202 Creative Writing: Fiction](#) (3)
[ENG 203 Creative Writing: Poetry](#) (3)
[ENG 205 Creative Writing: Nonfiction](#) (3)
[COM 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)
[ENG 240 Survey of American Literature](#) (3)
[ENG 256 Survey of English Literature 1](#) (3)
or [ENG 257 Survey of English Literature 2](#) (3)
9 additional hours of literature courses (200 level or higher)

Required:
[ENG 430 Senior Writing Seminar](#) (2)

Language: (3 hours)
[ENG 252 Introduction to Linguistics](#) (3)
or [ENG 271 English Grammar](#) (3)

Activity credits: (1 hour)

[COM 111 Student Newspaper Activity](#) (.5)

[ENG 111 Shalith Activity](#) (.5)

[ENG 112 Inspiration Point Activity](#) (.5)

[ENG 425 Internship](#) (1-3)

Art & Writing major

(63 hours)

The Art & 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)

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 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)

or [ART 255 Graphic Design 1-Desktop Publishing](#) (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)

[ART 328 Art History 2](#) (3)

[ART 329 Art History 3](#) (3)

Choose one of the following:

[ART 225 Printmaking 1 \(relief\)](#) (3)

[ART 226 Printmaking 2 \(intaglio\)](#) (3)

[ART 227 Printmaking 3 \(silkscreen\)](#) (3)

[ART 228 Printmaking 4 \(lithography\)](#) (3)

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)
[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)
[COM 111 Student Newspaper Activity](#) (.5)
[ENG 111 Shalith Activity](#) (.5)
[ENG 112 Inspiration Point Activity](#) (.5)
[ENG 425 Internship](#) (1-3)

Minors

English minor

(18 hours)

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

[ENG 160 Approaches to Literature](#) (3)
One [survey](#) of literature course: [ENG 240](#), [ENG 256](#) or [ENG 257](#) (3)
One writing course beyond [ENG 120](#) (3)
English electives (9)

Writing minor

(18 hours)

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

Required:

12 hours chosen from the following, with at least 3 hours at the 300+ level.

- [ENG 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](#) or [EDU 385 TESOL Practicum](#) (2)

Electives: (3 hours)

- [SOC 225 Race & Ethnicity in American Society: History and Current Realities](#) (3)
 - [SOC 162 Anthropology](#) (3)
- one three-semester hour language course

Adolescent/young adult licensure in integrated language arts

(60-64 hours *Fulfills 15 LAS 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:

- [ENG 110](#) or [120 College English](#)* (3)
- [HUM 221 Humanities 1](#)* (3)
- [HUM 222 Humanities 2](#)* (3)
- [PSY 110 Introduction to Psychology](#)* (3)
- [COM 225 Writing for the Media](#) (3)
- [EDU 317 Studies in Literature for Adolescents](#) (3)

[ENG 160 Approaches to Literature](#) (3)
[ENG 240 Survey of American Literature](#) (3)
[ENG 243 Studies in American Literature](#) (3)
[ENG 256 Survey of English Literature 1](#) (3)
[ENG 257 Survey of English Literature 2](#) (3)
[ENG 367 Shakespeare](#) (3)
[ENG 271 English Grammar](#) (3)
[ENG 401 Critical Theory](#) (3)
[ENG 402 Research Seminar](#) (2)

Choose one: (COM 185 will double-count for Gen Ed Requirement)

[COM 185 Public Speaking*](#) (3)
[THE 257 Oral Interpretation](#) (3)

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

[COM 225 Writing for the Media](#) (3)
[COM 111 Student Newspaper](#) (repeatable) (0.5)
[ENG 111 Shalith Activity](#) (0.5)
[ENG 425 Internship](#) (1-5)

Choose one:

[ENG 202 Creative Writing: Fiction](#) (3)
[ENG 203 Creative Writing: Poetry](#) (3)
[ENG 205 Creative Writing: Nonfiction](#) (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 353 Educational Psychology & Instructional Practices](#) (3)

[SED 220 The Adolescent: Development and Diversity](#) (2)

[SED 389 Current Issues in Special Education](#) (1)

[EDU 401 Integrated Language Arts Methods](#) (2)

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

[EDU 425 Leadership Seminar](#) (2)

[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

Health, fitness & sport science

The health, fitness & sports science department is housed in the Sommer Center and Burcky Addition. The two areas provide the department with four full-court areas for practice and performance in volleyball and basketball in addition to office space for department faculty. 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.

[More info...](#)

Majors

There are five majors - [exercise science](#), [sport and recreation leadership](#), [strength and conditioning](#), [sport management](#) and [sports information](#); and four minors - [coaching](#), [wellness](#), and [exercise science](#) and [recreation management](#) offered by the health, fitness and sport science department.

Exercise Science major

(46 hours)

Course work 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 120 Team and Individual Sports 1](#) (3)

[HFS 130 Team and Individual Sports 2](#) (3)

[HFS 150 Human Sexuality](#) (2)

[HFS 160 Drug Education](#) (2)

[HFS 255 Competitive Strength Training](#) (2)

or [HFS 265 Personal Strength Training](#) (2)

[HFS 117 Introduction to Sport Medicine](#) (3)

[HFS 220 Personal & Community Health Concerns](#) (3)

[HFS 240 Coaching Methods](#) (3)

[HFS 315 Therapeutic Recreation](#) (3)

[NTR 225 Fundamentals of Nutrition](#) (3)

[PHL 110 Introduction to Public Health](#) (3)

[NTR 240 Physical & Nutrition Assessment](#) (2)

[BIO 230 Anatomy & Physiology I](#) (4)

[HFS 310 Kinesiology](#) (3)

Wellness concentration:

(22 hours)

Persons interested in the wellness concentration can major in exercise science or [food and nutrition](#). In addition to course work, the student will have the opportunity to gain valuable [professional training](#) through an internship experience.

[COM 195 Interpersonal Communication](#) (3)

or [COM 185 Public Speaking and Persuasion](#) (3)

[HFS 225 Commercial Recreation](#) (3)

[HFS 260 Recreation & the Aging Process](#)* (3)

[NTR 325 Lifecycle Nutrition](#) (3)

[NTR 335 Public Health Nutrition and Policy](#) (3)

[NTR 400 Seminar in Wellness](#) (1)

[PSY 110 Introduction to Psychology](#) (3)

[HFS 305 Planning for Special Events](#) (3)

Sport Management major

(47 hours)

The expansion of public interest and participation in sport and physical fitness has created a need for qualified leadership in these areas. Graduates will be prepared for careers as athletic administrators, in YMCA/YWCA work, in sporting goods companies, as sports information personnel and in other related areas.

[Practical experience](#) in an area of interest is provided to the student so insight into his/her chosen career may occur prior to [graduation](#). The sites for these experiences are selected in cooperation with the student's advisor.

Students majoring in sport management are required to take 33 hours in core courses and 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: (47 hours)

[ACT 151 Principles of Accounting](#) (3)

[MGT 354 Principles of Management](#) (3)

[COM 175 Sport Communication](#) (3)

[ECN 141 Principles of Macroeconomics](#) (3)

[ECN 142 Principles of Microeconomics](#) (3)

[HFS 112 Introduction to Sport Management](#) (3)

[HFS 230 Sport Psychology](#) (3)

[HFS 255 Competitive Strength Training](#) (2)

or [HFS 265 Personal Strength Training](#) (2)

[HFS 270 Sport Ethics](#) (3)

[HFS 350 Sport and Administration Mgt Practices I](#) * (3)

[HFS 375 Sport and Administration Mgt Practices II](#) * (3)

[HFS 385 Internship](#) (3)

[MKT 356 Principles of Marketing](#) (3)

Sport communication concentration:

(9 hours)

[COM 105 Introduction to Journalism](#) (3)

[COM 240 Media and Culture](#) (3)

[COM 277 Public Relations](#) (3)

or [COM 225 Writing for the Media](#) (3)

Sport organization concentration:

(9 hours)

[HFS 360 Coaching Issues](#) (3)

[HFS 240 Coaching Methods](#) (3)

[MGT 359 Entrepreneurship](#) (3)

[MKT 360 Sales *](#) (3)

[MKT 362 Advertising *](#) (3)

[MGT 364 Human Resource Management](#) (3)

Sport & Recreation Leadership major

(48 hours)

[HFS 115 Introduction to Recreation](#) (3)

[HFS 120 Team and Individual Sports 1](#) (3)

[HFS 130 Team and Individual Sports 2](#) (3)

[HFS 135 Recreation Games and Social Recreation](#) (3)

[HFS 205 Recreation Leadership and Program](#) (3)

[HFS 215 Outdoor Recreation](#) (3)

[HFS 225 Commercial Recreation](#) (3)

[HFS 230 Sport Psychology](#) (3)

[HFS 235 Facilities Planning and Construction](#) (3)

[HFS 270 Sport Ethics](#) (3)

[HFS 117 Introduction to Sport Medicine](#) (3)

[HFS 305 Planning for Special Events](#) (3)

[HFS 240 Coaching Methods](#) (3)

[HFS 245 Camping Administration](#)

or [HFS 350 Sport and Admin Mgt Practices I](#) (3)

[HFS 385 Internship](#) (3)

Electives:

[HFS 155 Adventures in Outdoor Recreation](#) (1-2)

Strength & Conditioning major

(47 semester hours)

[HFS 110 Introduction to Exercise Science](#) (3)
[HFS 160 Drug Education](#) (2)
[NTR 225 Fundamentals of Nutrition](#) (3)
[NTR 325 Lifecycle Nutrition](#) (3)
[HFS 255 Competitive Strength Training](#) (2)
[HFS 265 Personal Strength Training](#) (2)
[HFS 355 Strength & Conditioning I](#) (3)
[HFS 117 Introduction to Sport Medicine](#) (3)
[PHL 110 Introduction to Public Health](#) (3)
[HFS 220 Personal & Community Health Concerns](#) (3)
[HFS 225 Commercial Recreation](#) (3)
[HFS 230 Sport Psychology](#) (3)
[HFS 240 Coaching Methods](#) (3)
[HFS 310 Kinesiology](#) (3)
[HFS 320 Exercise Physiology](#) (3)
[NTR 240 Physical & Nutrition Assessment](#) (2)
[HFS 385 Internship](#) (3)

Sports Information Major

(45 semester hours)

[HFS 112 Introduction to Sport Management](#) (3)

[COM 105 Introduction to Journalism](#) (3)
[ECN 141 Principles of Macroeconomics](#) (3)
[COM 175/HFS 175 Sport Communication](#) (3)
[HFS 230 Sport Psychology](#) (3)
[HFS 270 Sport Ethics](#) (3)
[COM 334 Radio Production](#) (3)
[COM 345 Video Production](#) (3)
[HFS 350 Sport and Adm Mgt Practices I](#) (3)
[HFS 375 Sport and Adm Mgt Practices II](#) (3)
[MKT 356 Principles of Marketing](#) (3)
[HFS 385 Internship](#) (3)
[COM 412 New Media](#) (3)

Choose one of the following:

[MKT 362 Advertising](#) (3)
[ENG 207 Professional and Technical Writing](#) (3)
[COM 277 Public Relations](#) (3)

Activity Credits (3 semester hours)

[HFS 118 Video Activity](#) (.5)
[HFS 119 Sport Information Activity](#) (.5)
[COM 111 Student Newspaper Activity](#) (.5)
[COM 112 Radio Activity](#) (.5)

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 120 Team and Individual Sports 1](#) (3)
or [HFS 130 Team and Individual Sports 2](#) (3)
[HFS 117 Introduction to Sport Medicine](#) (3)
[HFS 240 Coaching Methods](#) (3)
[HFS 255 Competitive Strength Training & Exercise](#) (2)
or [HFS 265 Personal Strength Training & Exercise](#) (2)
[HFS 270 Sport Ethics](#) (3)
[HFS 360 Issues in Coaching](#) (3)
[HFS 385 Internship](#) (2)

Exercise Science minor

(20 hours)

[BIO 230 Anatomy & Physiology I](#) (4)
[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)

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 115 Introduction to Recreation](#) (3)
[HFS 135 Games and Social Recreation](#) (3)
[HFS 145 Recreation Arts and Crafts](#) (3)
[HFS 205 Recreation Leadership and Program](#) (3)
[HFS 215 Outdoor Recreation](#) (3)
[HFS 315 Therapeutic Recreation Service](#) (3)
or [HFS 235 Camping Administration](#) (3)

Wellness minor

(21 hours)

Persons in areas other than the [food](#) and nutrition and exercise science majors (which have a wellness concentration for the major), may be interested in a minor in wellness. The minor consists of 21 hours of course work including the following:

[BIO 230 Human Anatomy and Physiology I](#) (4)

[COM 195 Interpersonal Communication](#) (3)

or [COM 185 Public Speaking and Persuasion](#) (3)

[HFS 117 Introduction to Sport Medicine](#) (1)

[HFS 255 Competitive Strength Training and Exercise](#) (2)

[HFS 220 Personal and Community Health Concerns](#) (3)

[NTR 225 Fundamentals of Nutrition](#) (3)

A minimum of five additional hours are to be chosen from courses within the [wellness concentration](#). A person minoring in wellness must graduate with current first aid and [CPR certification](#).

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: 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 245: Regional and National Studies](#) or [HIS 210: World History I](#) or [HIS 212: World History II](#) 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](#).

Students may repeat the studies courses ([HIS 245](#), [HIS 301](#), [HIS 302](#), [PLS 303](#)) and [HIS 350](#) if the content is different. In addition to the following history courses, one course in history of religion, one in art history and one in music history may be counted toward a history major. In addition to the course requirements, all seniors will take a comprehensive examination covering all the subjects they have studied in history.

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

[More info...](#)

History Major

Core interdisciplinary requirement: (3)

Students may double-count this course to meet gen ed and history major requirements.

[REL 276 War, Peace and Nonviolence](#) (3)

Subtotal: 3 hours

Core history requirements: (18)

[HIS 180 Introduction to the Study of History](#)*** (3)

[HIS 200 Foundations of American Civilization](#) (3)

[HIS 201 The Making of Contemporary America](#) (3)

[HIS 210 World History I](#) (3)

[HIS 212 World History II](#) (3)

[HIS 225 History: Theory & Application](#) (3)

[HIS 350 Research Seminar](#) (3)

*** This class can be excused for transfer students who have completed three or more history courses from another institution.

US History Electives: Take at least 9 hours from the following list: ([see below for elective options](#))

[HIS 252 Ohio & 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 & Reconstruction](#) (3)

[HIS 380 History Internship](#) (2-4)

[HIS 390 Independent Study in History](#) (3)

Non-US History Electives: Take at least 9 hours from the following list: ([see below for elective options](#))

[HIS 245 Regional/National Studies](#) (3)

[HIS 359 Mennonite History & Thought](#) (3)

(cross listed with [REL 359](#), same title)

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

[HIS 302 Studies in European History](#) (3)

[HIS 312 European Women's History](#) (3)

[HIS 390 Independent Study in History](#) (3)

Subtotal Upper-level Electives: 18 hours

Total hours in the major: 42-45 hours

Elective options: Students may substitute 1-2 of these courses for any course in Art History, Music History or the History of [Christianity](#). Students pursuing A/YA Licensure may substitute [PLS 215](#) Intro to Politics and [PLS 251](#) American [Political Process](#).

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 guidelines outlined above are adhered to. Minors include the courses listed below:

History minor

(18 hours)

[HIS 180 Introduction to the Study of History](#) (3)
[HIS 200 Foundations of American Civilization](#) (3)
[HIS 201 The Making of Contemporary America](#) (3)
[HIS 225 History: Theory and Application](#) (3)

Choose one of the following:

[HIS 210 World History I](#) (3)
or [HIS 212 World History II](#) (3)
or [HIS 245 Regional and National Studies](#) (3)

Choose one of the following:

[HIS 265 European Social & Intellectual History](#) (3)
[HIS/PLS 271 History of Northern Ireland and Background to the Troubles](#) (3)
[HIS 301 Studies in American History](#) (3)
[HIS 302 Studies in European History](#) (3)
[HIS 305 African American History](#) (3)
[HIS 310 U.S. Women's History](#) (3)
[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 245 Regional and National Studies](#) (3)
[HIS 245 Regional and National Studies \(second topic\)](#) (3) *or* [HIS 205 World Civilizations](#) (3)
[PLS 272 Global Politics 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 & Practice](#) (3)
or [CRJ 340 Conflict Transformation and Mediation](#) (3)
[COM 212 Argumentation and Advocacy](#) (3)
[CRJ 180 Law, Justice & Society](#) (3)
[PLS 301/CRJ 303 Constitutional Law](#) (3)
[CRJ 310 Criminal Law & Procedure](#) (3)
[ENG 205 Creative Writing: Nonfiction](#) (3)
or [ENG 207 Professional & Technical Writing](#) (3)

Strongly recommended courses:

- Economics: [ECN 141 Macroeconomics](#) (3) - (ECN 141 may also fulfill a social science general education requirement)
- Elective in Political Science or History: take one of the following: (3)
 - Political Science: [PLS 270 Political Theory](#); or [PLS 385 Political Science Internship](#); or
 - History: [HIS 225 History: Theory and Application](#) or any upper level history course (excluding [HIS 350](#))
- Ethics: either [PHI 150 Philosophical Ethics](#) or [REL 274 Christian Ethics](#) (3) - (REL 274 may also fulfill a Tier 2 religion general education requirement)

Adolescent/young adult licensure in integrated social studies

(81-82 hours)

Students who wish to obtain an Ohio teaching license for adolescent/young adult (7-12) in social studies must complete the following courses, in addition to general education and major requirements:

Required:

- [HIS 200 Foundations of American Civilization](#) (3)
- [HIS 201 The Making of Contemporary America](#) (3)
- [HIS 210 World History 1: Global Foundations](#) (3)
- [HIS 212 World History 2: The Age of Global Contact](#) (3)
- [HIS 225 History: Theory and Application](#) (3)
- [ECN 141 Principles of Macroeconomics](#) (3)
- [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 185 Public Speaking & Persuasion](#) (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 & Technology in Education](#) (2)
- [EDU 305 Content Area Literacy/General Methods](#) (3)
- [EDU 332 Social and Philosophical Issues in Education](#) (3)
- [EDU 353 Educational Psychology & Instructional Practices](#)(3)
- [SED 220 The Adolescent: Development and Diversity](#) (2)
- [SED 389 Issues in Special Education](#) (1)
- [EDU 403 Adolescent/Young Adult Special Methods: Social Studies](#) (2)
- [EDU 425 Leadership Seminar](#) (2)

All of the previously listed professional education courses, plus the completion of all licensure area course

work, are prerequisites for clinical practice:
[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

Worship arts

The worship arts major is a multi-disciplinary program that [prepares students](#) for church positions and/or seminary.

Rooted in Bluffton's church-related liberal arts environment, the worship arts major incorporates classes from the music, religion, art, and communication and theatre departments that provide a solid grounding in theology and proficiency in various musical areas, visual art, and communication and theatre. Through practical experiences, students will gain the ability and confidence to participate in and give leadership to worship ministry in congregational settings.

Goals for our students include significant [spiritual development](#); the maximum development of their academic, worship-leading and musical abilities; recognition of the importance of meaning and faith in relation to worship arts, as either [vocation](#) or avocation; cultivation of a spirit of cooperation; and preparation for success and continued learning in contemporary society.

Potential options for a double major include: economics, [youth ministries](#), biblical & theological studies, psychology, English, music, art, or business. There is also an option to minor in worship arts.

Major

(49 semester hours)

ART (6 hours)

[ART 202 Design I](#) (3)

[ART 245 Intro to Graphic Design](#) (3)

MUSIC THEORY / CORE (11 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)

[MUS 402 Internship](#) (off campus) (3)

PERFORMANCE STUDIES (7 hours)

[MUS 101 Applied Piano](#) (1+1)

or [MUS 106 Applied Organ](#) (1+1)

[MUS 112 Beginning Guitar](#) (1)

or [MUS 110 Applied Guitar](#) (1)

[MUS 105 Applied Voice](#) (1+1)

[MUS 141 Beginning Conducting](#) (2)

RELIGION (12 hours)

[REL 230 Christian Worship](#) (3)

[REL 242 Spiritual Disciplines](#) (3)

[REL 273 Christian Theology](#) (3)

[REL 334 Foundations of Christian Ministry](#) (3)
[REL 385 Practicum](#) (on campus–theology based) (1)

COMMUNICATION AND THEATRE (9 hours)

[COM 340 Religious Communication](#) (3)
[THE 201 Play Production](#) (3)
[THE 257 Oral Interpretation](#) (3)

ELECTIVE (3 hours)

Choose one elective course in theatre or art.

Minor

(20 semester hours)

ART (3 hours)

[ART 202 Design I](#) (3)

MUSIC THEORY / CORE (8hours)

[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 Oral Interpretation](#) (3)

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](#) two majors (Biblical and Theological Studies and Youth Ministries), five minors (biblical studies, theological studies, youth ministries, missions, and philosophy), 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.

Those who plan to major or minor in religion should take [COM 185](#) instead of [MAT 105](#) as their general [education](#) reasoning course.

[More info...](#)

Majors

Biblical and Theological Studies major

(40 hours)

The major in biblical and theological studies serves the needs of a variety of students. As a biblical and theological studies major, you will learn to think critically and appreciate how to understand and mediate among diverse perspectives. These skills are wonderful preparation for many vocations. The major in biblical and theological studies also provides an excellent foundation for those interested in church vocations or further graduate studies in religion. Biblical and Theological studies is also an excellent complement to another major.

Core courses:

[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 322 Methods of Biblical Interpretation](#) (3)
[REL 359 Mennonite History and Thought](#) (3)
[REL 395 Religion Seminar](#) (1)

Choose 9 hours:

[REL 312 Exegetical Studies \(Old Testament\)](#) (3)
[REL 312 Exegetical Studies \(New Testament\)](#) (3)
[REL 320 Historical and Theological Studies](#) (3-6)

Choose 6 hours:

[REL 115 World Religions](#) (3)

[REL 230 Christian Worship](#) (3)
[REL 242 Spiritual Disciplines](#) (3)
[REL 334 Foundations in Christian Ministry](#) (3)

Youth Ministries major

(39 hours)

The youth ministries major is designed to prepare students for entry-level positions in a variety of ministry settings. Students are encouraged to choose a second major or a minor to focus their eventual vocational interests. For instance, students interested in congregational youth ministry may want to minor in biblical or theological studies, communication, worship arts, or psychology. Students interested in para-church ministries like Youth for Christ or camping and other outdoor ministries may want to minor in recreation management, graphic design, missions, theater, or wellness.

Core courses:

[REL 110 Principles of Christian Education](#) (3)
[REL 230 Christian Worship](#) (3)
[REL 242 Spiritual Disciplines](#) (3)
[REL 334 Foundations of Christian Ministry](#) (3)
[REL 336 Discipling and Mentoring](#) (3)
[REL 362 Youth Ministry I: Theology and Programming](#) (3)
[REL 364 Youth Ministry II: History and Praxis](#) (3)
[REL 385 Youth Ministry Practicum](#) (2)
[REL 395 Religion Seminar](#) (1)

(Choose three hours):

[REL 250 Introduction to Old Testament](#) (3)
[REL 252 Introduction to New Testament](#) (3)

(Choose three hours):

[REL 273 Christian Theology](#) (3)
[REL 274 Christian Ethics](#) (3)
[REL 275 History of Christianity](#) (3)

(Choose three hours):

[REL 276 War, Peace, and Nonviolence](#) (3)
[REL 359 Mennonite History & Thought](#) (3)

(Choose six hours):

[REL 312 Exegetical Studies](#) (3)
[REL 320 Historical and Theological Studies](#) (3)
[REL 322 Methods of Biblical Interpretation](#) (3)

Minors

Minors enable students to explore a selected area in religion while devoting the majority of their academic program to another discipline. In keeping with the department's focus on conversation and diverse traditions, minors in missions and philosophy are offered in addition to biblical studies, theological studies, and youth ministries.

Biblical Studies minor (19 hours)

[REL 250 Introduction to Old Testament](#) (3)
[REL 252 Introduction to New Testament](#) (3)
[REL 322 Methods in Biblical Interpretation](#) (3)
[REL 395 Religion Seminar](#) (1)

(Six hours from the following umbrella course)

[REL 312 Exegetical Studies](#) (3+3)

(Three hours from the following)

[REL 273 Christian Theology](#) (3)
[REL 274 Christian Ethics](#) (3)
[REL 275 History of Christianity](#) (3)

Missions minor (18-19 hours)

[REL 115 World Religions](#) (3)
[REL 275 History of Christianity](#) (3)
[REL 332 Christian Missions](#) (3)
[REL 334 Foundations of Christian Ministry](#) (3)
[REL 395 Religion Seminar](#) (1)

(choose three hours from the following)

[REL 242 Spiritual Disciplines](#) (3)
[REL 273 Christian Theology](#) (3)
[REL 336 Discipling and Mentoring](#) (3)

(choose two or three hours from the following)

[REL 385 Practicum](#) (2)
[REL 390 Independent Study](#) (3)

Philosophy minor (18 hours)

[PHI 105 Introduction to Philosophy](#) (3)
[PLS 270 Political Theory](#) (3)
[REL 274 Christian Ethics](#) (3)
[SOC 330 Social Justice and Social Change](#) (3)
[COM 344 Rhetorical Theory](#) (3)
[ENG 401 Critical Theory](#) (3)

Theological Studies minor (19 hours)

[REL 273 Christian Theology](#) (3)
[REL 274 Christian Ethics](#) (3)
[REL 395 Religion Seminar](#) (1)

(Six hours from the following umbrella course)

[REL 320 Historical and Theological Studies](#) (3 +3)

(Three hours from the following)

[REL 275 History of Christianity](#) (3)

[REL 359 Mennonite History and Thought](#) (3)

(Three hours from the following)

[REL 115 World Religions](#) (3)

[REL 242 Spiritual Disciplines](#) (3)

Youth Ministries minor (21 hours)

[REL 334 Foundations of Christian Ministry](#) (3)

[REL 362 Youth Ministry I](#) (3)

[REL 364 Youth Ministry II](#) (3)

[REL 385 Youth Ministry Practicum](#) (2)

[REL 395 Religion Seminar](#) (1)

(choose nine hours from the following)

[REL 110 Principles of Christian Education](#) (3)

[REL 230 Christian Worship](#) (3)

[REL 242 Spiritual Disciplines](#) (3)

[REL 336 Discipling and Mentoring](#) (3)

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.

[More about mathematics at Bluffton...](#)

Major

(43 hours)

Bluffton University [placement tests](#) and advanced placement tests taken in high school will be considered to assist appropriate placement and potential [credit](#) or waivers. The following courses are required:

[MAT 135 Calculus 1](#) (5)

[MAT 136 Calculus 2](#) (5)

[MAT 220 Discrete Mathematics](#) (3)

[MAT 225 Multivariate Calculus](#) (3)

[MAT 230 Linear Algebra](#) (3)

[MAT 211 Introductory Geometry](#) (3)
[MAT 312 Advanced Geometry](#) (alternate year) (3)
[MAT 332 Abstract Algebra](#) (alternate year) (3)
[MAT 340 Probability and Statistics](#) (3)
[MAT 350 Differential Equations and Modeling](#) (alternate year) (3)
[MAT 360 Operations Research](#) (alternate year) (3)
[MAT 401 Analysis I](#) (alternate year) (3)
[CPS 108 Computer Programming](#) (3)

[CPS 320](#) and [PHY 211](#) are strongly recommended for all mathematics majors.

Restrictions and alternatives

[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: (36 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 353 Educational Psychology & Instructional Practices](#)(3)
[MAT 380 Mathematics and Methods Seminar](#) (2)
[SED 220 The Adolescent: Development and Diversity](#) (2)
[SED 389 Issues in Special Education](#) (1)
[EDU 404 Adolescent/Young Adult Special Methods: Mathematics](#) (2)

All of the previously listed professional education courses, plus the [completion](#) of all licensure area course work, are prerequisites for clinical practice:

[EDU 425 Leadership Seminar](#) (2)
[EDU 451 Clinical Practice \(Adolescent/Young Adult\)](#) (12)

In a consortium with Ohio Northern University, AYA mathematics licensure candidates will complete [EDU 404](#) in a semester prior to clinical practice, as well as [completing](#) the clinical practice experience at ONU. Students will also complete a leadership seminar during the clinical practice experience, under the leadership of ONU faculty.

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.

Music

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 Artist Series 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 two or three times per week for 1 credit.

Majors

For music (liberal arts) majors, it is our objective to provide a broad-based foundation in music, including theoretical, historical and performance studies. The liberal arts music major provides preparation for further study at the graduate level, as well as for various careers in which a liberal arts degree is appropriate.

Music (liberal arts) majors may choose to focus their studies in one of the following concentration areas: [business](#), [music ministry](#), [performance studies](#) or [piano pedagogy](#). Designed to help prepare students for careers in music retailing/arts administration, music ministry, music performance and piano instruction, each concentration maintains a common curricular core of music theory and history, piano and applied area study.

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.

[More info..](#)

For music education majors it is our objective to provide the extensive and specialized training needed to become a competent and successful teacher of vocal and instrumental music in public and private schools, grades pre-school through 12. This training includes that expected of all liberal arts music majors, as well as specialized study in music pedagogy, educational philosophy and methodology.

The music education major meets Ohio licensure requirements for vocal/instrumental music, Pre-K 12.

Students who are awarded music scholarships are required to declare a major in music by the end of their first year in order to receive their scholarships the following year.

Music (liberal arts) total 45 hours

(22 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)

[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 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)

[MUS 024 University Chorale](#) (.5)

[MUS 033 Camerata Singers](#) (.5)

[MUS 035 Gospel Choir](#) (.5)

[MUS 023 Lima Symphony Orchestra](#) (.5)

Piano proficiency

Piano: [MUS 101](#) (4)

or [MUS 121](#), [MUS 122](#) (2)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

If no concentration is declared the following must be taken:

Music electives (12 hours)

Major applied area: [MUS 101](#), [103](#), [105](#), [106](#), [107](#), [108](#), [109](#) and [110](#) (8)

Senior recital is waived

Music major with concentration in Business (45-46 hours)

Music courses: (23-24 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)

[MUS 206 Music Theory 2](#) (2)

[MUS 207 Music Theory 3](#) (3)

[MUS 212 Electronic Music, Instruments and Equipment](#) (2)

[MUS 321 Music History 1](#) (3)

[MUS 322 Music History 2](#) (3)

[MUS 402-01 Music Practicum](#) (1-2)

Non-music courses: (14 hours)

[TEC 102 Using Microcomputers 2](#) (2)

[ECN 141 Principles of Macroeconomics](#) (3)

[ACT 151 Principles of Accounting 1](#) (3)

[MGT 354 Principles of Management](#) (3)

[MKT 356 Principles of Marketing](#) (3)

Applied music: (8 hours)

Piano: [MUS 101](#) and/or [MUS 121](#), [MUS 122](#) (4)

Major applied area: [MUS 101](#), [103](#), [105](#), [106](#), [107](#), [108](#), [109](#) and [110](#) (4)

Ensembles: (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

[MUS 021 Concert Band](#) (.5)

[MUS 024 University Chorale](#) (.5)

[MUS 033 Camerata Singers](#) (.5)

[MUS 035 Gospel Choir](#) (.5)

[MUS 023 Lima Symphony Orchestra](#) (.5)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

Senior recital is waived.

Music major with concentration in Music Ministry (43-44 hours)

Music courses: (25-26 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)
- [MUS 206 Music Theory 2](#) (2)
- [MUS 207 Music Theory 3](#) (3)
- [MUS 141 Beginning Conducting](#) (2)
- [MUS 231 Music Ministry](#) (2)
- [MUS 321 Music History 1](#) (3)
- [MUS 322 Music History 2](#) (3)
- [MUS 402-02 Music Practicum](#) (1-2)

Non-music courses: (8 hours)

- [REL 230 Christian Worship](#) (3)
- [REL 334 Foundations of Christian Ministry](#) (3)

One of the following three:

- [COM 340 Religious Communication](#) (3)
- [THE 224 Drama in Education](#) (3)
- [THE 257 Oral Interpretation](#) (3)

Applied music: (10 hours)

Must include a minimum of two hours in three of the following areas:

- [MUS 101 Applied Piano](#) (2)
- [MUS 105 Applied Voice](#) (2)
- [MUS 106 Applied Organ](#) (2)
- [MUS 110 Applied Guitar](#) (2)

An additional four hours required in major applied area. (4)

Ensembles: (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

- [MUS 021 Concert Band](#) (.5)
- [MUS 024 University Chorale](#) (.5)
- [MUS 033 Camerata Singers](#) (.5)
- [MUS 035 Gospel Choir](#) (.5)
- [MUS 023 Lima Symphony Orchestra](#) (.5)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

Senior recital

[MUS 400](#) is taken during the senior year.

Music major with concentration in Performance Studies (43-44 hours)

Music courses: (22 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)

[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 395 Music Literature](#) (2)

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

[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)

Piano: [MUS 101](#) and/or [MUS 121](#), [MUS 122](#) (2)

Major applied area: [MUS 101](#), [103](#), [105](#), [106](#), [107](#), [108,109](#) and [110](#) (14)

Ensembles: (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

[MUS 021 Concert Band](#) (.5)

[MUS 024 University Chorale](#) (.5)

[MUS 033 Camerata Singers](#) (.5)

[MUS 035 Gospel Choir](#) (.5)

[MUS 023 Lima Symphony Orchestra](#) (.5)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

Senior recital

[MUS 400](#) is taken during the senior year.

Music major with concentration in Piano Pedagogy (44 hours)

Music courses: (32 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)

[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 311 Piano Pedagogy Elem Methods](#) (2)
[MUS 312 Piano Pedagogy Int, Adv Methods](#) (2)
[MUS 395 Music Literature](#) (2)
[MUS 402 Music Practicum](#) (1-2)
[PSY 110 Introduction to Psychology](#) (3)

Applied music: (12 hours)

Piano: [MUS 101](#) and/or [MUS 121](#), [MUS 122](#) (4)

Major applied area: [MUS 101](#), [103](#), [105](#), [106](#), [107,108](#), [109](#) and [110](#) (8)

Ensembles: (3 hours)

Music majors must participate in at least one of the following ensembles each semester for a total of 3 hours for credit.

[MUS 021 Concert Band](#) (.5)
[MUS 024 University Chorale](#) (.5)
[MUS 033 Camerata Singers](#) (.5)
[MUS 035 Gospel Choir](#) (.5)
[MUS 023 Lima Symphony Orchestra](#) (.5)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

Senior recital

[MUS 400](#) is taken during the senior year.

Music Education

(94 hours including 28 education hours)

[MUS 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)
[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 Electronic Music, Instruments and Equipment](#) (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)

Applied music: (10 hours)

Piano: [MUS 101](#) and/or [MUS 121](#), [MUS 122](#) (3)

Major applied area: [MUS 101](#), [103](#), [105](#), [106](#), [107](#), [108](#), [109](#) and [110](#) (7)

Ensembles: (3 hours)

Music education majors are required to participate in at least two ensembles each semester, one choral and one instrumental.

[MUS 021 Concert Band](#) (.5)

[MUS 024 University Chorale](#) (.5)

[MUS 033 Camerata Singers](#) (.5)

[MUS 035 Gospel Choir](#) (.5)

[MUS 023 Lima Symphony Orchestra](#) (.5)

Music recital/lab

All majors are required to enroll in [MUS 100](#) each semester and must pass 6 semesters of the course for graduation.

Junior recital

[MUS 300](#) is taken during the second semester of the junior year.

Senior recital

[MUS 400](#) is taken during the senior year.

In addition to the above courses, music education majors must complete 33 hours of professional education courses:

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

[EDU 205 Field Experience](#) (1)

[EDU 220 Curriculum & Assessment](#) (2)

[EDU 353 Educational Psychology & Instructional Practices](#) (3)

[EDU 332 Social and Philosophical Issues in Education](#) (3)

[EDU 302 Reading in the Content Areas: Middle Childhood](#) (3)

or [EDU 305 Content Area Literacy](#) (3)

[PSY 110 Introduction to Psychology](#) (3)

[SED 389 Issues in Special Education](#) (1)

[EDU 425 Leadership Seminar](#) (2)

[EDU 452 Clinical Practice- Multi-age](#) (12)

For Music Education majors, the following general education course is waived: [LAS 301](#). [MUS 321](#) fulfills the elective humanities requirement.

All Music and Music Education Majors

Performance Requirements

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

- **Ensembles:** Music liberal arts majors must participate in at least one ensemble each semester. Music education majors must participate in two ensembles each semester, one choral and one instrumental.
- **Piano proficiency:** Satisfactory performance on the piano proficiency examination is a graduation requirement in both majors. Music education majors must complete the examination prior to clinical practice. Students must register for piano study each semester until the examination is passed.
- **Degree recital:** All students must present a public junior and senior recital under the direction of their major applied professor, demonstrating competence in an applied performance area. The senior recital serves as part of the departmental senior comprehensive examination. (In special situations the music faculty may approve an alternative senior project.)

Please consult the *Music Department Handbook* for details of these and other departmental requirements.

Minor

(20 hours)

Music theory: (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)

[MUS 035 Gospel Choir](#) (.5)

Electives in Music: (0-5 hours)

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

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.

The Food and Nutrition major offers students three concentrations: dietetics, wellness and food and nutrition in business. All three of these concentration areas combine coursework emphasizing the foundations of food and nutritional sciences with the physical and biological sciences necessary for professional employment.

- **[Dietetics](#)**

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 2000, Chicago, IL 60606-6995).

- **[Food in Business](#)**

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.

- **[Wellness](#)**

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.

Food and Nutrition major

Core: (23 hours)

[NTR 105 Introduction to Foods](#) (3)

[NTR 210 Food Science](#) (4)

[NTR 225 Fundamentals of Nutrition](#) (3)

[NTR 245 Cultural Foods](#) (3)

[NTR 325 Lifecycle Nutrition](#) (3)

[NTR 351 Research in Foods and Nutrition](#) (3)

[NTR 403 Seminar in Foods & Nutrition](#) (1)

[MGT 354 Principles of Management](#) (3)

Dietetics Concentration: (61 hours including 5 LAS hours)

[BIO 230 Human Anatomy and Physiology 1](#) (4)

[BIO 231 Human Anatomy and Physiology 2](#) (4)

[BIO 301 Microbiology](#) (4)

[CEM 121 General Inorganic Chemistry 1](#) (5)
[CEM 122 General Inorganic Chemistry 2](#) (5)
[CEM 221 Organic Chemistry 1](#) (4)
[CEM 235 Cell Chemistry](#) (4)
[HFS 310 Kinesiology](#) (3)
or [HFS 320 Exercise Physiology](#)(3)
[MGT 364 Human Resource Management](#) (3)
[NTR 240 Physical and Nutritional Assessment](#) (2)
[NTR 250 Nutrition Education and Communication](#) (2)
[NTR 310 Food Service Systems Management](#) (4)
[NTR 335 Public Health Nutrition and Policy](#) (3)
[NTR 375 Medical Nutrition Therapy I](#) (3.5)
[NTR 376 Medical Nutrition Therapy 2](#) (3.5)
[NTR 386 Advanced Nutrition](#) (3)

Food & Nutrition in Business Concentration (28 hours)

[COM 185 Public Speaking and Persuasion](#) (3)
[COM 240 Media and Culture](#) (3)
[COM 225 Writing for the Media](#) (3)
[ECN 141 Principles of Macroeconomics](#) (3)
[ECN 142 Principles of Microeconomics](#) (3)
[MKT 356 Principles of Marketing](#) (3)
[MKT 358 Consumer Behavior](#) (3)
[NTR 310 Foodservice Systems Management](#) (4)
[NTR 385 Internship](#) (3)

Wellness Concentration (35 hours)

[BIO 230 Human Anatomy and Physiology 1](#) (4)
[COM 195 Interpersonal Communication](#) (3)
or [COM 185 Public Speaking and Persuasion](#) (3)
[HFS 220 Personal and Community Health Concerns](#) (3)
[HFS 210 Fit for Life](#) (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 & Nutrition Assessment](#) (2)
[NTR 250 Nutrition Education & Communication](#) (2)
[NTR 335 Public Health Nutrition and Policy](#) (3)
[NTR 385 Internship](#) (3)
[NTR 400 Workplace Wellness](#) (1)
[PSY 110 Introduction to Psychology](#) (3)

Minors

The department of nutrition and dietetics offers a minor in wellness.

[BIO 230 Human Anatomy and Physiology I](#) (4)

[COM 195 Interpersonal Communication](#) (3)

or [COM 185 Public Speaking and Persuasion](#) (3)

[HFS 117 Introduction to Sport Medicine](#) (1)

[HFS 210 Fit for Life](#) (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.

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 [video conferencing](#) and online learning.

Major (40 hours)

required:

(22 hours)

[SOC 152 Introduction to Sociology](#) (3)

[SOC 225 Race and Ethnic Relations](#) (3)

[SOC 264 Social Theory](#) (3)

[SOC 330 Social Justice and Social Change](#) (3)

[SOC 360 Basics of Social Research](#) (3)

[SOC 365 Seminar in Social Research](#) (3)

[SOC 411 Capstone Senior Seminar](#) (4)

electives:

(18 hours)

Choose six courses from the following:

[SOC 185 Women in Society](#) (3)
[SOC 210 Social Stratification](#) (3) Eastern Mennonite University via [video conference](#)
[SOC 240 Ethnography and Culture](#) (3) Goshen College via video conference
[SOC 275 Criminology](#) (3)
[SOC 258 Social Psychology](#) (3)
[SOC 284 General Statistics](#) (3)
[SOC 310 Environmental Sociology](#) (3) Goshen College via video conference
[SOC 350 Urban Sociology](#) (3) Eastern Mennonite University via video conference

Minor (21 hours)

Required:

(12 hours)

[SOC 152 Introduction to Sociology](#) (3)
[SOC 264 Social Theory](#) (3)
[SOC 360 Basics of Social Research](#) (3)
[SOC 225 Race and Ethnic Relations](#) (3)

Electives: (9 hours)

Choose 3 from the following:

[SOC 185 Women in Society](#) (3)
[SOC 210 Social Stratification](#) (3) Eastern Mennonite University via video conference
[SOC 240 Ethnography and Culture](#) (3) Goshen College via video conference
[SOC 275 Criminology](#) (3)
[SOC 258 Social Psychology](#) (3)
[SOC 284 General Statistics](#) (3)
[SOC 310 Environmental Sociology](#) (3) Goshen College via video conference
[SOC 330 Social Justice and Social Change](#) (3)
[SOC 350 Urban Sociology](#) (3) Eastern Mennonite University via video conference

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 56 hours.

[More info...](#)

Major

(57 hours)

Required courses: (48 hours)

[CRJ 180 Law, Justice and Society](#) (3)
[CRJ 200 Introduction to the Criminal Justice System](#) (3)
[CRJ 201 Introduction to the Juvenile Justice System](#) (3)
[CRJ 275 Criminology](#) (3)

[CRJ 303 Constitutional Law](#) (3)
[CRJ 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 I](#) (3)
[CRJ 411 Social Sciences Capstone](#) (3)
or [Full Semester Cross-Cultural with appropriate service](#)
[PSY 110 Introduction to Psychology](#) (3)
[PSY 340 Abnormal Psychology](#) (3)
[SOC 152 Introduction to Sociology](#) (3)
[SOC 360 Basics of Social Research](#) (3)
[ECN 141 Principles of Macroeconomics](#) (3)

Electives from the following: (9 hours)

Justice & justice related issues electives:

[CRJ 310 Criminal Law and Procedure](#) (3)
[CRJ 320/SOC 320 Family Violence](#) (3)
[CRJ 380 Integrative Studies in the Criminal Justice System](#) (3)
[PLS 215 Introduction to Politics](#) (3)
[PSY 258 Social Psychology](#) (3)
[PSY 310 Personality](#) (3)
[SOC 225 Race and Ethnicity in American Society: History and Current Realities](#) (3)
[SWK 263 Human Behavior & Social Environment I](#) (3)
[SWK 141 Understanding Social Welfare](#) (3)

Restorative electives:

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

Psychology literally translated means "study of the mind." To some extent that definition still holds today, but since the workings of the mind are manifested in behavior, a more contemporary definition highlights the "study of behavior and mental processes."

The psychology department offers a variety of courses intended to provide the student with an understanding of influences on behavior, both biological and socio-cultural, and of the uniquely individual dimensions of experience. Psychologists assume that behavior is lawfully determined or caused by prior events. The [task](#) of psychology then is to discern these multiple sources of behavior and to formulate general statements or theory about them and their inter-relationships. Psychological theories that stand up to testing provide useful insights for many areas of [human endeavor](#) such as mental health, education, work organization, parenting, law enforcement, technology design and so forth.

For all students, the department presents an introduction to the diverse, fascinating field of psychology and its basic principles of behavior ranging from the biological to the social, from the normal/adaptive to the abnormal/maladaptive aspects of behavior. In addition to a [greater appreciation](#) for the diversity of all behavior, human and animal alike, the student can also experience greater self-understanding, awareness and the potential for personal growth.

For students majoring in psychology, the department provides [training](#) in research philosophy and methodology. Thus students become accustomed to: 1) examining issues in terms of research; and 2) designing, executing and effectively communicating their own research. In addition, psychology majors are exposed to a wide range of theory and research in a variety of areas of psychology as well as to issues of ethics, social policy and applications of psychology. The major is designed to afford a thorough preparation for graduate work in psychology for students desiring advanced degrees.

The psychology major also offers excellent preparation for direct entry into numerous human service occupations. For those planning church-related or service-oriented careers, the department fosters an appreciation for the complex relationship between psychology and Christianity and the development and exercise of skills relating to human problems.

[More info...](#)

Major

(42 hours)

The major in psychology consists of 42 semester hours, including a required core of 33 hours and 9 elective hours. Courses in the core introduce students to the diverse field of psychology, develop basic skills in social and behavioral science research philosophy and methods, expose students to the code of ethics adopted by the profession of psychology and guide them in reflection upon the interaction of faith and psychology.

Required Core: (33 semester hours)

[PSY 110 Introduction to Psychology](#) (3)

[PSY 214 Child & Adolescent Psychology](#) (3)

[PSY 230 Tests & Measurements](#) (3)

[PSY 258 Social Psychology](#) (3)

[PSY 284 General Statistics](#) (3)

[PSY 310 Personality](#) (3)

[PSY 325 Special Topics in Psychology](#) (6) (2 different topics)

[PSY 340 Abnormal Psychology](#) (3)

[PSY 360 Basics of Social Research](#) (3)

[PSY 370 Psychology of Learning](#) (3)

[PSY 403 Research Seminar](#) (3)

[PSY 412 Psychology, Faith and Ethics](#) (3)

CHOOSE 1 COURSE FROM THE FOLLOWING ELECTIVES:

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

[CRJ 340 Conflict Transformation & Mediation](#) (3)

[SOC 325 Race & Ethnicity in American Society](#) (3)

[SOC/SWK 185 Women in Society](#) (3)

[SWK 263 Human Behavior & Social Environment 1](#) (3)

[SWK 280 Child Welfare Services](#) (3)

[EDU 353 Educational Psychology](#) (3)

[HFS 230 Sport Psychology](#) (3)

[PHL 110 Introduction to Public Health](#) (3)

In addition to [completing](#) a psychology major, students often choose a complementary second major or area of emphasis, such as social work, child development, biology or [criminal justice](#), as a way of enhancing employment possibilities.

Psychology majors preparing for graduate school need a broad, solid grounding in the fundamentals of psychology to build upon. Additional electives from the natural sciences, sociology, philosophy and literature are encouraged.

Minor

(20 hours)

Students who would like to combine a minor in psychology with a major in one of the other disciplines may do so by taking PSY 110 (3 hours) and 17 additional hours of elective psychology courses for a total of at least 20 hours. Elective courses must include at least two courses with 300-level numbers or above and may include [PSY 284](#).

Public health major

Bluffton's public health program provides graduates with the skills to serve in this growing field. Like medicine, public health seeks to improve well-being, but with a focus on populations rather than individuals and an emphasis on preventing disease rather than reacting to it. Through careers as sanitarians, health educators, policy advocates, and epidemiologists, public health workers serve at every level from local to international in both the private and public sectors.

Through its Anabaptist heritage, Bluffton has had [strong connections](#) to the ideals and practice of public health, as can be seen through early stances on the equality of people, reformation of mental health institutions in the United States, as well as through ongoing efforts to [find](#) alternatives to war and [extensive work](#) in sustainable agriculture. Bluffton's public health program will equip a new generation to [continue](#) such work.

Students seeking a major rooted in the liberal arts will feel at home in the public health major. A set of core courses in the social and natural sciences are supplemented by the student's choice of a concentration in pre-epidemiology (natural sciences), public health advocacy (public policy and communication), or public health education (health and nutrition). With the flexibility to emphasize involvement in research or fieldwork, the public health program is designed to prepare students for graduate education or immediate entry into the field upon [graduation](#).

Public Health Major

(54 hours)

Core Courses

[PHL 110 Introduction to Public Health](#) (3)
[PHL 310 Global Health](#) (3)
[PHL 320 Epidemiology](#) (3)
[PHL 410 Field Placement](#) (2)
[PHL 411 Social Sciences Capstone](#) (3)
[ECN 141 Principles of Macroeconomics](#) (3)
[REL 274 Christian Ethics](#) (3)
[PSY 110 Introduction to Psychology](#) (3)
[SOC 152 Introduction to Sociology](#) (3)
[SOC/SWK 185 Women In Society](#) (3)
 or [SOC 225 Race and Ethnicity](#) (3)
[SOC/PSY 258 Social Psychology](#) (3)
 or [SOC 162 Anthropology](#) (3)
[PSY/BUS 284 General Statistics](#) (3)
 or [MAT 340 Probability and Statistics](#) (3)
[PSY/SOC/SWK 360 Basics of Social Research](#) (3)
[CEM 121 Inorganic Chemistry](#) (5)
[BIO 230 Anatomy & Physiology I](#) (4)
[BIO 231 Anatomy & Physiology II](#) (4)
[NTR 225 Fundamentals of Nutrition](#) (3)

In addition, one area of concentration must be completed:

Pre-Epidemiology (20 hours)

[CEM 122 Inorganic Chemistry 2](#) (4)
[CEM 221 Organic Chemistry 1](#) (4)
[BIO 200 Genetics](#) (4)
[BIO 235 Cell Biology](#) (4)
[BIO 301 Microbiology](#) (4)

Public Health Advocate (15 hours)

[CRJ 180 Law, Justice & Society](#) (3)
[COM 212 Argumentation/Advocacy](#) (3)
[COM 275 Organizational Communication](#) (3)
[ENG 207 Professional & Technical Writing](#) (3)
[SOC 330 Social Justice & Social Change](#) (3)

Public Health Educator (15 hours)

[HFS 220 Personal & Community Health Concerns](#) (3)
[HFS 150 Human Sexuality](#) (2)
[HFS 160 Drug Education](#) (2)
[HFS 210 Fit for Life](#) (2)
[NTR 325 Lifecycle Nutrition](#) (3)
[NTR 335 Public Health Nutrition & Policy](#) (3)

Public Health Minor

(21-22 hours)

Required Courses: (12 semester hours)

[PHL 110 Introduction to Public Health](#) (3)

[PHL 310 Global Health](#) (3)

[PHL 320 Epidemiology](#) (3)

[PSY/BUS 284 General Statistics](#) (3)

or [MAT 340 Probability & Statistics](#) (3)

Choose three of the following courses: (9-10 semester hours)

[PSY 110 Introduction to Psychology](#) (3)

[SOC 152 Introduction to Sociology](#) (3)

[HFS 220 Personal & Community Health Concerns](#) (3)

[ECN 141 Principles of Macroeconomics](#) (3)

[NTR 225 Fundamentals of Nutrition](#) (3)

[REL 274 Christian Ethics](#) (3)

[PHL 410 Field Placement](#) (2)

[PHL 411 Social Sciences Capstone](#) (3)

Social studies

Social studies

The requirements for the social studies major include 45 hours of course work distributed over the areas of economics, history, political science, geography and sociology (senior comprehensive examinations are taken in each area, where applicable). For a teaching license, additional courses are required. Students interested need to plan carefully with their major [advisor](#) and the director of [teacher education](#).

[More info...](#)

Course [requirements include](#):

Major (45 hours)

Economics:

[ECN 141 Principles of Macroeconomics](#) (3)

[ECN 142 Principles of Microeconomics](#) (3)

Any additional EBA course

Sociology:

[SOC 152 Introduction to Sociology](#) (3)

Two of the following: (6)

[SOC 162 Anthropology](#) (3)

[SOC 208 Sociology of the Family](#) (3)

[SOC 225 Race & Ethnicity in American Society: History & Current Realities](#) (3)

[SOC 360 Basics of Social Research](#) (3)

History:

[HIS 225 History: Theory and Application](#) (3)

[HIS 265 European Social and Intellectual History](#) (3)

One of the following:

[HIS 200 Foundations of American Civilization](#) (3)

[HIS 201 The Making of Contemporary America](#) (3)

Political Science:

[PLS 100 Introduction to Political Science](#) (3)

Two of the following: (6)

[PLS 251 American Political Process](#) (3)

[PLS 272 Global Politics and International Relations](#) (3)

[PLS 285 Comparative Politics](#) (3)

Geography:

[GEO 111 Principles of Geography](#) (3)

Two additional [courses](#) in [economics](#), [history](#), [sociology](#) or [political science](#)

Social work

The goals of the social work program are:

- to prepare students for beginning-level generalist social work practice who are well-equipped with theory and skill and socialized into the profession;
- to prepare students with a solid foundation for graduate training in social work;
- to enhance the professional development of social service workers of the region.

Social work practice is licensed in Ohio as in many other states. A [social work degree](#) at either the master or baccalaureate level is required to be eligible for a license. Bluffton's baccalaureate social work degree meets the standards for accreditation by the Council on Social Work Education.

Social work is concerned with helping people improve their lives through direct and indirect services. Social workers work with individuals, groups, communities and social policy issues to enable people to deal with their problems. Social workers bring to their practice an examined value orientation and a unique knowledge base that focuses on the interaction of person and environment.

Licensed social workers are employed in many types of settings by public and private agencies. Fields of practice include services to children, medical, mental health, services for elderly, [criminal justice](#), schools, recreational and character-building programs, community planning and organization, overseas relief and development, public welfare and others. Roles for B.A.-level social workers include [case management](#), supportive counseling and beginning level program development and administrative roles.

A generalist approach at the baccalaureate level provides skills enabling graduates to take employment in most fields of social work practice or to go on to graduate study. The program seeks competent students who are concerned about people and social problems, who want to help people and desire to work on improving the

social environment in which they live. A strong emphasis is placed on understanding issues of human diversity within our society. Cross-cultural and off-campus experiences are strongly encouraged.

Field work is an important feature of [social work education](#). The student engages in one semester of in-agency practicum within a broad choice of settings. This provides opportunity for the student to integrate knowledge with practice and demonstrate skills and competencies learned throughout the curriculum.

Entrance to the upper-level courses requires a written [application](#) into the program and a formal interview with program faculty. Transfer students are asked to submit letters of reference. See the *Social [Work Program Student Manual](#)* for further information.

[>>>more info](#)

Major

(64 hours including 10 hours of LAS requirements)

Foundation courses: (19 hours)

[BIO 105 The Biological World](#) (4)

or [NSC 106 Human Biology Today](#) (3)

[PLS 100 Introduction to Political Science](#) (3)

or [PLS 251 American Political Process](#) (3)

[PSY 110 Introduction to Psychology](#) (3)

[SOC 152 Introduction to Sociology](#) (3)

[ECN 141 Principles of Macroeconomics](#) (3)

[PSY 340 Abnormal Psychology](#) (3)

Required social work courses: (46 hours)

[SWK 120 Introduction to Social Work](#) (3)

[SWK 141 Understanding Social Welfare](#) (3)

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

[SWK 263 Human Behavior and Social Environment 1](#) (3)

[SWK 264 Human Behavior and Social Environment 2](#) (3)

[SWK 301 Social Work Practice 1: Micro](#) (3)

[SWK 302 Social Work Practice 2: Mezzo](#) (3)

[SWK 303 Social Work Practice 3: Macro](#) (3)

[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)

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.

Technology related programs

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. Minors are offered in [information technology](#) and [graphic design](#) (offered through the art department).

Information technology major

(38 hours)

Core courses: (12 hours)

[TEC 102 Using Microcomputers 2](#) (2)

[TEC 105 Web Applications](#) (3)

[TEC 150 Web Animation 1](#) (3)

[TEC 200 Scripting Languages](#) (3)

[TEC 250 Web Animation 2](#) (3)

[TEC 369 Introduction to Information Systems](#) (3) (Prerequisites waived)

[TEC 385 Technology Practicum 1](#) (2)

[TEC 400 Technology, Ethics and Society](#) (2)

[TEC 485 Technology Practicum 2](#) (2)

[ART 350 Internet Design](#) (3)

[CPS 108 Computer Programming](#) (3)

[CPS 112 Object Oriented Program With Applied Data Structures](#) (3)

[CPS 322 Database Systems](#) (3) or

[CPS 343 Network Administration](#) (3)

[MKT 325 E-Commerce](#) (3) (Prerequisites waived)

Information technology minor

(19 hours)

[ART 245 Intro to Computer Graphic Design](#) (3)

[CPS 108 Computer Programming](#) (3)

[TEC 369 Introduction to Information Systems](#) (3)

[TEC 105 Web Applications](#) (3)

[TEC 200 Scripting Languages](#) (3)

[TEC 385 Technology Practicum 1](#) (2)

[TEC 400 Technology, Ethics and Society](#) (2)

Individually designed majors

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.

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/language department](#) offers Spanish as a major or minor or a multi-age teaching license.

Major

Spanish (39 hours)

39 hours beyond [SPA 225 Intermediate Spanish](#):

[ENG 252 Introduction to Linguistics](#) (3)

[SPA 301 Spanish Prose Composition](#) (3)

[SPA 302 Spanish Peninsular Culture and Civilization](#) (3)

[SPA 303 Latin American Culture and Civilization](#) (3)

[SPA 306 Advanced Grammar Review](#) (3)

[SPA 311 Survey of Peninsular Spanish Literature](#) (3)

[SPA 312 Survey of Spanish American Literature](#) (3)

One of the following three courses:

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

[SPA 242 Spanish Conversation: Music, Film, and Popular Culture in the Spanish Speaking World](#) (3)

[SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World](#) (3)

15 hours in Spanish literature and/or culture courses through [BCA study abroad program](#) at a Spanish or Latin [American university](#); courses chosen in consultation with an academic advisor.

Minor

Spanish (15 hours)

15 hours beyond [SPA 225 Intermediate Spanish](#)

Twelve hours chosen from the following:

[SPA 301 Spanish Prose Composition](#) (3)

[SPA 302 Spanish Peninsular Culture and Civilization](#) (3)

[SPA 303 Latin American Culture and Civilization](#) (3)

[SPA 306 Advanced Grammar Review](#) (3)

[SPA 311 Survey of Peninsular Spanish Literature](#) (3)

[SPA 312 Survey of Spanish American Literature](#) (3)

One of the following three courses:

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

[SPA 242 Spanish Conversation: Music, Film, and Popular Culture in the Spanish Speaking World](#) (3)

[SPA 244 Spanish Conversation: Conflict and Social Change in the Spanish Speaking World](#) (3)

Or

Spanish minor (18 hours)

Six or nine hours chosen from the following:

[SPA 301 Spanish Prose and Composition](#) (3)

[SPA 302 Spanish Peninsular Culture and Civilization](#) (3)

[SPA 303 Latin American Culture and Civilization](#) (3)

[SPA 306 Advanced Grammar Review](#) (3)

[SPA 311 Survey of Peninsular Spanish Literature](#) (3)

[SPA 312 Survey of Spanish American Literature](#) (3)

[SPA 399 Study Abroad](#) (9-12 hours)

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

PROFESSIONAL EDUCATION Multi-Age Spanish License (preK-12)

(36 hours)

In addition to the required major courses, the following courses are required for licensure:

[EDU 200 Intro. to Teaching in a Diverse Society](#) (3)

[EDU 205 Field Experience](#) (1)

[EDU 220 Curriculum & Assessment](#) (2)

[EDU 303 Computers & Technology in Education](#) (2)

[EDU 305 Content Area Literacy/General Methods](#) (3)

or [EDU 302 Reading in the Content Area](#) (3)

[EDU 332 Social and Philosophical Issues in Ed.](#) (3)

[EDU 353 Educational Psychology & Instructional Practices](#) (3)

[PSY 110 Intro. to Psychology](#) (3)

[SED 389 Issues in Special Education](#) (1)

[SPA 314 Spanish Teaching Methods](#) (3)

Required for Licensure:

[EDU 425 Leadership Seminar](#) (2)

[EDU 452 Clinical Practice Multi-Age](#) (10)

Courses

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 301 Spanish Prose Composition (3)

Advanced composition with emphasis on syntax and style. Achievement of a high level of oral and written fluency. Analysis and discussion of contemporary texts of Hispanic prose. May be repeated for credit whenever literature content and course objectives are different. Writing-enriched course; Prerequisites: [ENG 110](#) or [ENG 120](#) and [SPA 225](#) or consent of instructor.

SPA 302 Spanish Peninsular Culture and Civilization (3)

Lectures, readings and discussions on Spanish history, philosophy, religion, education, music, architecture, science. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 303 Latin American Culture and Civilization (3)

Lectures, readings and discussions on Latin American history, philosophy, religion, education, music, architecture, science and pre-Colombian cultures. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 306 Advanced Grammar Review (3)

Conversation, readings, and a review or, in many cases, relearning of specific areas of grammar. The texts will provide the students with a means to understand very difficult conceptual distinctions between English and Spanish and, when there is no graspable concept involved, to learn particular differences between the two. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 311 Survey of Peninsular Spanish Literature (3)

A survey course designed to acquaint the student with the most important works of Peninsular Spanish literature. Analysis and discussion of major works from medieval period to the present. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 312 Survey of Spanish American Literature (3)

A survey course designed to acquaint the student with the most important works of Spanish American literature from the colonial period to the present. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 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 clinical practice 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.

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.

[More info...](#)

Major

(70 hours)

Chemistry courses:

[CEM 121 General Inorganic Chemistry 1](#) (5)

[CEM 122 General Inorganic Chemistry 2](#) (5)

[CEM 221 Organic Chemistry 1](#) (4)

[CEM 222 Organic Chemistry 2](#) (4)

[CEM 230 Analytical Chemistry](#) (4)

[CEM 326 Physical Chemistry 1](#) (5)

[CEM 341 Biochemistry](#) (3)

Physics courses:

[PHY 211 Physics for Science and Engineering 1](#) (5)

[PHY 212 Physics for Science and Engineering 2](#) (5)

Biology courses:

[BIO 200 Genetics](#) (4)

[BIO 230 Human Anatomy and Physiology 1](#) (4)

[BIO 231 Human Anatomy and Physiology 2](#) (4)

[BIO 301 Microbiology](#) (4)

[BIO 310 Developmental Biology](#) (4)

Mathematics courses:

[MAT 135 Calculus 1](#) (5)

[MAT 136 Calculus 2](#) (5)

Peace and conflict studies

In contribution to the mission of Bluffton University, a peace and conflict studies minor offers students the opportunity to pursue peacemaking and conflict management in coordination with an academic major. The peace and conflict studies minor seeks to:

- provide a theoretical, analytical and strategic [background](#) for peace and conflict studies;
- develop the concept of peace as a way of looking at and acting in the world and as a practical, realistic approach to [contemporary issues](#) and problems;
- develop awareness of the relevance of PCS to other academic disciplines; and
- prepare students [to apply](#) and model their knowledge of PCS in a variety of [life](#) situations.

The peace studies coordinator will serve as a second advisor for students for the PCS minor and will oversee the students' [completion](#) of the minor as outlined above and in coordination with the major advisor.

[More info on peace and conflict studies...](#)

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 382 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).

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.

Political Science minor

(18 hours)

[PLS 100 Introduction to Political Science](#) (3)

[CRJ 180 Law, Justice and Society](#) (3)

[PLS 411 Social Sciences Capstone](#) (3)

Choose three from the following:

[PLS 251 American Political Process](#) (3)

[PLS 272 Global Politics and International Relations](#) (3)

[PLS 285 Comparative Politics](#) (3)

[PLS 301 Constitutional Law](#) (3)

Women's studies

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.

[>>>more info](#)

The minor is designed to:

- promote the interdisciplinary study of women;
- promote a scholarly understanding of the current issues women face academically, professionally and personally;
- examine the impact of cultural attitudes and social structures on women's lives;
- explore the [diversity](#) of women's experiences across race, culture and class;
- gain an understanding and appreciation for women's contributions in the arts, sciences and other arenas;
- encourage the study of 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) cross listed with:

[SOC 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 338 Gender, Race and Communication](#) (3)

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

[SOC 320 Family Violence](#) (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 208 Sociology of the Family](#) (3)

[SOC 320 Family Violence](#) (3)

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

CCO

Communication in Church Organizations

The purpose of the communication in church organizations program at Bluffton University is to prepare students for leadership in Christian church, mission and other ministry institutions through an [interdisciplinary](#) program combining training in the communication arts and the disciplines of [church history](#), theology and ministry. Of central importance to this training at Bluffton University is the peace-building commitment rooted in a Christian theology of love for enemies and solidarity with outsiders. This particular theological identity is developed in a thorough study of the scriptures, of Anabaptist theology and of the ethics of nonviolence and is then applied to the practical communication problems associated with contemporary organizations in their various missional settings.

The communication in church organizations program will train persons for a variety of leadership roles in Christian organizations while not replacing either the need for [graduate education](#) in preparation for pastoral leadership or the need for managerial training in preparation for other advanced leadership roles.

All students enrolled in the communication in church organizations program will declare a major in either communication or religion. By [completing](#) the requirements for their major, they will also complete the requirements in one of the lists below. [To complete](#) the program, then, they will also need to successfully complete each of the courses listed in the department in which they are not pursuing the major.

[More info on communication...](#)

[More info on religion...](#)

Core course:

(for all students completing the program, 3 hours)

[COM/REL 342 Leadership Communication in Nonprofit Organizations](#) (3)

Communication courses:

(for religion majors, 21 hours)

[COM 185 Public Speaking and Persuasion](#) (3)

[COM 195 Interpersonal Communication](#) (3)

[CRJ 340 Conflict Transformation and Mediation](#) (3)

[COM 275 Organizational Communication](#) (3)

or [COM 277 Public Relations](#) (3)

[COM 340 Religious Communication](#) (3)

[COM 344 Rhetorical Theory](#) (3)

[COM 417 Communication Ethics](#) (3)

Religion courses:

(for communication majors, 21 hours)

[REL 230 Christian Worship](#) (3)

[REL 276 War, Peace and Nonviolence](#) (3)

[REL 352 Contemporary Studies in Ethics](#) (3)

or [REL 320 Historical and Theological Studies](#) (3)

[REL 322 Methods of Biblical Interpretation](#) (3)

or [REL 312 Exegetical Studies](#) (3)

[REL 350 History of Christianity](#) (3)

or [REL 359 Mennonite History and Thought](#) (3)

[REL 325 Sacred and Civil Religion in America](#) (3)

[REL 334 Foundations of Christian Ministry](#) (3)

Pre-law

The following [courses](#) are suggested as a core program for students [interested in](#) attending law [school](#) after [graduation](#). Students should select one from each grouping.

- [PLS 251 American Political Process](#) (3)
- [PLS 270 Political Theory](#) (3)
- [PLS 303 Studies in Political Science](#) (3)
- [ENG 205 Creative Writing: Nonfiction](#) (3)

- [COM 185 Public Speaking and Persuasion](#) (3)
- [PSY 258 Social Psychology](#) (3)
- [SOC 152 Introduction to Sociology](#) (3)
- [ECN 141 Principles of Macroeconomics](#) (3)
- [BUS 245 Business Law](#) (3)
- [ACT 151 Principles of Accounting 1](#) (3)
- [PHI 152 Ethics](#) (3)
- [REL 274 Christian Ethics](#) (3)
- [HIS 225 History: Theory and Application](#) (3)

Students following this suggested pre-law program are also required [to complete](#) a major program of studies. For pre-law advising, see Perry Bush, professor of history.

Course descriptions

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. Prerequisites: [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, colleges 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 alternative years.

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: [ENG 110](#) or [ENG 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.

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.

ART 205 FIGURE DRAWING (3)

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

ART 207 DESIGN 2 (3)

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

ART 213 PAINTING (3)

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

ART 214 WATERCOLOR (3)

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

ART 217 CERAMICS 1 (3)

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

ART 223 SCULPTURE 1 (3)

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

ART 225 PRINTMAKING 1 (RELIEF) (3)

An introduction to relief printmaking employing basic relief techniques including linoleum cuts and woodcuts. The initial emphasis is on black and white images executed through studio assignments. Introduction to color reduction block printing. Discussion and viewing of historical as well as contemporary work expand perspectives and the student is encouraged to develop a personal approach. ART 225, [ART 226](#), [ART 227](#) and

[ART 228](#) may be taken in any order. Offered every fourth year.

ART 226 PRINTMAKING 2 (INTAGLIO) (3)

Introduction to the medium of intaglio through demonstration. Various methods of making plates, hard and soft ground, drypoint, mezzotint, aquatint and embossment, are explained and demonstrated. Prerequisites: [ART 202](#) and [ART 204](#). [ART 225](#), 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.

ART 228 PRINTMAKING 4 (LITHOGRAPHY) (3)

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

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 255 GRAPHIC DESIGN I: DESKTOP PUBLISHING (3)

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

ART 265 GRAPHIC DESIGN II: PHOTO EDITING (3)

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

ART 270 GRAPHIC DESIGN III: ILLUSTRATING (3)

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

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

ART 327 ART HISTORY 1 (3)

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

ART 328 ART HISTORY 2 (3)

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

ART 329 ART HISTORY 3 (3)

Survey of 19th- and 20th-century art. Offered every third year. Writing-enriched course. Prerequisite: [ENG 110](#) or [ENG 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 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 course work. May be repeated. Prerequisite: must have prior work in the course area.

ART 400 ART NOW SEMINAR (1)

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

ART 405 PORTFOLIO ORGANIZATION AND REVIEW (.5)

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

ART 410 SENIOR EXHIBITION (.5)

Graduating Art, Art & 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.

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.

BIO 135 BOTANY (4)

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

BIO 200 GENETICS (4)

A study of the transmission, structure, and functions of genes. Three lectures, one two-hour laboratory per week. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 120](#), and [CEM 221](#) or permission of instructor. Not open to first-year students without permission.

BIO 205 INVERTEBRATE ZOOLOGY (4)

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

BIO 230 HUMAN ANATOMY AND PHYSIOLOGY 1 (4)

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

BIO 231 HUMAN ANATOMY AND PHYSIOLOGY 2 (4)

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

BIO 235 CELL CHEMISTRY (4)

A study of cells including structure and function of membranes, structure and function of organelles, metabolism and energy transformations in cells, hereditary molecules, cell division, the cell cycle and cancer. Three lectures, one three-hour laboratory per week. Cross listed as [CEM 235](#). Prerequisite: [CEM 221](#).

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: [BIO 235](#) or [CEM 235](#) or permission of instructor.

BIO 310 DEVELOPMENTAL BIOLOGY (4)

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

BIO 330 GENERAL ECOLOGY (4)

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

BIO 390 INDEPENDENT STUDY IN BIOLOGY (1-3)

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

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](#).

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 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

CEM 122 GENERAL INORGANIC CHEMISTRY 2 (5)

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

CEM 221 ORGANIC CHEMISTRY 1 (4)

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

CEM 222 ORGANIC CHEMISTRY 2 (4)

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

CEM 230 ANALYTICAL CHEMISTRY (4)

Quantitative chemical analysis including acid/base, redox, precipitation and complexation equilibria in real solutions. Gravimetric, volumetric, spectroscopic and electrochemical methods are employed in the related

laboratory work. Three lectures, one three-hour laboratory per week. Prerequisite: [CEM 122](#).

CEM 235 CELL CHEMISTRY (4)

Cross-listed as [BIO 235](#).

CEM 299 SPECIAL TOPICS IN CHEMISTRY (credit varies)

By arrangement.

CEM 311 ADVANCED ORGANIC CHEMISTRY (2)

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

CEM 341 BIOCHEMISTRY (3)

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

CEM 360 INSTRUMENTAL ANALYSIS (4)

A study of scientific instrumentation including input transducers, linear electronics and output transducers. Students design and build simple instruments and study the design and operation of commercial instruments. Three lectures, four-hours of laboratory work per week. Prerequisite: [CEM 122](#) and [PHY 212](#). Offered alternate years. 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.

COM 105 INTRODUCTION TO JOURNALISM (3)

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

COM 110 THEATRE ACTIVITY (.5)

Participation in technical and/or performance roles in Bluffton University productions.

COM 111 STUDENT NEWSPAPER (BLUFFTONCONNECTION.COM/THE WITMARSUM) ACTIVITY (.5)

Participation on the student newspaper staff in both technical and reporting capacities.

COM 112 RADIO ACTIVITY (.5)

Participation in the production, directing and performance of a radio show on WBWH.

COM 115 FORENSICS ACTIVITY (.5)

Preparation for and participation in the C. Henry Smith Peace Oratory Contest and other forensics events as might be scheduled.

COM 175 SPORT COMMUNICATION (3)

Examines the relationships between sports and media within our cultural context. Through theoretical perspectives involving social criticism, social presence theory, standpoint theory, uses and gratifications theory and rhetorical analysis, participants consider media roles in sport narratives and associated cultural values. Cross-listed as [HFS 175](#).

COM 185 PUBLIC SPEAKING AND PERSUASION (3)

Strengthens students' ethical and social effectiveness in public speaking settings through theoretical and practical knowledge of oral communication and public reasoning practices. The course is designed to provide students with the opportunity to become better public speakers, attentive audience members and engaged citizens by increasing their awareness of the ethical, technical and performative dimensions of oral communication, by strengthening their understanding of the logical and persuasive validity of public arguments and by exercising this knowledge during informative, deliberative, transformative and ceremonial public speaking occasions.

COM 195 INTERPERSONAL COMMUNICATION (3)

Explores the principles and practices of effective communication in interpersonal relationships. The course will examine such topics as communication apprehension, self-disclosure, listening, conflict and nonverbal communication as well as provide opportunities to develop specific interpersonal communication skills. This course may be taken as part of the Peace and Conflict Studies minor.

COM 212 ARGUMENTATION AND ADVOCACY (3)

Provides theoretical and practical training in argumentation with particular attention to political and organizational contexts that demand advocacy, including deliberative and forensic occasions. The role of practical argument in addressing social conflict peacefully and fairly will be considered throughout the course. Prerequisite: [COM 185](#).

COM 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. Writing-enriched course.

Prerequisite: [ENG 110](#) or [ENG 120](#).

COM 240 MEDIA AND CULTURE (3)

The course offers an investigation of the history, technologies and cultural implications of all forms of commercial media in American society. This course is designed to develop in students an appreciation for the cultural significance of the media, an understanding of key theoretical issues in media studies and awareness of key approaches of reading media texts.

COM 275 ORGANIZATIONAL COMMUNICATION (3)

Assists students in developing those communication skills needed to succeed in the contemporary organizational environment. In addition to examining the dynamics and ethics of professional communication in business and nonprofit organizations, students will learn how to work on cross-functional teams, lead public meetings, conduct personal interviews and prepare a variety of public presentations such as letters, reports and speeches. Throughout the course, attention will be given to such contemporary organizational issues as institutional power, cultural diversity and professional identity.

COM 277 PUBLIC RELATIONS (3)

Introduces strategic issues and effective practices of communication between organizations and their constituencies. Includes the study of public opinion research, media relations, public communications campaigns, consumer identity and representational ethics. Students gain practical experience in writing news releases, conducting surveys and designing integrated campaigns. Prerequisite: [COM 185](#).

COM 312 STUDIES IN CINEMA (3)

Surveys the history, elements, common themes and the art of watching films. The course examines the role cinema plays in our culture and how our culture shapes cinema, explores ethical and spiritual considerations in relation to a variety of film genres and offers different methods of film analysis for study.

COM 334 RADIO PRODUCTION (3)

Provides students with the opportunity to gain the knowledge, skills and techniques needed to produce professional and effective radio programming. Specifically, students learn how to establish a station's identity, organize a broadcasting and production studio, edit program material, produce entertainment and news programming both in-studio and on-location, think through the economics of both commercial and non-commercial radio, and broadcast sporting events. Throughout the course students are not only given the chance to develop skills in each of these areas but also to inquire into the issues related to these specific areas as well as to the whole enterprise of radio broadcasting today.

COM 336 ADVANCED PUBLIC RELATIONS WRITING (3)

Provides advanced writing instruction for students intending to become public relations professionals with particular attention to writing for the World Wide Web and other mixed and new media venues. Prerequisite: [COM 277](#).

COM 338 GENDER, RACE & COMMUNICATION (3)

Explores the ways by which gender and race shape understandings of ourselves and others in a variety of communication settings, including mass media, interpersonal relationships, organizational structures and educational practices. This course seeks to develop in students an appreciation for differences in communication across gender and race lines toward the transformation of social relations and the reconciling of antagonisms.

COM 340 RELIGIOUS COMMUNICATION (3)

Introduces students to the theory and practice of religious communication in its sermonic, liturgical, deliberative and promotional forms. The course surveys homiletic theory and explores the role of religious language in congregational worship, decision-making and public relations. Attention is given to such current communication issues as the impact of electronic media on religious messages, the use of gendered language in religious texts and the tension between intimacy and inclusiveness in public worship contexts. Students in the class prepare sermons, write letters of admonition, plan congregational worship services and business meetings, and design church promotional materials. Cross-listed as [REL 340](#).

COM 342 LEADERSHIP IN CHURCH-RELATED ORGANIZATIONS (3)

In large, formal church-related organizations (i.e. World Vision and Habitat for Humanity) and small, informal ones (i.e. local congregations and neighborhood associations), persons of goodwill join together in the name of Christ to voluntarily serve those in need. This course suggests to students: 1) the composition of the church-related not-for-profit sector; 2) the contextual variables within that sector which suggest a need for Christian vision and leadership; and 3) the specific competencies required for involvement and leadership in church-related organizations. The following objectives are pursued: 1) to differentiate by mission and structure the various types of organizations which constitute the not-for-profit sector in general and church-related organizations in particular; 2) to investigate numerous opportunities for involvement in not-for-profit church organizations; and 3) to practice Christian communication and leadership within the not-for-profit sector through selective involvement with voluntary organizations. Throughout the course, such concepts as awareness, empathy, foresight, persuasion and stewardship are introduced and evaluated. Cross-listed as [REL 342](#).

COM 344 RHETORICAL THEORY (3)

Explores theories of rhetoric that have been shaped by biblical, classical, medieval, modern and postmodern contexts. Theories examined in the course include prophetic, Pauline, Sophistical, Platonic, Aristotelian, Augustinian, dramatastic, cultural linguistic, structuralist and post-structuralist perspectives. Throughout the course, particular attention is given to the relationship between discourse and social change.

COM 345 VIDEO PRODUCTION (3)

An introduction to video production through exercises and video productions. Emphasis is placed on understanding video production elements such as story telling, framing, camera angles, scripting, production, post production sound and lighting. Students will become familiar with the role that software and hardware play in the structuring of visual, auditory and motion elements to communicate through video. Prerequisites: [COM 105](#) and [COM 334](#).

COM 346 RHETORICAL CRITICISM (3)

Practical application of a variety of rhetorical research methods to understand, analyze and critique communicative artifacts such as public speeches, press releases, editorials, sermons and other forms of mass mediated 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 365 FEATURE WRITING (3)

Provides training in conceiving, researching and writing features for newspapers and magazines. Students will learn how to research features in the age of the internet, gather information through personal interviews and construct articles that shape public understanding of significant contemporary issues, personalities and events. The class will also consider legal and ethical questions that accompany such journalistic leadership. Prerequisite: [COM 105](#).

COM 370 VISUAL CULTURE AND COMMUNICATION (3)

Explores the breadth, characteristics and significance of our increasingly visual culture for human communication. Through the study of visual culture theory and criticism, this course enables students to ask questions about what it means for consciousness, sense of self, relationship to community, encounters with others, etc., to live amidst visual culture. Prerequisite: [COM 240](#).

COM 390 INDEPENDENT STUDY (1-3)

By arrangement.

COM 412 NEW MEDIA (3)

The course centers on coalescing print journalism and broadcast journalism and repurposing content for the Internet. Key principles of broadcast and print journalism are explored. Other areas of inquiry include the challenges and opportunities that the Internet as new media presents for traditional print and broadcast journalism. Prerequisites: [COM 105](#) and [COM 334](#).

COM 417 COMMUNICATION ETHICS (3)

Explores the ethical issues and dilemmas facing communication professionals and scholars through Anabaptist, other Christian and non-Christian traditions of social ethics. Prerequisite: senior standing.

COM 422 SPECIAL TOPICS IN COMMUNICATION (3)

Provides an opportunity for sustained study of a particular theoretical, critical or professional topic within communication.

COM 425 INTERNSHIP IN COMMUNICATION (1-4)

Provides an opportunity to apply communication skills either in a for-profit organization or a 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.

CPS 108 COMPUTER PROGRAMMING (3)

This course is an introduction to computer programming which emphasizes the application of fundamental principles to problem solving and programming techniques. Structured programming concepts using a C-type programming language are stressed. Some familiarity with computers is assumed.

CPS 112 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 221](#). Offered alternate years.

CPS 333 SYSTEMS PROGRAMMING (3)

This course focuses on the writing of programs that utilize web, network, and operating system services in order to perform a task. Topics include Internet protocols, CGI, RPC, XML, DOM, SOAP, and AJAX. Operating shell programming is also introduced. Prerequisite: [CPS 112](#). Offered alternate years.

CPS 341 OPERATING SYSTEMS (3)

Students are provided with an examination of the characteristics of modern operating systems and its related software. Topics include process and memory management, scheduling issues, performance metrics, and concurrent programming. Case studies of various operating systems are conducted. Prerequisite: junior standing. Offered alternate years.

CPS 343 NETWORK AND SYSTEMS ADMINISTRATION (3)

This course deals with issues involving both network configuration and systems administration. The OSI layered reference model serves as an outline to the course. Topics include the physical architecture of computer networks, networking protocols and services, resource management, directory services, system and network security/privacy, and network and system monitoring. A special emphasis is placed on understanding TCP/IP and various related services (DNS, DHCP, SMTP, HTTP, LDAP). In addition, Windows NT Server is frequently used as a case study. Prerequisite: [CPS 341](#). Offered alternate years.

CPS 350 COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE (3)

Students are provided with an introduction to computer hardware organization, the instruction execution cycle, and the relationship between machine/assembly languages and high-level programming languages. The Intel 8086 family of microprocessors is used to provide opportunities for machine and assembly language programming. Architectural and organizational issues are also addressed. Prerequisite: 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.

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)

A specialized course of study focusing upon a significant theme or topic in political science. Topics may include Canadian or European politics, the American presidency, voting behavior, state and local government or international conflict resolution. May be taken more than once with different topics. 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 I (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.

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 411 SOCIAL SCIENCES CAPSTONE (3)

This capstone course is cross-listed in Criminal Justice, Public Health and Political Science. Capstone experiences provide students with an opportunity to reflect upon their education experiences and apply the knowledge and skills gained during their course of study. In this class, students will utilize problem-based learning to review key ideas and examine how they embed in the broader context of the social sciences. In parallel with the course content, students will engage in career development activities, including resume building, job searching and interviewing skills, as they prepare to join the workforce or pursue a graduate education. Students without prior field experience will need to complete the relevant placement/internship (at least 2 semester hours/80 on site hours in their relevant field) in conjunction with the course. Topics covered in the course: career development, applied problem-solving, identifying interdisciplinary connections in the social sciences. Cross-listed as [PHL 411/PLS 411](#).

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.

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. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 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.

ECN 385 INTRODUCTION TO ECONOMETRICS (3)

An introduction to measurement in economics and business with correlation and regression models, both bivariate and multivariate. Emphasis is on the results of violation of the model assumptions and interpretation of standard multiple regression programs. Prerequisites: [BUS 284](#), [ECN 141](#), [ECN 142](#), and either [MAT 115](#) or [MAT 135](#). Offered as a directed study.

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 TEACHER EDUCATION

When a candidate for a teaching license has completed all the requirements for Checkpoint 1 - Admission to Teacher Education, 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 Teacher Education, 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. Corequisite: [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. Corequisite: [EDU 200](#), [EDU 220](#). 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, constructivist teaching, and effective classroom practices including formal and informal assessment for adolescent and multiage classrooms. 30 field hours.

EDU 255 DEVELOPMENTAL CURRICULUM IN EARLY CHILDHOOD I: SCIENCE AND MATHEMATICS (3)

This course is designed to develop knowledge of how young children (ages 3-8) develop and learn and to provide opportunities that support all areas of development of young children with special emphasis on cognitive development in the science and math classrooms. Students will create, evaluate and select topics of study in terms of conceptual soundness, significance and intellectual integrity using developmentally

appropriate materials, equipment and environments. Informal and formal assessment strategies to plan and individualize curriculum and teaching practices will be incorporated. Topics to be covered in this course: theoretical framework (assumptions and beliefs); how children learn (both typically and atypically developing); early mathematic experiences; discovery in the physical world; and nutrition. All topics will be addressed within a framework of cultural sensitivity. Curriculum areas addressed in this course use the Ohio Department of Education's competency-based models as a framework. 10 field hours in an integrated, inclusive early childhood setting is required. Prerequisite: [EDU 200](#), [EDU 205](#) and sophomore standing.

EDU 256 DEVELOPMENTAL CURRICULUM: SOCIAL STUDIES AND LANGUAGE ARTS (3)

This course develops knowledge and skills necessary to provide instruction based on national social studies and language arts standards and state curriculum models for students in PreK-3, with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate content relevant to students' lives, honor individual differences, and teach basic skills of inquiry and communication, including the application of educational technology. Students will create, evaluate and select topics of study in terms of conceptual soundness, significance and intellectual integrity using developmentally appropriate materials, equipment and environments. Informal and formal assessment strategies to plan and individualize curriculum and teaching practices will be incorporated. Prerequisite: [EDU 200](#), [EDU 205](#), [PSY 110](#).

EDU 282 TEACHING READING THROUGH LITERATURE: EARLY CHILDHOOD (3)

During this course, students will read books for children pre-school through the primary grades, analyze and criticize their content, illustrations, and possible use, investigate the literature's portrayal of ethnic and racial groups, recognize outstanding authors and artists, learn how literature and visual art is integrated into the reading/language curriculum and develop reading aloud and storytelling techniques to promote literature appreciation. This course will also provide opportunities that support the aesthetic development in and appreciation for visual art. Students will learn basic fundamentals of art and principles of design as tools to help make meaning from works of art, including picture book illustrations. Emphasis is placed on methods that the general classroom teacher can use to communicate with and teach children with diverse learning styles in reading. Students will become sensitive to the concerns of speech and language differences related to culture and environmental issues. Prerequisite: [EDU 200](#), [EDU 205](#) and sophomore standing

EDU 285 PHONICS AND WORD IDENTIFICATION (3)

This course will teach methods for using phonics and word identification skills with early childhood and young adolescent learners. Students will understand techniques and strategies used to teach children to match, blend and translate letters of the alphabet into the sounds they represent in a systematically integrated, developmentally appropriate instructional program incorporating reading, writing and spelling. Topics to be covered in this course: theory and research, foundations, decoding, encoding, strategies for applications, assessment and evaluation. 40 field hours. Prerequisites: [EDU 200](#), [EDU 205](#) and sophomore standing.

EDU 287 DEVELOPMENTAL CURRICULUM: LITERATURE AND THE ARTS (3)

This course is designed to provide opportunities that support the aesthetic development in art, music and movement in children ages 3-8 who are both typically and atypically developing. Students will learn to plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, curriculum goals and content using a variety of strategies to encourage children's aesthetic development. Topics to be covered in this course: fostering creativity, music and movement (framework and programs), exploration with materials and planning and assessing programs. Curriculum areas addressed in this course use the Ohio Department of Education's competency based models as a framework. 10 field hours in early childhood settings are required. Prerequisites: [EDU 200](#), [EDU 205](#) and sophomore standing.

EDU 297 TEACHING READING THROUGH LITERATURE IN MIDDLE CHILDHOOD (3)

This course focuses on comprehension strategies across the curriculum to help middle graders learn most effectively by becoming strategic readers. Evaluation and assessment methods, especially those which encourage, are utilized. Students develop teaching and learning strategies to help students comprehend, interpret, evaluate and appreciate texts for students in grades 4-9. The Ohio Department of Education Academic Content Standards are used in this class. Prerequisites: [EDU 200](#) and [EDU 205](#).

EDU 302 READING IN THE CONTENT AREAS: MIDDLE CHILDHOOD (3)

This course is a study of research-based middle school classroom practices in content area reading and includes an emphasis in: 1) strategies, techniques and materials for strengthening vocabulary, comprehension, thinking and study skills, writing across the curriculum and content learning; and 2) using an integrated approach to provide for individual differences in the context of diagnostic-prescriptive teaching. Clinical experience involves students in textbook evaluation, development of materials and lesson planning. Topics to be covered in this course: vocabulary building, comprehension techniques, thinking and study skills, writing across the curriculum, content learning textbook evaluation and lesson planning. The Ohio Department of Education Academic Content Standards are used as framework for this course. 20 field/clinical hours. Offered in the fall only. Prerequisites: [EDU 200](#), [EDU 205](#), [EDU 220](#) and [EDU 353](#).

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. Prerequisites: [EDU 200](#), [EDU 205](#) and [EDU 220](#).

EDU 305 CONTENT AREA LITERACY/GENERAL METHODS (3)

This is a course to prepare the prospective A/YA or MA school teacher in the study of research-based strategies, methods and materials designed to develop and strengthen content literacy skills. Emphasis is placed on levels of thinking skills, development of technical content vocabulary and techniques for improved comprehension. Materials, methods and provision for individual differences are considered in the context of diagnostic-prescriptive teaching. The student is involved in clinical experience through the development of materials, implementation of plans and the evaluation of textbooks. Topics to be covered in this course: thinking skills, technical content vocabulary, comprehension techniques, diagnostic-prescriptive teaching, lesson planning, textbook evaluation, etc. The general methods sections will emphasize 1) general teaching techniques, strategies and methods for maximizing learning for typical and at-risk students; 2) curriculum development and implementation; 3) communication skills required in the adolescent/young adult classroom including reading, writing and speaking; 4) the interdisciplinary nature of disciplines; 5) a minimum of 20 hours of planned/supervised public school field experience in the student's teaching field. Offered in the spring only. Prerequisites: [EDU 200](#), [EDU 205](#), [EDU 220](#) and [EDU 353](#).

EDU 317 STUDIES IN LITERATURE FOR ADOLESCENTS (3)

Students will investigate in depth one topic in literature each time this course is offered. The topics will parallel Ohio Department of Education Academic Content Standards which include (but is not limited to) literature of the Holocaust, settling the West, literature from different cultures and specific genres such as fantasy, science fiction, poetry and biography. Students will be expected to apply their skills of analysis and criticism to the readings as well as apply their knowledge of the literature to the development of classroom-relevant teaching units. The course is intended for students with a concentration in language arts/middle grades and for students seeking integrated language arts licensure for adolescents/young adults. Prerequisite: [EDU 200](#), [EDU 205](#) and junior or senior standing. Offered every other year.

EDU 332 SOCIAL AND PHILOSOPHICAL ISSUES IN EDUCATION (3)

A critical examination will be made of selected historical, philosophical and social problems and promises

relevant to contemporary education. The intent is to provide students with readings and discussions which will encourage and enable them to establish a set of personal beliefs and commitments. The course is built around the idea that being reflective and critical is of strategic value as we seek to become enlightened about the problems and promises of modern education. Fifteen hours of field experience are required. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 120](#), [EDU 200](#), and [EDU 205](#) and junior or senior standing.

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: 30 Field Hours, [EDU 200](#), [PSY 110](#), [EDU 285](#), [EDU 220](#) and [EDU 353](#).

EDU 341 MIDDLE CHILDHOOD INSTRUCTIONAL METHODS AND CLASSROOM ORGANIZATION (3)

Students will investigate curriculum theory, with particular attention paid to an integrated approach to curriculum development for the middle grades. State and national curriculum models will be used to investigate content, sequence and planning for learning. Students will investigate and make application of a variety of methods and materials appropriate to the middle grades and which acknowledge the diversity of learning styles, cultural backgrounds and interests in the middle grades classroom. Students will develop teaching materials, demonstrate lessons, experiment with technology and apply assessment strategies appropriate for middle grade students. This also is designed to assist prospective teachers learn a variety of strategies to develop and maintain learning environments that encourage active, engaged learning, positive interaction and self-motivation for all students. This section of the course is based on an understanding of developmentally appropriate plans based on the unique needs of students in middle childhood. Students will explore techniques maximizing learning in inclusive classrooms as well as traditional settings with a focus on building students self-concept and understanding the use and abuse of teacher power. 12 field hours. Offered in the spring only. Prerequisites: [EDU 200](#), [EDU 205](#), [EDU 220](#), [EDU 302](#) and [EDU 353](#).

EDU 343 EARLY CHILDHOOD INSTRUCTIONAL METHODS AND CLASSROOM ORGANIZATION (3)

This course is designed to provide opportunities that support development in all areas of learning in children ages 3-8. Students will learn to encourage children's learning through an integrated thematic approach that includes play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences and adaptations for children with disabilities. Emphasis will be on helping young children develop intellectual curiosity, solve problems and make decisions. Knowledge of these uses of informal and formal assessment strategies in the teaching of curriculum content areas including mathematics, science, nutrition, social studies, art, music, literacy, health, safety, movement and drama teaching practices will be explored. Topics to be covered in this course: creating an environment for learning, teaching models in early childhood, guiding behavior, planning and assessing programs, and curriculum methods for grades K-3. This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in a variety of early childhood classroom settings, building students self-concepts and understanding the use and abuse of power. 12 field hours. Prerequisite: junior standing and all major requirements as listed in the professional preparation outline for early

childhood education. Course must be taken the semester prior to clinical practice. Prerequisites: [EDU 200](#), [EDU 205](#), [EDU 220](#) and [EDU 353](#).

EDU 345 MULTI-AGE CLASSROOM ORGANIZATION (2)

This course is designed to assist prospective teachers in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in both the general education and inclusive classroom, building students self concepts and understanding the use and abuse of power. 45 field hours. Prerequisite: junior standing, admission to clinical practice and all major requirements as listed in the professional preparation outline for MA. Course is taken during the semester of clinical practice.

EDU 353 EDUCATIONAL PSYCHOLOGY & INSTRUCTIONAL PRACTICES (3)

Teaching behavior, instructional techniques and classroom management from a constructivist perspective essential for effective instruction in classrooms. A survey of psychological theories and principles as they apply to teaching. Topics include behavioral and cognitive learning theory, motivation, individual differences, and cognitive, moral and social development. 30 Field Hours. Prerequisites: [EDU 005](#), [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. Students will use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to help children develop personal self-control, self-motivation and self-esteem. Establishing effective communication and collaborative, positive relationships with families will be encouraged. Administering a preschool will be a component of the course. Topics to be covered in this course: theories for interaction, physical environments supporting interactions, planning and assessing programs, licensing, certification, accreditation, professional considerations, working with parents, financing the program and nutrition. 40 field hours. Prerequisites: [EDU 200](#), [EDU 205](#) and [EDU 285](#).

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. 10 field hours.

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 385 TESOL PRACTICUM (2)

A 30 hour practicum in a school based setting (K-12) with a cooperating teacher who is TESOL credentialed by the Ohio Department of Education. Bluffton University supervision is provided by a supervisor with TESOL credentials and experience in a TESOL classroom. Prerequisites: [ENG 210](#), [ENG 220](#), [ENG 271](#), [ENG 312](#). Credit/No credit.

EDU 401 A/YA SPECIAL METHODS: LANGUAGE ARTS (2)

EDU 402 A/YA SPECIAL METHODS: SCIENCE (2)

EDU 403 A/YA SPECIAL METHODS: SOCIAL STUDIES (2)

EDU 404 A/YA SPECIAL METHODS: MATH (2)

These courses provide the prospective A/YA educator with methods and materials for language arts, life sciences or physical sciences, integrated social studies, or integrated math. These courses are taught at Ohio Northern University as part of the Teacher Education Consortium. 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. Prerequisite: junior standing. Course is taken prior to the semester of clinical practice.

EDU 405 MIDDLE CHILDHOOD: LANGUAGE ARTS (2)**EDU 406 MIDDLE CHILDHOOD: SCIENCE (2)****EDU 407 MIDDLE CHILDHOOD: SOCIAL STUDIES (2)****EDU 408 MIDDLE CHILDHOOD: MATH (2)**

These courses provide the prospective middle childhood educator with methods and materials for reading and language arts, math, social studies or science classrooms. Each student will take two methods sections based on areas of concentration. Topics covered in these courses: development, implementation and evaluation of educational programming for middle childhood reading and language arts, math, social studies or science classrooms within the Ohio Department of Education Academic Content Standards and federal curriculum guidelines, classroom assessment strategies (formal and informal), uses of technology, individualizing instruction, teaming, development of integrated units, collaboration and consultation. The focus will be on maximizing student learning. Prerequisite: junior standing. 45 field hours for each of the two classes. Course is taken during the semester of clinical practice.

EDU 425 LEADERSHIP SEMINAR (2)

This seminar will provide an overview of the clinical practice 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. Students will also compile a credential file.

EDU 445, EDU 450, EDU 451, EDU 452, OR SED 453 CLINICAL PRACTICE (12)

Clinical practice provides supervised experiences in applying the principles and techniques learned in the professional courses to actual classroom situations under the guidance and direction of a cooperating teacher. Clinical practitioners spend full days in their assigned public classroom for 12 weeks during their senior year. Registration is limited to candidates who are formally accepted into teacher education and who have applied for admission to Clinical Practice. Acceptance into Clinical Practice is based on completing the requirements specified in the Clinical Practice Handbook (available from the education department). Practitioners register for one of the following sections: Early Childhood (EDU 445), Middle Childhood (EDU 450), adolescent/young adult (EDU 451), multi-age (EDU 452) or Intervention Specialist (SED 453).

Prerequisite for adolescent/young adult and multi-age: all professional education courses and licensure area course work. Prerequisite for early childhood, intervention specialist and middle childhood: all major requirements as listed in the licensure program outlines. 12 weeks / full days. credit/ no credit.

ENG 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 purposes.

ENG 108 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (3)

An English language course for high intermediate to low advanced non-native English speakers. The language skills of reading, writing, speaking and listening are well covered. English for a new cultural setting and English for academic work are emphasized.

ENG 110 COLLEGE ENGLISH (3)

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

ENG 111 SHALITH ACTIVITY (.5)

Activity credit for editing and production of student literary magazine.

ENG 112 INSPIRATION POINT ACTIVITY (.5)

Activity credit for editing on-line literary magazine. Enrollment by permission of instructor.

ENG 120 ADVANCED COLLEGE ENGLISH (3)

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

ENG 160 APPROACHES TO LITERATURE (3)

An introduction to the methods and practices of literary study at the college level. Includes reading, discussion and writing about primary texts and introduction to secondary materials and research strategies.

ENG 180 THEMES IN LITERATURE (3)

Exploration of ideas within the context of imaginative literary works. The themes will vary from year to year and according to instructor. Examples: humankind's search for meaning, crime and punishment, nature, the city, love.

ENG 202 CREATIVE WRITING: FICTION (3)

An introduction to the craft of fiction, taught in a workshop format. Students will write and critique their own short fiction and read some fiction and theory. Offered alternate years.

ENG 203 CREATIVE WRITING: POETRY (3)

An introduction to the craft of poetry, taught in a workshop format. Students will write and critique their own poems and read poetry and poetics. Offered alternate years.

ENG 205 CREATIVE WRITING: NONFICTION (3)

An introduction to the craft of writing literary essays and creative nonfiction. Offered alternate years.

ENG 207 PROFESSIONAL AND TECHNICAL WRITING (3)

This course introduces students to writing conventions and discourse strategies for producing both formal and informal documents in a variety of workplace settings. Offered alternate years.

ENG 210 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: THEORIES AND ISSUES (3)

An introduction to theories and concepts that inform English teaching when students are not native English speakers. Students will understand the similarities and differences between first and second language

acquisition, within the context of the United States. They will become familiar with the terminology and definitions, historical and legal precedents of programs for students learning a second language and educational issues related to language minority students, including how a student's culture may impact learning and performance in and out of the classroom.

ENG 220 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: INSTRUCTIONAL METHODS AND ASSESSMENT (3)

Students will develop skills in the development of lessons for teaching new language learners that reflect Ohio's grade-level learning outcomes. They will apply research findings as they select, adapt and create a wide variety of resources that are appropriate for the second language learners with whom they work. TESOL students will also develop knowledge of and skills in the assessment of second language learners. They will use age-appropriate assessment procedures, interpret data to make instructional decisions, communicate assessment results to students and their caregivers, and develop strategies to help their students use assessment information to make decisions about their learning.

ENG 240 SURVEY OF AMERICAN LITERATURE (3)

A chronological survey of American literature from the colonial period through the 20th century. Writing-enriched course. Prerequisite: [ENG 110](#) or [ENG 120](#).

ENG 243 STUDIES IN AMERICAN LITERATURE (3)

Repeatable. Offered alternate years.

ENG 252 INTRODUCTION TO LINGUISTICS (3)

An introductory course emphasizing the phonology, morphology, syntax and semantics of the English language with examples from other languages as well.

ENG 256 SURVEY OF ENGLISH LITERATURE 1 (3)

A chronological survey of English literature from the Anglo-Saxon period through the 18th century. Offered alternate years.

ENG 257 SURVEY OF ENGLISH LITERATURE 2 (5)

A chronological survey of English literature from the 19th century to the present. Offered alternate years.

ENG 261 STUDIES IN ENGLISH LITERATURE (3)

Repeatable. Offered alternate years.

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.

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.

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)

A 30 hour practicum in a school based setting (K-12) with a cooperating teacher who is TESOL credentialed by the Ohio Department of Education. Bluffton University supervision is provided by a supervisor with TESOL credentials and experience in a TESOL classroom. Prerequisites: [ENG 210](#), [ENG 220](#), [ENG 271](#), [ENG 312](#). 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](#), [ACT 152](#) and satisfactory completion of the department's minimum mathematics requirement.

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. Prerequisite: [FIN 366](#). Offered alternate years.

FIN 368 FINANCIAL INSTITUTIONS (3)

A study of the management of financial institutions such as commercial banks, savings and loan associations, insurance companies and pension funds. Financial markets, government regulation and capital management problems will be discussed. Prerequisites: [FIN 366](#) and [FIN 353](#). Offered alternate years.

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 115 INTRODUCTION TO RECREATION AND SPORT LEADERSHIP (3)

Covers foundations of organized recreation, backgrounds and theories, objectives and principles, social and economic factors, public, private and commercial interests, and recreation and social institutions.

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 118 VIDEO ACTIVITY (.5)

Participation in a minimum of 12 events with on-line video streaming for home athletic events.

HFS 119 SPORT INFORMATION ACTIVITY (.5)

Participation in a minimum of 12 athletic events with our Sport Information Director at home athletic events.

HFS 120 TEAM AND INDIVIDUAL SPORTS 1 (3)

HFS 130 TEAM AND INDIVIDUAL SPORTS 2 (3)

These courses emphasize personal mastery of the psychomotor skills and cognitive material of selected sport activities as well as the ability to analyze skill techniques. Instruction concentrates on the point of view of the participant as a prospective player.

HFS 135 GAMES AND SOCIAL RECREATION (3)

Focuses on individual, dual, low-organization activities, quiet games, table games and social mixers usable in programming in a recreation setting.

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 150 HUMAN SEXUALITY (2)

This course is designed to examine the role and meaning of human sexuality as it relates to oneself and others. This course also considers society's sexual value systems including the Anabaptist/Mennonite perspective and reviews biological, psychological and sociological aspects of sexuality.

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: whitewater rafting, skiing, kayaking, backpacking and mountaineering.

HFS 160 DRUG EDUCATION (2)

The course focuses on the problem of drugs in our society. Pharmacological, physiological, psychological and sociological aspects of drugs are studied. The course emphasizes that we are all drug educators regardless of the profession we choose. Each student is asked to suggest an active "plan" that can alter drug dependence using cognitive, psychomotor and affective domains of learning as a method of behavior modification.

HFS 175 SPORT COMMUNICATION (3)

Cross-listed as [COM 175](#).

HFS 205 RECREATION LEADERSHIP AND PROGRAM (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.

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.

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 FACILITIES PLANNING AND CONSTRUCTION (3)

An in-depth exploration into planning, constructing, equipping and managing a variety of recreation facilities. Funding and fundraising is also explored. Offered alternate years.

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 CAMPING ADMINISTRATION (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.

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.

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 305 PLANNING FOR SPECIAL EVENTS (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. Offered alternate years.

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. Offered alternate years.

HFS 325 RECREATION AND THE AGING PROCESS (3) (inactive)

The role of recreation as it relates to understanding and working with older persons. Emphasizes the role of the recreation manager in pre-retirement planning and in social programs planning for the older adult in retirement. Offered alternate years.

HFS 335 TRENDS, ISSUES AND LEGISLATION IN RECREATION (3) (inactive)

A course designed to explore current issues, trends and legislation affecting the recreation management professional. Offered alternate years.

HFS 350 SPORT AND ADMINISTRATION MANAGEMENT PRACTICES (3)

This course is designed to acquaint the student with the many opportunities that exist for the professional administrator in sport management. A discussion of the foundation of sport management, career and employment opportunities, and essential skills needed in management aids the student in the development of his/her own personal philosophy of sport management in the 21st century. Offered alternate years.

HFS 355 STRENGTH AND CONDITIONING (3)

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.

HFS 375 SPORT AND ADMINISTRATION MANAGEMENT PRACTICES II (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.

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 180 INTRODUCTION TO THE STUDY OF HISTORY (3)

This course is designed to function as an introduction to the study of history at the college level. It will acquaint entry-level majors with the fundamentally interpretative nature of the historical enterprise, the use and evaluation of primary documents, the basic elements of historical research and writing and other skills and approaches integral to a successful undergraduate experience in the major. No prerequisite.

HIS 200 FOUNDATIONS OF AMERICAN CIVILIZATION (3)

A chronological overview of American history from exploration and colonization through the Civil War. Emphasis is placed on the growth and development of American society.

HIS 201 THE MAKING OF CONTEMPORARY AMERICA (3)

A chronological survey of American history from Reconstruction through the 1980s. Emphasis is placed on the impact of industrialization, growth of the United States as a world power and the development of state capitalism.

HIS 210, WORLD HISTORY I, 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 nonwestern societies and their cross-cultural interactions.

HIS 212, WORLD HISTORY II, 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.

HIS 225 HISTORY: THEORY AND APPLICATION (3)

For majors and interested nonmajors, this course combines a focus on historical methodology with its application in local archival sources. A variety of themes and topics are considered, including great controversies, philosophies of history and the relationship of the historian to society. Having surveyed some key historiographical concepts, students then turn to the practice of social history, applying the emphasis and research methods of social historians to sources in local history.

HIS 245 REGIONAL AND NATIONAL STUDIES (3)

A specialized course of study on a particular topic or civilization significant in world history. Course topics may include Russia, Latin America, Canada, the Middle East, Africa, China and the Far East, etc. Announcement of the course topic is made prior to registration. May be taken more than once with different topics.

HIS 252 OHIO AND THE OLD NORTHWEST (3)

A selective study of important themes in Ohio and regional history beginning with the Mound-builders and extending through the period of colonization, Indian removal, the Civil War and the 20th century. Opportunities for individual exploration into local history are provided and field trips supplement lectures, readings and discussion. Offered alternate years.

HIS 253 AMERICAN SOCIAL AND INTELLECTUAL HISTORY (3)

A study of some selected major social and intellectual movements in American history from early settlements until recent years. Topics could include Puritanism, the First and Second Great Awakenings, reform movements, Social Darwinism, racism, imperialism, secularization, fundamentalism/evangelicalism, the Social Gospel movement, emerging urban problems or changing gender roles. Particular attention is paid to developing intellectual currents and the socio-historical background that informed them. Offered every third year.

HIS 265 EUROPEAN SOCIAL AND INTELLECTUAL HISTORY (3)

A study of the social and intellectual movements in European civilization in the modern period. Topics such as social life, religious activity, literary themes, the impact of science, the interaction of historical events and intellectual development, and the advent of technological civilization are considered. Recommended background in European history.

HIS 271 HISTORY OF NORTHERN IRELAND AND BACKGROUND TO THE TROUBLES (3)

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

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.

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.

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.

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.

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.

HIS 350 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: [ENG 110](#) or [ENG 120](#).

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. Prerequisite: [REL 242](#), [REL 250](#), [REL 252](#), [REL 273](#), [REL 274](#), [REL 275](#), [REL 276](#) or permission of instructor. This course may be taken as part of the Peace and Conflict Studies minor. Cross-listed as [REL 359](#).

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.

HON 310 Junior Honors: Community Transformed (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.

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

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

HUM 221, the first course in the sequence, begins with origins of civilization and follows the history of the West through the Renaissance. The second course in the sequence begins with the Reformation and follows the history of Western civilization up to the present. Prerequisite: [ENG 110](#) or [120](#)..

LAS 050 APPLIED COLLEGE SKILLS (3) (only 2 count toward graduation)

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

LAS 105 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 four enduring values 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.

LAS 140 PORTFOLIO DEVELOPMENT (2)

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

LAS 205 VOLUNTARY SERVICE

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

LAS 301 ISSUES IN MODERN AMERICA (3)

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

LAS 342 CROSS-CULTURAL EXPERIENCE (4)

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

LAS 390 INDEPENDENT STUDY

(variable number of hours)

LAS 400 CHRISTIAN VALUES IN A GLOBAL COMMUNITY (3)

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

MAT 050 BASIC MATHEMATICS (3) (only 2 count toward graduation)

Students review and apply basic computational and algebraic concepts and skills. Problem solving is a major focus of the course, including basic applications to geometry. Graphing calculators are provided and used throughout the course whenever appropriate.

MAT 100 COLLEGE ALGEBRA (3)

This course presents concepts and skills typically found in a college algebra course including development of real number systems, simplifying algebraic expressions, solving equations and inequalities, and solving mathematical problems that model real world situations. Numerical, algebraic and graphical representations are used throughout the course. Graphing calculators are required and are used to accommodate numerical and graphical solution techniques in addition to traditional paper and pencil methods. Prerequisites: [MAT 050](#) or three years of high school mathematics and qualification for placement.

MAT 105 UNDERSTANDING NUMERICAL DATA (2)

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

MAT 114 PRECALCULUS (4)

A study of families of elementary functions and their important properties power functions, polynomials, logarithmic and trigonometric functions and their inverses. Numerical, algebraic and graphical representations of each family are included. Polya's problem-solving methods are used to solve mathematical problems that model real-world situations. Graphing calculators are required and are used extensively. Prerequisites: [MAT 100](#) or three years high school math and qualification for placement.

MAT 115 BUSINESS CALCULUS (3)

A study of functions and applied differential calculus for economics, business and other social sciences. Emphasis is on spreadsheet analysis of common elementary situations. Other topics covered include systems of linear equations and an introduction to linear programming. Prerequisite [MAT 100](#) or placement into [MAT 114](#) or above.

MAT 135 CALCULUS 1 (5)

A study of fundamental concepts and applications of the differential calculus of one variable, as well as introductory integral calculus. Polya's problem-solving methods are used to solve mathematical problems that model real-world situations and which require methods of differential calculus for their solution. The historical roles of Newton and Leibniz are discussed. Graphing calculators are required and are used extensively. Projects that require use of computer algebra systems such as Mathematica or Maple are included. Prerequisites: [MAT 114](#) or four years of high school math and qualification for placement.

MAT 136 CALCULUS 2 (5)

The fundamental 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 methods are applied to solve mathematical problems that model real-world situations and which require methods of integral calculus for their solution. The historical roles of Newton and Leibniz are discussed. Graphing calculators are required and are used extensively. Projects that require use of computer algebra systems such as Mathematica or Maple are included. Prerequisites: [MAT 135](#) or its equivalent.

MAT 185 FUNDAMENTAL MATHEMATICS CONCEPTS FOR EARLY CHILDHOOD (3)

This course includes pre-number ideas, early number concepts, numeration systems, place value foundations and applications, understanding the basic algorithms of arithmetic, techniques of estimation, problem solving methods, basic concepts of geometry and measurement. Calculators and their role in mathematical problem solving are included from the perspective of learning to judge the most effective approach to a problem estimation, mental calculation, paper and pencil or calculator. Prerequisites: [MAT 050](#) or readiness for college algebra (or higher) on mathematics placement, EDU 200, EDU 205, PSY 110.

MAT 186 FUNDAMENTAL MATHEMATICS CONCEPTS FOR MIDDLE CHILDHOOD (3)

This course includes the content of integers and fractions, rational and irrational numbers, decimal notation, ratio and percent, equations and inequalities, probability and motions in geometry. Calculators and their role in mathematical problem solving are included from the perspective of learning to judge the most effective approach to a problem estimation, mental calculation, paper and pencil or calculator. Prerequisite: [MAT 185](#).

MAT 211 INTRODUCTORY GEOMETRY (3)

A study of classical theorems from plane Euclidean geometry. Discovery methods and inductive reasoning are used with a computer geometry program as a tool to discover relationships. Four proof methods vector, analytical, synthetic and transformation are compared and contrasted as discovered relationships are proven. The historical contributions of Greek, Indian, Arab and European mathematicians are discussed, particularly those of Euclid, Pythagoras, Desargues, Pappus, Archimedes, Ptolemy, Heron, Brahmagupta, Bhaskara, Fermat, Poincare, Ceva, Minkowski, Steiner and Feuerbach. Prerequisite: [MAT 136](#).

MAT 220 DISCRETE MATHEMATICS (3)

This course introduces the student to general methods of discrete mathematics on topics selected from sets, relations and functions, graphs, trees, matching problems, counting techniques and recurrence. An algorithmic approach to problem solving is a common thread that ties these various topics together. Historical contributions of mathematics to graph theory and discrete mathematics are discussed, particularly those of Cantor, Euler,

Fibonacci, Hamilton, Gauss, Boole and Russell. Prerequisite: qualification for placement at the calculus level.

MAT 225 MULTIVARIATE CALCULUS (3)

A development of vector calculus, partial derivatives and multiple integrals, properties of vectors and transformations on coordinate systems, line and surface integrals, and projects that make use of systems such as Mathematica or Maple for three-dimensional display is included throughout the course. Prerequisite: [MAT 136](#).

MAT 230 LINEAR ALGEBRA (3)

A study of vector spaces and subspaces, linear transformations, matrices and determinants, eigenvalues and eigenvectors of matrices. Real world problems are modeled and solved using whatever methods are appropriate paper and pencil, graphing calculator or computer algebra systems. Prerequisite: [MAT 136](#).

MAT 277 ALGEBRA: FUNCTIONS AND MODELING (3)

This course includes topics related to the NCTM K-8 curriculum in algebra, number theory, data analysis and problem solving. Mathematics is presented using a variety of pedagogical methods including discussion in groups, cooperative learning groups and individual and group investigation of mathematical content. One goal of the course is to make students secure in their ability to be independent learners of mathematical content. Prerequisite: [MAT 185](#) or consent of the instructor. Offered alternate years.

MAT 312 ADVANCED GEOMETRY (3)

This course uses a formal axiomatic development to study both Euclidean and non-Euclidean geometries. The course includes a significant amount of mathematical history particularly as the discovery of non-Euclidean geometry relates to the development of modern mathematics of the past century. Formal proof is a major focus of this course. Prerequisite: [MAT 211](#). Offered alternate years.

MAT 332 ABSTRACT ALGEBRA (3)

A study of groups and rings using properties of sets, equivalence relations and number theory. Historical contributions of mathematicians to number theory and algebra are discussed, particularly those of Diophantus, Fermat, Euler, Lagrange, Abel, Cayley, Cauchy, Galois, Jordan, Noether, Germain, Artin, Dedekind and Sylow. Prerequisite: [MAT 230](#). Offered alternate years.

MAT 340 PROBABILITY AND STATISTICS (3)

A study of the theory of probability and inferential statistics, including both discrete and continuous probability distributions. The distributions studied include the binomial, geometric, Poisson, normal, gamma, exponential, chi-square, t and F distributions. Includes random sampling, estimation theory, unbiased estimators and some study of tests of hypotheses, linear regression and correlation. Historical contributions of mathematicians to probability and statistics are discussed, particularly those of Bayes, Bernoulli, Chebyshev, Gauss and Poisson. Prerequisite: [MAT 136](#); [MAT 225](#) recommended.

MAT 350 DIFFERENTIAL EQUATIONS AND MODELING (3)

A study of differential equations generated from modeling nature and the physical world using analytic, numeric and graphical techniques. The course begins with the study of elementary differential equations and introductory models in classroom and computer laboratory settings, then more complex general mathematical models are introduced. Calculator and computer technology are used extensively. Group and individual projects are required. Prerequisite: [MAT 136](#). Offered alternate years.

MAT 360 OPERATIONS RESEARCH (3)

A study of introductory topics in operations research: linear programming, integer programming, network models and applications to the transportation problem and the Program Evaluation and Review Technique, Markov chains, queuing theory and simulation. Computer technology is used extensively. Group and individual

projects are required. Prerequisite: [MAT 230](#). Offered alternate years.

MAT 380 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 I (3)

This course is intended as a first course in analysis following multivariate calculus. The study of sets, sequences and mappings becomes a foundation for more theoretical study of real and complex analysis. Topics included are countable, connected, open and closed sets, convergence of sequences, continuity and uniform continuity, and a first investigation of metric spaces, separability and compactness. Prerequisite: [MAT 225](#). Offered alternate years.

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: [ENG 110](#) or [ENG 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 operations and manufacturing 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 with measured results. 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 370 ISSUES IN HEALTH CARE MANAGEMENT (3)

The course explores a range of issues faced by organizations that deliver health care services. These issues include responding to state and federal funding initiatives, utilization of new technology, implementation of universal medical records as well as other issues that may be identified by the students.

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 course work in business, strengthen oral and

written communication skills, develop critical thinking ability and develop the ability to work in groups. A major portion of the class will be devoted to case studies in business. Prerequisites: [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](#) or [TEC 200](#) or [TEC 250](#).

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](#).

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](#) and [MKT 356](#) and senior standing.

MKT 376 BUSINESS INTELLIGENCE (3)

This course will explore ways to collect, interpret and utilize marketing data. Contemporary issues including data mining and data warehousing will be explored. The students will utilize practical software applications such as Microsoft Access and design a practical business intelligence model for a business or non profit organization. Prerequisites: [TEC 102](#) and [MKT 356](#). Offered alternate years.

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.

MUS 022 JAZZ ENSEMBLE -01 (.5), -02 (0)

A select ensemble which studies and performs music in various contemporary popular idioms, including jazz improvisation. Membership based on auditions; conscientious rehearsal and performance attendance is expected to maintain membership.

MUS 023 LIMA SYMPHONY ORCHESTRA -01 (.5)

A semi-professional community orchestra which performs a series of nine concerts each year. One three-hour rehearsal per week. Audition required. Conscientious rehearsal and performance attendance is expected to maintain membership.

MUS 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.

MUS 033 CAMERATA SINGERS -01 (.5), -02 (0)

The Camerata Singers is a select chamber choir which performs primarily sacred music in concert performances both on-campus and in the region. This ensemble tours extensively. Much of its varied repertoire is performed a cappella. Conscientious rehearsal and performance attendance is expected to maintain membership.

MUS 034 CHORAL SOCIETY -01 (.5), -02 (0)

Choral Society performs a large choral/orchestra work each semester. The fall semester is the annual performance of Handel's Messiah. The spring semester performance is during the Bach Festival concert. Membership is open to any campus or community member. Conscientious rehearsal and performance attendance is expected to maintain membership.

MUS 035 GOSPEL CHOIR -01(.5), -02(0)

Open to all Bluffton University faculty, staff and students, as well the Bluffton community, this group will perform a wide variety of gospel music and spirituals in several on-campus performances per year.

MUS 100 MUSIC RECITAL/LAB (0 P/F)

Development of musical skills through the experience of at least 10 live musical performances and regularly scheduled conducting labs each semester. Music majors are required to enroll in MUS 100 each semester until graduation.

APPLIED MUSIC PRIVATE INSTRUCTION (1-2)

Individual instruction with emphasis on developing technical proficiency, a repertoire representative of the literature for the particular instrument or voice and a knowledge of performance styles and practices. Performance in studio and departmental recitals. (One hour credit for one half-hour lesson per week; may also

be taken for two hours credit for one hour lesson per week.) Music lessons can not be audited. Prerequisite: permission of the instructor.

MUS 101 Piano

MUS 103 Strings

MUS 105 Voice

MUS 106 Organ

MUS 107 Brass

MUS 108 Percussion

MUS 109 Woodwinds

MUS 110 Guitar

MUS 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.

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.

MUS 140 EXPLORE 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.

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](#). Corequisite for MUS 147: [MUS 148](#). Prerequisite for MUS 205: [MUS 147](#) and [MUS 148](#). Corequisite 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](#). Corequisite: [MUS 147](#).

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. Corequisite: [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 ELECTRONIC MUSIC, INSTRUMENTS AND EQUIPMENT (2)

An introduction to electronic MIDI instruments and computer applications in music. Designed to provide familiarity with hardware, software and functions of microcomputers appropriate for use in the public school classroom.

MUS 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: [ENG 110](#) or [ENG 120](#), [MUS 207](#).

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 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.

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, emerging infectious diseases and human impact on the Earth's ecosystems. The specific topics emphasized may vary from term to term.

NSC 107 THE SCIENCE OF GLOBAL CLIMATE CHANGE (3)

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

NSC 109 ENERGY (3)

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

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.

NTR 210 FOOD SCIENCE (4)

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.

NTR 240 PHYSICAL & NUTRITION ASSESSMENT (2)

Assessment of physical and nutritional status is key to providing appropriate health and wellness interventions. Anthropometry, biometry, clinical, and dietary assessment techniques will be utilized in assessment of health and wellness. Students will develop skills in physical and nutrition assessment techniques. Prerequisite: [NTR 225](#).

NTR 245 CULTURAL FOODS (3)

This course examines the economic, social, cultural and consumer issues related to food and meals in today's society. Focus is on the translation of nutritional needs into food, menus and meals. Planning, purchasing, production and service of meals are accomplished through group participation. Prerequisite: NTR 110 or [NTR 210](#). Lecture and lab.

NTR 250 NUTRITION EDUCATION & COMMUNICATION (2)

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 240](#).

NTR 284 SPECIAL STUDIES SEMINAR (1)

Study by tour of careers in food and nutrition. Class is by special arrangement of the faculty.

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 110 or [NTR 210](#). 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 in aging are included. Consideration is given to related physiological, psychological and socio-economic factors. Prerequisite: [NTR 225](#).

NTR 335 PUBLIC HEALTH NUTRITION AND POLICY (3)

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 351 RESEARCH IN FOODS AND NUTRITION (3)

A study of the basic research process as it applies to food and nutrition research. Qualitative and quantitative research will be studied, as well as analyzing and interpreting research publications. Students set up and conduct their own research using methods studied in this class. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 120](#) and [NTR 210](#).

NTR 375 MEDICAL NUTRITION THERAPY 1 (3.5)

A study of the nature and etiology of disease, the relationship of nutrition to health and disease processes and the use of nutrition therapy in the treatment of disease. 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 (3.5)

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 course work. 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.

NTR 403 SEMINAR IN FOOD AND NUTRITION (1)

A course on the transition from student to professional, including information on internships, readying for employment, professional behavior, and other topics in food and nutrition. Open to senior majors only.

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.

PHI 105 INTRODUCTION TO PHILOSOPHY (3)

Introductory discussion of philosophical methods, ethics, knowledge, nature of reality and religious beliefs. Attention may be given to the philosophical dimensions of psychology, art and politics.

PHI 152 ETHICS (3)

Consideration of various ethical theories, issues in contemporary moral philosophy and moral issues in contemporary life. The student is challenged to clarify the basis of right and wrong conduct.

PHI 390 INDEPENDENT STUDY IN PHILOSOPHY (1-4)

By arrangement. Topic to be proposed by the student.

PHL 110 INTRODUCTION TO PUBLIC HEALTH (3)

This course provides students with an overview of the field of public health and explores key challenges in

public health.

PHL 310 GLOBAL HEALTH (3)

Students will be introduced to the basic concepts of global health, including: 1) how society and culture shape health, 2) ways of reducing morbidity and mortality, and 3) past and present global efforts to improve health.

PHL 320 EPIDEMIOLOGY (3)

Students will learn about the history of epidemiological research and how to apply the research designs commonly used by epidemiologists. Students will also learn how to read and evaluate health research articles.

PHL 410 FIELD PLACEMENT (2)

Students will experience the field of public health firsthand through a placement with a public health-related organization or individual. Students will demonstrate their mastery of public health concepts through the completion of a capstone project describing their placement experience or an independent project.

PHL 411 SOCIAL SCIENCES CAPSTONE (3)

Cross-listed as [CRJ 411/PLS 411](#).

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.

PHY 202 ASTRONOMY (4)

An introductory course in astronomy. Lectures discuss sky cycles, astronomical tools, star evolution, galaxies, the solar system. Lab involves observation with naked eye, binoculars and telescopes. Three lectures, three hours of laboratory per week. The student must be flexible concerning lab time because observations are dependent upon weather and when the desired objects appear in the sky. Observations might be early evening, middle of the night or early morning. Prerequisites: one of the following: [PHY 105](#), [PHY 211](#), [CEM 121](#) or permission of the instructor. Offered alternate years.

PHY 203 EARTH SCIENCE (4)

A survey course in geology/earth-science with emphasis on interpreting environment-shaping processes in terms of physical and chemical properties. Three lectures, one two-hour lab per week. Prerequisites: [PHY 105](#), [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. Five lectures, two-hours of laboratory work per week. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 120](#); students who have not had high-school physics, calculus or [CEM 121](#) may wish to consult with the professor before attempting this course.

PHY 212 PHYSICS FOR SCIENCE AND ENGINEERING 2 (5)

The continuation of PHY 211. Five lectures, two-hours of laboratory work per week. Prerequisite: [PHY 211](#).

PHY 213 PHYSICS 2: MIDDLE CHILDHOOD EDUCATION (3)

A continuation of PHY 211 with presentation tailored for students seeking middle-childhood licensure with

science concentration. Prerequisite: [PHY 211](#).

PHY 299 SPECIAL TOPICS IN PHYSICS (credit varies)

By arrangement.

PHY 326 PHYSICAL CHEMISTRY 1 (5)

Cross-listed as [CEM 326](#).

PHY 327 PHYSICAL CHEMISTRY 2 (5)

Cross-listed as [CEM 327](#).

PHY 352 DIGITAL ELECTRONICS AND COMPUTERS (4)

Cross-listed as [CPS 352](#).

PHY 360 INSTRUMENTAL ANALYSIS (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 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.

PLS 251 AMERICAN POLITICAL PROCESS (3)

A study of the historical evolution of American political institutions. Appropriate attention is given to the theory of American federalism, constitutional safeguards, the political role of minorities and the contemporary challenges to democratic government.

PLS 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 411 Social Sciences Capstone (3)

Cross-listed as [CRJ 411/PHL 411](#).

PSY 110 INTRODUCTION TO PSYCHOLOGY (3)

An introduction to the study of behavior covering the many and varied areas of psychological inquiry, including "world views," methodology, biological contributions to behavior sensation, perception, learning, motivation, personality, abnormal and social psychology, among others.

PSY 214 CHILD AND ADOLESCENT PSYCHOLOGY (3)

An exploration of human psychological growth and development from conception through adolescence. Covers physical development, perceptual-cognitive and linguistic development, and social and moral development. Lecture and lab. Prerequisite: [PSY 110](#).

PSY 230 TESTS AND MEASUREMENTS (3)

An introduction to the study of psychological measurement and valuation. Individual and group tests in the areas of intelligence, achievement, aptitudes and personality are introduced. Test administration, scoring and interpretation are included. Prerequisites: [PSY 110](#).

PSY 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.

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](#).

PSY 310 PERSONALITY (3)

A survey of theory and research on the development and modification of personality characteristics. Lecture and lab. Prerequisites: [PSY 110](#) or permission of instructor, upper-division standing.

PSY 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 340 ABNORMAL PSYCHOLOGY (3)

The study of facts, theories and attitudes concerning abnormal behavior. Various ways in which individuals deviate from the norm in their thinking, feeling and behaving are discussed from the perspectives of psychologists' major theories of personality. Possible causes of abnormal behavior and approaches to treatment and prevention are also presented. Prerequisite: [PSY 110](#).

PSY 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 (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 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](#), good or excellent score on research proposal.

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 403](#) and senior status.

REL 100 INTRODUCTION TO BIBLICAL WORLDVIEW (3)

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

REL 110 PRINCIPLES OF CHRISTIAN EDUCATION (3)

Christian education in the context of the church congregation is the primary focus of this course. An overview of the history, theology, use of the Bible, learning models and settings of Christian education leads to a comprehensive case study by each student of one congregation's educational ministry. Designed for persons currently involved or those who may become involved in Christian education. Prerequisite: [REL 100](#). Offered alternate years.

REL 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.

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.

REL 250 INTRODUCTION TO OLD TESTAMENT (3)

An introduction to the literature of the Old Testament with emphasis on the primary text. Students read and analyze material from a broad spectrum of biblical texts in the effort to understand the main components of the biblical story and the nature of the literature in the Old Testament. The course emphasizes the ability to read and understand biblical text in a discerning way and to explore the text's potential for continuing to shape a modern world view. Prerequisite: [REL 100](#).

REL 252 INTRODUCTION TO NEW TESTAMENT (3)

An introduction to the literature of the New Testament with emphasis on the primary text. Students read and analyze material from a broad spectrum of biblical texts in the effort to understand the main components of the biblical story and the nature of the literature in the New Testament. The course emphasizes the ability to read and understand biblical text in a discerning way and to explore the text's potential for continuing to shape a modern world view. Prerequisite: [REL 100](#).

REL 273 CHRISTIAN THEOLOGY (3)

The course surveys central doctrines of the Christian faith and develops a few doctrines in more depth. Topics include the nature and work of Christ, the nature of the church, eschatology, religious authority and creation. Emphasis on particular topics may vary. The overall focus of the course is to present these doctrines both from the perspective of the church of the so-called Constantinian synthesis and from peace church perspectives. Prerequisite: [REL 100](#).

REL 274 CHRISTIAN ETHICS (3)

The first part of the course demonstrates how much of mainstream ethics reflects the church of the so-called Constantinian synthesis and then provides a peace church view of Christian ethics. The second part of the course applies this learning to the spectrum of issues that confront Christians in the modern world. Prerequisite: [REL 100](#).

REL 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](#).

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.

REL 311 JESUS (3)

An investigation of one area in the study of Jesus. Course content varies and is announced prior to registration. Areas of investigation include a discussion of the methodological problems involved in studying the historical Jesus and may concentrate on a theme such as: 1) a study of one of the Synoptic Gospels; 2) a study of the history of research on the historical Jesus in the 19th and 20th centuries; 3) Jesus images in literature; or 4) how Christology is treated in such specific theologies as black theology, feminist theology and womanist theology. May be repeated for credit with a different topic. Prerequisite: [REL 100](#).

REL 312 EXEGETICAL STUDIES (3)

An investigation of one particular book or selection of text in the Bible. Occasionally the focus is on ancient texts outside of the Bible that are of particular importance for understanding the origins and nature of Christian and/or Jewish faith. The focal areas include (but are not limited to) the Psalms, the prophets, women in the Old Testament, the Gospel of John, the letters of Paul, the book of Revelation and the Dead Sea Scrolls. The topics alternate and are announced prior to registration. May be repeated for credit with a different topic. Prerequisite: the appropriate introduction course ([REL 250](#) 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 the history of monasticism, the theology of Martin Luther, the theology of John Calvin, Radical Reformation, black theology, liberation theology, feminist theology, atonement theology. May be repeated for credit with different topic. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 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.

REL 325 SACRED AND CIVIL RELIGION IN AMERICA (3)

The course surveys developments in American religion from the earliest permanent settlements by Europeans to the present. Particular attention is given to those aspects of the American religious scene which have contributed to the evolution of Civil Religion. Examples of these phenomena might be the New England Theocracies, the Revolutionary War, the Benevolent Empire, the Civil War or the separation of church and state. Prerequisites: [REL 100](#), [REL 273](#) or permission of instructor.

REL 332 CHRISTIAN MISSIONS (3)

This course studies how God works in the world to bring about reign of God and transform human lives and how churches participate in that mission. Students survey major eras in the history of Christian missions, learn to recognize contemporary "types" of mission strategy and develop the biblical and theological basis of Christian mission. They examine how to share a message that truly is good news for people suffering violence and oppression, for people who want to protect their cultural and religious traditions from Western culture and for people in the increasingly pluralistic "post-Christian" West itself. The course makes regular use of case studies. Prerequisites: [REL 100](#), REL 220.

REL 334 FOUNDATIONS OF CHRISTIAN MINISTRY (3)

Addresses fundamental ministry issues on the personal and professional level, including one's call to ministry; the theological principles of ministry; the balance of priestly and prophetic roles in the ministry; and the character, integrity and ethics of the ministering person. The course examines identity issues, congregational systems theory and collegiality issues, both in terms of gender issues and working in multiple staff situations. Writing-enriched course. Prerequisites: [ENG 110](#) or [ENG 120](#) and [REL 100](#).

REL 336 DISCIPLING AND MENTORING (3)

Examines ways of encouraging and nurturing people in their faith development. Students analyze, critique and implement methods of discipleship and mentoring in both one-on-one and small group contexts. Course gives attention both to foundational/theoretical issues and practical issues. Prerequisite: [REL 100](#).

REL 340 RELIGIOUS COMMUNICATION (3)

Cross-listed as [COM 340](#).

REL 342 LEADERSHIP COMMUNICATION IN NONPROFIT ORGANIZATIONS (3)

Cross-listed as [COM 342](#).

REL 352 CONTEMPORARY STUDIES IN THEOLOGY AND ETHICS (3)

An investigation of one area of Christian theology or ethics. Topics vary and are announced prior to registration. While not limited to the following, topics might include particular focused studies (creation, atonement, intimacy and the body, digital culture), theological or ethical movements (black theology, feminist theology or ethics, environmental ethics) or studies of significant contemporary theologians (John Howard Yoder, Elisabeth Schussler Fiorenza, Gustavo Gutierrez). May be repeated for credit with different topic. Prerequisites: [REL 273](#) or [REL 274](#) and sophomore standing, or permission of the instructor. Offered alternate years.

REL 359 MENNONITE HISTORY AND THOUGHT (3)

Cross-listed as [HIS 359](#).

REL 362 YOUTH MINISTRY I: THEOLOGY AND PROGRAMMING (3)

This course explores the theological foundations of youth ministry and their implications for programming in the church. The specific approaches of various theological traditions to youth ministry are explored. Attention is

given to the development of adolescent spirituality and how an awareness of these characteristics affects the nature of the age-specific youth ministry approach. Prerequisite: [REL 100](#).

REL 364 YOUTH MINISTRY II: HISTORY AND PRAXIS (3)

This course takes a historical survey of the development of the concept of adolescence and subsequent progression of specific programs of youth ministry. The rise of the vocation of youth ministry is analyzed with its resulting praxis issues. The world of the adolescent is explored in its psychosocial and cultural realms. Prerequisite: [REL 100](#).

REL 385 PRACTICUM (3)

Students carry out an assignment in a church or other institution under the supervision of a minister or other director. Students meet with supervisor and teacher on a regular basis. May include readings and writing assignments as appropriate. For upper-level students.

REL 390 INDEPENDENT STUDY (3-5)

By arrangement.

REL 395 RELIGION SEMINAR (1)

Seminar serves as capstone to the religion department majors and minors and enables students to integrate the learning from prior religion courses. Each participant in the seminar makes a presentation to the seminar which depicts her or his religious world view in conversation with these learnings. Seminar presentations emphasize integration, synthesis and analytical thinking. Prerequisite: upper-level standing.

SED 220 CHILD AND ADOLESCENT DEVELOPMENT AND DIVERSITY (2)

This course is designed as a study of the characteristics, problems, promises and issues of adolescence and will focus on aspects of adolescent development and the possible special needs of adolescents that are particularly relevant to persons who will be professionally involved with both adolescents and their families. The course includes a survey of the physical, intellectual, social and emotional development of the typical adolescent and also provides a study of the unique needs and characteristics of adolescents who are at risk or who have disabilities. Students will have the opportunity to observe and interact with adolescents within middle and high school settings. Topics to be covered in this course: physical, intellectual, emotional and social development; becoming a change agent in the secondary classroom; collaboration and consultation; holistic programs; regular and special education programs in middle schools and high schools; diverse populations in middle/secondary schools; family-school partnerships; and sociocultural awareness. 15 field hours. Prerequisites: [EDU 200](#), [EDU 205](#).

SED 228 INTRODUCTION TO EDUCATION OF STUDENTS WITH MILD AND MODERATE EDUCATIONAL NEEDS (3)

This course is an introduction to the broad spectrum of abilities of students aged 3-21 with mild to moderate disabilities. A study of the history, definition, characteristics, assessment and services is covered as well as family, social and legal aspects. Numerous philosophical and practical perspectives are integrated into current practices of diagnosis and intervention as they relate to the specific needs of persons with disabilities in the community, school and world of work. Topics to be covered in this course: schools, society and achievement; special programs; labels and children with mild and moderate disabilities; cognitive and academic characteristics; social-emotional characteristics; individualizing instruction; services, curriculum and instruction; research-based and traditional approaches to teaching; inclusion and collaboration; early intervention and preschool intervention programs. 12 field hours. Prerequisites: [EDU 200](#) and [EDU 205](#).

SED 230 DIAGNOSIS AND EDUCATIONAL PLANNING FOR SPECIAL NEEDS CHILDREN (3)

This course focuses on information and practical experiences relating to assessment and remediation of children

with mild/moderate educational needs. Topics to be covered include formal and informal criterion-referenced assessment, individualized educational plans, multidisciplinary approaches, parental roles, report writing, collaboration. 20 clinical hours. Prerequisites: [SED 228](#), junior standing or consent of the instructor.

SED 235 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. 10 field hours. Prerequisite: [SED 228](#) and junior standing or consent of the instructor.

SED 344 INTERVENTION SPECIALIST CLASSROOM ORGANIZATION (2)

This course is designed to assist prospective intervention specialists in understanding teacher and student behaviors, discipline in the educational process and communication techniques as they apply to good classroom management. In addition, students will explore techniques for maximizing learning in a variety of classroom settings, building students' self-concepts and understanding the use and abuse of power. 45 field hours. Prerequisites: junior standing and all major requirements as listed in the professional preparation outline for early childhood. Course is taken during the semester of clinical practice.

SED 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 hour focused field experience 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. Attention will also be given to occupational orientation and transition planning. Candidates will develop knowledge and skills in designing lessons, classroom environments, community-based instruction and transition planning. Prerequisite: 10 Field Hours, [EDU 200](#), [EDU 205](#), [SED 228](#), [PSY 110](#).

SED 389 CURRENT ISSUES IN SPECIAL EDUCATION (1)

This course is designed to present current issues affecting the education of exceptional children. Students will examine such topics as contemporary research findings, community and governmental resources, current federal and state regulations, special education service delivery models and counseling/supporting parents of exceptional children. Prerequisite: [EDU 200](#) and [EDU 205](#).

SED 453 CLINICAL PRACTICE- IS (12)

Clinical practice provides supervised experiences in applying the principles and techniques learned in the professional courses to classroom situations under the guidance and direction of a cooperating teacher. Clinical Practitioners spend full days in their assigned public school setting for 12 weeks during the senior year. Credit/no credit.

SOC 152 INTRODUCTION TO SOCIOLOGY (3)

What sociologists do and how they think; the study of the interaction of individuals and groups with their physical and social environment; consideration of basic concepts, theories and major principles of explanation used by sociologists.

SOC 162 ANTHROPOLOGY (3)

The comparative study of culture and the development of human beings with an emphasis on primitive societies, past and present.

SOC 185 WOMEN IN SOCIETY (3)

This course examines the roles, status and contributions of women in social institutions including the family, work place, health system, politics, religion and education. While the course focuses on American society, international perspectives are introduced. The course utilizes guest speakers with expertise in appropriate areas. Examples of topics include the contemporary women's movement (1960-present), the roles of women in changing family structures, the "feminization of poverty," the impact of changing laws regarding domestic violence, the status of women in organized religion and special concerns of women of color. This course is also listed as [SWK 185](#).

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 ETHNIC RELATIONS (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](#).

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 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 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.

SOC 411 CAPSTONE SENIOR SEMINAR (4)

Summative experience for the sociology major including completion of the research project piloted in SOC 365 Seminar in Social Research, presentation of research findings, professional socialization, creating a resume, attending conference presentations, and shadowing/interviewing someone in the field.

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 301 SPANISH PROSE COMPOSITION (3)

Advanced composition with emphasis on syntax and style. Achievement of a high level of oral and written fluency. Analysis and discussion of contemporary texts of Hispanic prose. May be repeated for credit whenever literature content and course objectives are different. Writing-enriched course; Prerequisites: [ENG 110](#) or [ENG 120](#) and [SPA 225](#) or consent of instructor.

SPA 302 SPANISH PENINSULAR CULTURE AND CIVILIZATION (3)

Lectures, readings and discussions on Spanish history, philosophy, religion, education, music, architecture, science. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 303 LATIN AMERICAN CULTURE AND CIVILIZATION (3)

Lectures, readings and discussions on Latin American history, philosophy, religion, education, music, architecture, science and pre-Colombian cultures. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 306 ADVANCED GRAMMAR REVIEW (3)

Conversation, readings, and a review or, in many cases, relearning of specific areas of grammar. The texts will provide the students with a means to understand very difficult conceptual distinctions between English and Spanish and, when there is no graspable concept involved, to learn particular differences between the two. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 311 SURVEY OF PENINSULAR SPANISH LITERATURE (3)

A survey course designed to acquaint the student with the most important works of Peninsular Spanish literature. Analysis and discussion of major works from medieval period to the present. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 312 SURVEY OF SPANISH AMERICAN LITERATURE (3)

A survey course designed to acquaint the student with the most important works of Spanish American literature from the colonial period to the present. Prerequisite: [SPA 225](#) or consent of instructor.

SPA 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 clinical practice 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 professional endeavor and the service programs and policies of formally organized agencies and institutions in which social workers work. Looks at the history, purpose, values, methods and structure of the profession. A variety of practice settings and social problem issues of concern are examined. Students are challenged to examine their own value commitment to working with people and striving for social reform, whether as a social work professional or public citizen. Includes a 15-clock-hour community service learning experience in a social service agency.

SWK 141 UNDERSTANDING SOCIAL WELFARE (3)

This course introduces students to the institutional systems developed in the United States and world wide to meet human needs. The course includes a historical survey of the development of social welfare and examination of society's response to major social issues such as poverty and discrimination. The relationship between societal values and social welfare policies is examined as well as current trends likely to affect the future of social welfare, such as the globalization of corporations and the growth of consumerism.

SWK 185 WOMEN IN SOCIETY: CONTEMPORARY ISSUES (3)

This course examines the roles, status and contributions of women in social institutions including the family, work place, health system, politics, religion and education. While the course focuses on American society, international perspectives are introduced. The course utilizes guest speakers with expertise in appropriate areas. Examples of topics include the contemporary women's movement (1960-present), the roles of women in changing family structures, the "feminization of poverty," the impact of changing laws regarding domestic violence, the status of women in organized religion and special concerns of women of color. This course is also listed as [SOC 185](#). This course is the core course in the Women's Studies minor.

SWK 240 INTERVIEWING: 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.

SWK 263 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT 1 (3)

This course focuses on the developmental tasks of the individual through the life cycle from infancy through old age. The influence of the family and other primary groups is examined. Variety and diversity of human experience is explored in context of cultural expectations, values and social change.

SWK 264 HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT 2 (3)

This course focuses on the interactional effects of social institutions, diverse groups and individuals. The

community as the milieu in which individuals, families and groups function is examined from an ecological perspective. The implications of this knowledge for social work practice are examined.

SWK 280 CHILD WELFARE SERVICES (3)

A survey of the child welfare field, examining the range of in-home, foster-care and institutional services, along with related policy issues. Looks at the various organizations and their structures and procedures concerned with child welfare issues, including the legal system. Issues of state regulation for protecting children will be studied as well as approaches to child advocacy. This course is to serve social work majors exploring their interests in the field and for non-majors whose careers will have them relating to the child welfare system.

SWK 301 SOCIAL WORK PRACTICE 1: MICRO (3)

This first course in the social work practice sequence presents a generalist model for the sequence. The emphasis is on developing skills in the use of communication techniques including interviewing, individual and family needs assessments, developing and implementing service plans, identification of formal and informal resources and beginning practice evaluation. Prerequisites: [SWK 263](#) and [SWK 264](#).

SWK 302 SOCIAL WORK PRACTICE 2: MEZZO (3)

Introduces theory of group dynamics including communication, group formation, member roles and group functions. Develops skill in the use of small group technique for personal, small group and environmental change.

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](#). Corequisite: [SWK 404](#).

SWK 404 FIELD WORK SEMINAR (1)

A weekly seminar concurrent with field work to facilitate integration of theory with practice. Corequisite: [SWK 401](#).

SWK 405 SOCIAL WORK SEMINAR (3)

This course completes the social work practice sequence and the social work curriculum and marks a shift from programmed learning to self-directed learning. Students engage in research to acquaint themselves with a selected field of practice. Emphasis is on ethical issues and decision-making in practice, as well as some of the broad issues in social work and professional life. It provides an opportunity for students to integrate their learning and bridge the gap from classroom to job or graduate school. Prerequisite: senior status.

TEC 102 Using Microcomputers 2 (2)

Designed to provide familiarity with data processing using microcomputers in a hands-on environment. Coverage includes spreadsheet software and database software.

TEC 105 Web Applications (3)

This course is an introduction to web page development using existing standards and web applications such as XHTML and CSS. Basic coding concepts, organization of files, page design, computer ethics and work with common web media types will be stressed.

TEC 150 Web Animation (3)

This course is an introduction to animation applications used in web page development using existing standards and web applications. Basic design and interface concepts will be stressed. Topics covered in course: animation concepts, design elements, elements of interface, intro level scripting.

TEC 200 Scripting Languages (3)

A study of the basic concepts of scripting languages, their history and development, and their uses as they relate to web-based applications and e-business. Students learn to build and use simple scripts to run within various applications with an emphasis on JavaScript within HTML and ActionScript within Flash. Prerequisites: [TEC 105](#) or permission of instructor.

TEC 250 Web Animation 2-Scripting and Integration (3)

This course is a continuation of [TEC 150](#) with an emphasis on scripting applied within web-based animation applications such as Flash, using ActionScript. The course will also introduce other applications used in script-based web applications such as PHP. Topics covered in course: scripting concepts, object-oriented programming concepts, intermediate level scripting and interaction of multiple applications in web design.

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](#) or [TEC 250](#) or [TEC 200](#).

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.

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](#), junior standing or permission of instructor. Offered every third year.

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.

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. *This course qualifies as a Fine Arts course in the General Education program.

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 qualifies as a Fine Arts course in the General Education program. This course may be taken as part of the Peace and Conflict Studies minor.

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 ORAL INTERPRETATION (3)

Offers practice in the art of reading aloud. The course is designed to develop understanding of literature and the ability to share this insight with listeners. It also gives students an opportunity to plan an oral reading. *This course qualifies as a Fine Arts course in the General Education program.

THE 258 ACTING (3)

Introduces the theory and technique of acting. Students participate in the use of the voice and body in short scenes from plays.

THE 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.

Organizational management

The Bluffton cohort-based organizational management program (BCOMP) is an intensive, accelerated degree-completion program for adults, which provides students with knowledge and skills in management. In this program, qualified students currently working in business, industry, health and public service sectors can complete their course work in as few as four 18-week semesters.

[More info...](#)

Objectives

- to prepare students for managerial-level positions;
- to enhance the skills of students currently holding managerial positions;
- to enable students to capitalize on their work and [life experience](#); and
- to help working adults finish their degree through a program that is convenient, structured and tailored to meet their needs.

Features

- curriculum designed to apply current principles of [adult learning](#);
- utilization of students experiences and skills learned on the job;
- a current, integrative, comprehensive approach to management;
- team-based research project;
- one four-hour class session per week; and
- classes of 15-20 people remaining together throughout the program.

Special [admission requirements](#)

Admission requirements address the applicant's ability to perform well in a demanding academic environment, [to apply](#) classroom learning in an appropriate work setting and to contribute to the classroom experiences. The following criteria must be met:

- applicants must have at least 60 semester or 90 quarter hours of transferable college work;
- applicants must be at least 23 years of age;
- applicants must be regularly employed or actively involved in an organization; and
- applicants must demonstrate minimum proficiency in writing skills.

Probation and Suspension Policies

Probation

Any time after receiving grades in a minimum of two courses at Bluffton University that a student's cumulative grade-point average falls below 2.0, the student is placed on academic probation until the cumulative grade-point average reaches 2.0.

Suspension or Dismissal

Students who have been placed on probation will be monitored after each course. If the cumulative GPA remains under 2.0, the student will be subject to academic suspension and unable to continue in the program for one semester. At the end of each semester, the academic performance of all students will be reviewed. Students who have been suspended must [apply for](#) readmission.

Bluffton University reserves the right to suspend or dismiss any student at any time, when in the judgment of the university authorities, the student has grossly neglected his studies or has been guilty of serious misconduct. A student suspended may apply for readmission after the semester of suspension is complete. A second suspension shall be considered a dismissal and readmission is not possible. A student suspended or dismissed receives no credit for work done during the semester in which the action is taken.

Major

(42 hours)

[*OMP 224 Perceiving the Arts in the World Around Us](#) (3)

[*OMP 226 Humanities: Continuity and Change](#) (3)

[OMP 301 Group and Organizational Behavior](#) (3)

[OMP 303 Organizational Theory and Design](#) (3)

[OMP 304 Principles of Management and Leadership](#) (3)

[OMP 305 Research and Statistical Methods](#) (3)

[OMP 306 Business Communication](#) (3)

[OMP 308 Management Control Systems](#) (3)

[OMP 406 Human Resource Management](#) (3)

[OMP 407 Faith and Community](#) (3)

[OMP 409 Personal Values and Business Ethics](#) (3)

[OMP 410 Living in the Global Community](#) (3)

[OMP 412 Independent Research Project](#) (3)

[OMP 413 Leadership in Nonprofit Organizations](#) (3)

[OMP 414 Entrepreneurship](#) (3)

[OMP 222 Modernity, the Individual & the Common Good](#) (3)

Liberal arts and sciences core program

The liberal arts and sciences requirements listed below must be met to graduate. This can be done through course work at Bluffton, transfer credit, DSST, CLEP or academic credit by examination. An advisor will work with you to determine the best option. The completion of English composition is required before beginning BCOMP. It is recommended, but not required, that the remaining liberal arts and sciences core be completed before beginning the program as well.

	semester hours
English composition	3
*Humanities	3
*Fine arts appreciation (art, music or theatre)	3
Natural science (must be in two areas of science, one must be a lab course)	6

Other objectives of the Bluffton liberal arts and sciences core program, including studies in religion and theology, cross-cultural experience, the social sciences and humanities are met through the organizational management sequence of courses.

Courses

OMP 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.

OMP 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.

OMP 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.

OMP 301 Group and Organizational Behavior (3)

A study of group behavior in the context of the larger organization. Emphasis is placed on understanding the impact of various internal processes and the broader organization environment on the outcome of the group work.

OMP 303 Organizational Theory and Design (3)

An examination of the formal and informal functions of organizations and problem solving within an organization, using a systems model.

OMP 304 Principles of Management and Leadership (3)

Students examine motivational theory and its application to individual and group functioning in work situations. Leadership styles related to particular circumstances are analyzed. Negotiation is studied through reading and class practice with an analysis of the effect on productivity.

OMP 305 Research and Statistical Methods (3)

Research design and data analysis techniques are presented. Application of empirical methods for the research project are covered.

OMP 306 Business Communication (3)

An introduction to the communication process with special attention given to building skills in listening, verbal and nonverbal communication, public speaking and written expression.

OMP 308 Management Control Systems (3)

The primary objective of this course is an understanding of managerial accounting concepts and the way in which they impact the organization. Throughout the course, a simulated business will be used to illustrate these concepts and formulate an application of the material.

OMP 406 Human Resource Management (3)

An exploration of policies and practices regarding recruitment, selection, training and development of employees including EEO and OSHA legislation.

OMP 407 Faith and Community (3)

The role of the Christian community in developing moral values and assisting in the decision-making process will be explored. Students learn to identify the historical and biblical roots of faith, articulate the claims of faith and analyze the role of faith in their lives.

OMP 409 Personal Values and Business Ethics (3)

A course designed to explore the intricacies of business and personal ethics through the study of the basic philosophical theories of ethics. Theories are applied to current case studies of business and personal ethics situations.

OMP 410 Living in the Global Community (3)

An interdisciplinary examination of issues concerning the economic, environmental and social sustainability of the global community. The aim of this course is to help students relate their own lives and actions and those of their organization to the global context and understand some implications of their global citizenship.

OMP 412 Independent Research Project (3)

Students combine research with practical implementation of theories and concepts and develop either a team or individual project. Students will be encouraged to work in teams focusing on service learning projects; however, an individual project focusing on a student's workplace may also be acceptable. The project will empirically examine a problem in a community-based organization or within a student's place of employment. Library research methods and resources are introduced to assist students in the development of this project. The team of students, or individual student, will present the results of their project in oral and written form in class and to the community-based organization where service learning occurred or to their employer.

OMP 413 Leadership in Nonprofit Organizations (3)

The course provides an overview of the growing nonprofit sector in American society and introduces the student to unique governance, accounting and management issues associated with the nonprofit sector.

OMP 414 Entrepreneurship (3)

Entrepreneurship brings together, examines and develops the knowledge required to successfully organize, create and manage a business endeavor. The student will explore the feasibility of an idea through the use of a business plan with measured results.

Health care management

Adults working in a health care profession can expand their knowledge and [career](#) opportunities by completing a bachelor's degree in Health Care Management.

- Classes one night a week
- Degree completion in as few as four semesters

- Individualized academic advising throughout the program
- "One-stop" customer service with many administrative details such as registration handled in the classroom, and textbooks and materials mailed to your home.

Our two-year accelerated degree program is designed to meet the needs of working adults who have earned an associate degree in an allied health program. Students will build upon the foundation of their existing education and experience with courses in business management and communication, plus specialized courses in health care [financial](#) management, personal and medical ethics, wellness concepts in health care, comparative health care systems and issues in health care.

- **Objectives**

- Prepare students for managerial-level positions in health care related organizations;
- Enhance the skills of students currently holding managerial positions;
- Build on existing technical skills, experience and certification in an allied health field;
- Enable students to apply their work and life experience in a classroom;
- Help working adults finish their degree through a program that is conveniently structured to meet their needs.

Features

- One four-hour class session per week; and cohorts of 12-16 people remaining together throughout the program.
- Curriculum designed to apply current principles of [adult learning](#);
- Utilization of students experiences and skills learned in the health care field in their coursework;
- Current, integrative, comprehensive approach to management and health care.

Special [admission requirements](#)

Admission requirements address the applicant s ability to perform well in a demanding academic environment, [to apply](#) classroom learning in an appropriate work setting and to contribute to the classroom experiences. The following criteria must be met:

- applicants must have at least 60 semester or 90 quarter hours of transferable college work;
- applicants must be at least 23 years of age;
- applicants must be regularly employed or actively involved in an organization; and
- applicants must demonstrate minimum proficiency in writing skills.

Probation and Suspension Policies

- **Probation**
- Any time after receiving grades in a minimum of two courses at Bluffton University that a student's cumulative grade-point average falls below 2.0, the student is placed on academic probation until the cumulative grade-point average reaches 2.0.
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- **Suspension or Dismissal**

- Students who have been placed on probation will be monitored after each course. If the cumulative GPA remains under 2.0, the student will be subject to academic suspension and unable to continue in the program for one semester. At the end of each semester, the academic performance of all students will be reviewed. Students who have been suspended must [apply for](#) readmission.

Bluffton University reserves the right to suspend or dismiss any student at any time, when in the judgment of the university authorities, the student has grossly neglected his studies or has been guilty of serious misconduct. A student suspended may apply for readmission after the semester of suspension is complete. A second suspension shall be considered a dismissal and readmission is not possible. A student suspended or dismissed receives no credit for work done during the semester in which the action is taken.

[More information >>>](#)

Major

(42 hours)

[*HCM224 Perceiving the Arts in the World Around Us](#) (3)

[*HCM226 Humanities: Continuity and Change](#) (3)

[HCM 301 Group and Organizational Behavior](#) (3)

[HCM 303 Organizational Theory and Design](#) (3)

[HCM 304 Principles of Management and Leadership](#) (3)

[HCM 305 Research and Statistical Methods](#) (3)

[HCM 306 Business Communication](#) (3)

[HCM 415 Health Care Financial Management](#) (3)

[HCM 406 Human Resource Management](#) (3)

[HCM 407 Faith and Community](#) (3)

[HCM 307 Personal and Medical Ethics](#) (3)

[HCM 410 Living in the Global Community](#) (3)

[HCM 309 Wellness Concepts in Health Care](#) (3)

[HCM 310 Comparative Health Care Systems](#) (3)

[HCM 416 Issues in Health Care](#) (3)

[HCM 222 Modernity, the Individual & the Common Good](#) (3)

Liberal arts and sciences core program

The liberal arts and sciences requirements listed below must be met to graduate. This can be done through course work at Bluffton, transfer credit, DSST, CLEP or academic credit by examination. An advisor will work with you to determine the best option. The completion of English composition is required before beginning a degree completion program. It is recommended, but not required, that the remaining liberal arts and sciences core be completed before beginning the program as well.

	semester hours
English composition	3
*Humanities	3
*Fine arts appreciation (art, music or theatre)	3
Natural science (must be in two areas of science, one must be a lab course)	6

Other objectives of the Bluffton liberal arts and sciences core program, including studies in religion and theology, cross-cultural experience, the social sciences and humanities are met through the organizational management sequence of courses.

Courses

HCM 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.

HCM 303 Organizational Theory and Design (3)

An examination of the formal and informal functions of organizations and problem solving within an organization, using a systems model.

HCM 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.

HCM 305 Research and Statistical Methods (3)

Research design and data analysis techniques are presented. Application of empirical methods for the research project is covered.

HCM 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.

HCM 307 Personal and Medical Ethics (3)

This course offers an introduction to moral theory and historical and contemporary developments in medical ethics. It emphasizes practices of good care in relation to legal and philosophical issues in health care ethics.

HCM 309 Wellness Concepts in Health Care (3)

This course introduces students to the central ideas of health and wellness in society, with particular emphasis on disease prevention and health promotion, and how these ideas are impacting the delivery of healthcare in clinical settings. The course will explore how information technology is transforming patients from passive recipients to active participants, and will include activities to raise student awareness of their own well being targeting key areas of health.

HCM 310 Comparative Health Care Systems (3)

Understanding different kinds of health care institutions and policies in the US and abroad and how these institutions developed. There are inherent tradeoffs in health care policies and different institutions have different strengths and weaknesses.

HCM 406 Human Resource Management (3)

An exploration of policies and practices regarding recruitment, selection, training and development of employees including EEO and OSHA legislation. The course will also examine current federal and state employment law.

HCM 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.

HCM 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.

HCM 415 Health Care Financial Management (3)

This course introduces students to the fundamentals of health care financial management, with an emphasis on understanding institution-specific documents.

HCM 416 Issues in Health Care (3)

This is an issues course and as such the specific focus will change from time to time. The current version focuses on the issues and tasks related to the creation of the electronic medical record. Future courses could focus on topics such as national health insurance, nonprofit/ for profit delivery systems, health outcomes inequality, end-of-life decision-making.

Humanities & Fine Arts

HCM 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.

HCM 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.

HCM 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.

Graduate studies

Bluffton University offers graduate studies in

- [Education](#)
- [Business administration \(MBA\)](#)
- [Collaborative MBA](#)
- [Organizational management \(MAOM\)](#)
- [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), 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; 312-263-0456).

Education graduate programs

Designed for early, middle and secondary teachers, the [graduate programs](#) in education offer students fresh perspectives on teaching and learning. Through personalized courses of study, students strengthen their classroom teaching, expand their knowledge of relevant content areas and experience dynamic professional growth.

The [graduate education](#) program at Bluffton University is composed of four possible programs: curriculum and instruction , intervention specialist (K-12 mild/moderate educational needs), reading endorsement and leadership endorsement.

[More info...](#)

Program characteristics

The graduate programs in education courses enjoy these unique characteristics:

- Grounded in the historic peace church tradition of Bluffton University, instructors assist students to investigate issues of peace and justice.
- Involvement with The Lion and Lamb Peace Arts Center fosters a deeper appreciation of the arts and literature.
- A liberal arts core with specialized content area electives expands and strengthens classroom teaching.
- Students undertake classroom-relevant research projects.
- Both content and methodology receive substantial attention.
- Students can [complete](#) Ohio Department of Education credential programs to expand their teaching opportunities.
- Coursework delivered in multiple modes, including traditional classroom, hybrid or online.

Program options

Curriculum and Instruction

(15 semester hours)

[SED 600 Students with Disabilities in a Diverse Society](#) (3)

[EDU 628 Educational Collaboration and Consultation](#) (3)

[EDU 635 Nurturing Respectful Classrooms](#) (3)

[EDU 655 Instructional Design](#) (3)

[EDU 627 Curriculum and Instruction](#) (3)

Intervention Specialist License (K-12)

(23 semester hours)

This is an initial licensure program and is not appropriate for teachers who already hold a current K-12 Mild/Moderate Education Needs License.

Prerequisites:

Introduction to Students with Disabilities

[PSY 110 Introduction to Psychology](#) (3)

Required Courses:

[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.

Reading endorsement

Bluffton University's graduate programs in education offers all courses for the reading endorsement on-line. Candidates for the endorsement may take [classes in](#) the fall, spring and/or summer sessions.

The K-12 Ohio Reading Endorsement provides teachers with knowledge and skills to identify the reading needs of students and [apply](#) knowledge for instructional decision making. The endorsement fulfills the requirements for teacher qualification under the 3rd [Grade Reading](#) Guarantee.

Prerequisites:

ECE/IS/MC majors—12 credit undergraduate reading core including 3 credits in Phonics

AYA/Multiage—9 credits of undergraduate/graduate reading including 3 credits of phonics

Required Courses:

[EDU 285 Phonics and Word Identification](#) (3) (bring in from undergraduate work)

[EDU 627 Curriculum and Instruction: Reading & 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 & Evaluation](#) (3)

Field requirement:

ODE/OBR requires 100 hours of field work across the grade bands. Bluffton embeds field hours into the coursework.

Additional requirements:

Passing scores on OEA Reading - Subtests I (038) and II (039).

Leadership Endorsement

Veteran teachers may earn the credential to move to the highest level of licensure in the state system and become building leaders in instructional design and curriculum development. This endorsement is a result of the new configuration of teacher licensure options introduced in fall 2011.

It is not designed for teachers to become administrators, rather, it is for those teachers who have experiences in classroom teaching and want to add to their credentials for curricular design and implementation. The prerequisite for the Leadership Endorsement is an earned master's degree.

Required Courses:

[EDU 761 Instructional Leadership](#) (3)

[EDU 762 Evidence Based Practices](#) (3)

[EDU 764 Advanced Practicum](#) (3)

Education courses

EDU 511 Learning the Language of Community (1)

An overview of key concepts critical to successful operation within the Mennonite Anabaptist community will be presented including an introduction to the people, the organizations and the vision of the church. Three key questions will be examined: What is the ethics base for Mennonite Education? What is discipleship within the Mennonite Anabaptist community? What do you believe and model about truth seeking?

EDU 512 Understanding the Roots of Community (1)

This course explores the theology and history of the Anabaptist movement, inviting students to articulate the significance of this movement for themselves as person and teacher. Who are the Anabaptists? Where do they come from? What is the story? What do Anabaptists believe? How do I fit into or respond to this story?

EDU 513 Building Caring Communities (1)

This course will explore the essential components of a vibrant diverse community with attention to service, conflict transformation, respect, simplicity and social justice.

EDU 514 Shaping a Community of Learners (1)

Personal values and beliefs form the integrity of the teachers soul and ultimately the learning environment. Teachers will be asked to reflect on their spiritual journey, to craft a personal mission statement for teaching, and to integrate faith seamlessly into their classroom instruction. Faith development for children and youth will inform teaching practice that is content and grade specific. Pedagogical methods will be introduced and/or reviewed for their congruence with Anabaptist Mennonite faith and practice.

EDU 520 Inquiry-Based Science Instruction (3)

Focuses on a particular strategy for teaching science. Classroom time is spent in the laboratory using an activity-based approach which includes experiments, small group interactions, and dialogues with the instructor. Content is used as a vehicle to illustrate the activity-centered, inquiry-based approach to teaching science. Topics change so that the course may be repeated. Offered alternate years.

EDU 525 Discovery and Modeling in the Mathematics Classroom (3)

Contains two major segments of mathematical activity suggested by the Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics. One segment emphasizes the discovery-conjecture-proof theme in elementary mathematics learning and teaching. For the second segment, content is chosen from the areas of geometry, arithmetic, problem solving, and functions. Topics change so that the course may be repeated. Offered alternate years.

EDU 540 The World of Literature (3)

Designed for practicing teachers who are interested in integrating children s and adolescent literature across the curriculum. Students read and review fiction and/or non-fiction children s and adolescent books, work as a class on the creation of a book review journal, and develop materials for integrating literature from social studies across the curriculum. Picture books through novels are read, with art as well as text explored. Students uncover and investigate themes that surface again and again throughout history. Topics change so that the course may be repeated.

EDU 590 Independent Study (3)

Permits students opportunities to investigate areas of interest in greater depth. Students apply for approval from the director of the GPE program by completing an independent study form.

EDU 602 The Social Studies (3)

This course develops knowledge and skills necessary to provide instruction based on national social studies standards and state curriculum models for students in the elementary grades, with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate content relevant to students lives, honor individual differences, and teach basic skills of inquiry and communication, including the application of educational technology.

EDU 624 Reading and Writing Foundations (3)

This course provides candidates knowledge of the foundations of reading and writing processes and instruction and meets Standard One: Foundational Knowledge and Dispositions for the Literacy Specialist Endorsement.

EDU 626 Internship: Literacy Specialist (2)

The internship is the culminating activity supporting and integrating the accomplishment of Standards One--Six. The internship includes a school-based practicum in a professional development activity supporting colleagues in the continuous improvement of literacy curriculum, instruction, and assessment, including diagnostic reading/writing and clinical experiences. Prerequisite: All coursework for the endorsement.

EDU 627 Curriculum and Instruction: Reading and Writing (3)

This course provides candidates knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. This course meets Standard Two: Curriculum, Instructional Strategies, and Materials for the Literacy Specialist Endorsement and Standard Four: Creating a Literate Environment. 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 635 Nurturing Respectful Classrooms (3)

This course, part of the Instructional Leadership concentration, provides students research and practical application to a student centered classroom management approach using theories and techniques of conflict resolution. The course focuses on developing a model of classroom management that embraces a philosophy of discipline with dignity, including an understanding of peer mediation. Students will also be expected to attend training sessions on mediation.

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 in Education (3)

Introduces research terminology, methods, purposes, and procedures. Specific attention is devoted to appropriate measurement concepts, quantitative and qualitative data collection techniques, and statistical and qualitative data analysis methods. Formal methods for writing research reports in APA style and the critical

evaluation of research are discussed. By the conclusion of the course, each student proposes a plan of research for investigating a problem meaningful to classroom teachers. The proposal becomes a permanent part of the student's file.

EDU 655 Instructional Design (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 660 Classroom Assessment and Application (3)

Enhances students knowledge of tests and measurements for practicing classroom teachers and satisfies the Standards for Teacher Competence in Educational Assessment stipulated by the National Council of Assessment of the National Education Association and the American Federation of Teachers. Students become skilled in choosing, developing, administering, scoring and interpreting external and teacher-produced assessment methods. Emphasis is placed on developing skilled applications of principles and procedures.

EDU 665 Advanced Reading Assessment, Diagnosis, and Evaluation (3)

This course 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 680 The Historical and Philosophical Basis of American Education (3)

Acquaints students with the cultural, historical, and philosophical bases of education. Each year the course focuses on a particular theme or a selected area of investigation. Offered alternate years.

EDU 695 Teachers as Action Researchers (3)

A continuation of research methods where students complete the approved research project developed in [EDU 650](#). Final projects are presented to the Bluffton University community in an Action Research Symposium. The final project becomes a permanent part of the student's file.

EDU 761 Instructional Leadership (3)

This course will offer Teacher Leaders the chance to examine their own leadership styles and beliefs, while learning more about leadership in general, and school leadership, specifically. The culmination will be the use of developed skills and knowledge put to use as a team in developing real solutions to real world issues in schools.

EDU 762 Evidence Based Practices (3)

This course of study in instructional leadership will introduce Teacher Leader candidates to the research on, application of and assessment of quality instruction. Consequently, as Teacher Leader candidates study and apply frameworks for quality teaching that lead to student learning, each will demonstrate proficiency in recognizing, modeling and assessing quality instructional practices with colleagues.

EDU 764 Advanced Practicum (3)

This course focuses on demonstrating the knowledge, skills and dispositions necessary for Teacher Leaders in school settings and to provide high levels of effective mentoring focused on improving teaching practices and learning for all students.

Special education courses

SED 600 Students with Disabilities in a Diverse Society (3)

This course is designed to enable educators to place students with exceptional learning needs (ELN) in the context of a diverse society. Prerequisites: Undergraduate or graduate level course in Introduction to Students with Disabilities (determined by transcript review).

SED 601 Instructional Strategies: Young Children with M/M Educational Needs (2)

This course is designed to develop educator competency, to analyze the young learner (ages 3-8) with exceptional learning needs (ELN), and to plan the least restrictive environment for the young child with ELN. Skills focus on designing, implementing and evaluating appropriate educational interventions in the areas of language, math, reading, social studies, science, the arts and movement. Fifteen field hours in an inclusive early childhood setting are required. Prerequisite: [SED 600](#).

SED 602 Instructional Strategies: Young Adolescents with M/M Educational Needs (2)

This course is designed to develop educator competency, to analyze the young adolescent and AYA learner with exceptional learning needs (ELN), and to plan the least restrictive environment for the learner with ELN. Skills focus on designing, implementing, and evaluating appropriate educational interventions in the areas of language, math, reading, social studies, science, the arts and movement that are age and ability appropriate. Field experiences in a middle school and high school setting are required (21 hours total). Prerequisite: [SED 600](#).

SED 603 Advanced Classroom Organization: Intervention Specialist (3)

This course is designed as an advanced course to assist prospective intervention specialists in understanding student and teacher behaviors as they apply to good classroom organization. Students explore techniques for maximizing learning in a variety of classroom settings, building students self concepts, and understanding the use and abuse of power. The focus is on building communities of respect that nurture and support high levels of student learning. Prerequisite: [SED 600](#).

SED 604 Advanced Diagnosis and Educational Planning (3)

This course is designed as an advanced course and focuses on information and practical experiences relating to assessment and the development of academic and social planning for the learning of individuals with ELN. Fifteen hours of field experience required. Prerequisite: [SED 600](#).

SED 605 Reading and Language Arts for Diverse Learners (3)

This course focuses on speech and language acquisition of the typically and atypically developing child. It also presents an overview of various disorders and their effects on receptive and expressive language functions and learning. Ten hours of field experience required. Prerequisite: [SED 600](#).

SED 606 Issues in Special Education (3)

This course is designed to present current issues affecting the education of individuals with ELN. Students examine contemporary research, current federal and state regulations, and special education service delivery models. Students also reflect upon their role as a professional educator and life-long learner and how to access on-going professional development. Prerequisite: [SED 600](#).

SED 607 Collaboration (3)

This course prepares the prospective special educator to work effectively with individuals with ELN, families, school and community personnel, and general educators to develop and implement individualized programs. Communication skills, methods to access support services, and team processes are covered with special emphasis on respect when working with individuals from differing cultural, socio-economic, and educational backgrounds. Prerequisite: [SED 600](#).

SED 608 Practicum: Intervention Specialist (3)

This practicum provides supervised experiences in applying the principles techniques learned in the professional courses to actual classroom situations under the guidance and direction of a cooperating teacher. Practicum students spend full days in their assigned classroom for 10 weeks. Prerequisite: All courses in the intervention specialist program.

Admissions process

The following are the criteria for admission to the GPE program:

- Completed application materials.
- A bachelor's degree from an accredited institution.
- A 3.0 grade point average (on a 4.0 scale) in the last half of the bachelor's degree program.
- Satisfactory letters of recommendation.
- A satisfactory interview with the director of the GPE program (or a designee).
- Approval for admission by the GPE committee.

Applicants should submit the following materials to the director of the GPE program:

- Official transcripts from all previous college work.
- Two letters of recommendation from academic and/or professional references.
- An application (including a signed statement relative to the standards of campus conduct).
- A statement of personal and professional goals, relative to the degree being sought.
- A copy of current teaching license/ certificate and / or evidence of teaching experience.
- Praxis I scores (Reading 173, Math 172, Writing 172) or a comparable assessment of basic skills are required for the intervention specialist concentration and the endorsement programs. The graduate faculty advisor will discuss the need for taking the Praxis I with applicants during the informational and advising meeting.
- A nonrefundable application fee of \$25.

Conditional admission

When an applicant fails to meet the regular admission requirements and there is cause for significant concern about the student's success in the program, the GPE faculty committee (or the director/designee and a subgroup of two GPE committee members during the summer) may choose to grant conditional admission to that applicant. A conditionally admitted student who fails to achieve a GPA of 3.0 during the first nine hours will be placed on academic suspension. At this point the regular suspension procedures apply.

Special student status

Special student status may be granted to applicants to permit them to complete nine semester hours of

coursework prior to regular admission to the GPE program. During the first nine semester hours, special students must demonstrate an ability to maintain a 3.0 grade point average (on a 4.0 scale) to be considered for regular admission.

As space allows, special student status also may be granted to non-degree-seeking students who hold a bachelor's degree. Applicants should complete special student status forms as a part of the application process.

The GPE program is designed for classroom teachers with experience. As space allows, however, a limited number of teachers without classroom experience may be admitted to the program.

Transfer of graduate credit

If completed within five years of the application date, up to six semester hours (or nine quarter hours) of graduate credit may be transferred to the GPE program from another accredited institution. Credits transferred must be approved by a relevant GPE instructor (for core courses) or the director of the GPE program (for elective courses). Workshop credits are not transferable.

International students

International applicants are expected to have a minimum score of 565 on the TOEFL exam. This requirement can be waived at the discretion of the director and/or the admissions committee of the GPE, provided satisfactory English proficiency on an alternative evaluative measure can be demonstrated. In addition, all foreign language documents accompanying the application must include notarized translations.

Tuition and fees

The university reviews tuition and fees annually.

Application fee (non-refundable and waived for applicants who previously attended Bluffton University)	\$25
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Tuition per semester hour	\$415
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Technology Fee (per semester for 3 hours or more)	\$100
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SED 608 Clinical Experience Fee	\$100
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Cost of books will depend on the course taken.

Graduate programs in business

Bluffton University offers two [graduate programs](#) in business. The master of business administration (MBA) and the master of arts in organizational management (MAOM) share a common core of courses that are taken by both MBA and MAOM students. Each program also has program specific courses that are taken only by MBA or MAOM students.

Within the MBA program, students choose a concentration in health care management or sport management (additional concentrations in leadership, accounting and financial management, or production & operations management will be available beginning in Fall 2015). All students take the same courses during the first year

of the two-year program. Except when noted otherwise, [admissions](#) policies and academic procedures are identical for both programs.

Master of Business Administration (MBA)

Organizations today seek leaders who offer creative approaches to problems, respect diversity and embrace change. The MBA program prepares graduate students for enhanced roles in their organizations and the larger society. MBA students examine carefully the roles organizations play in an era of rapid and global change. In the process, students increase their capacity for use of quantitative concepts and tools in productive and strategic managing. Grounded in the historic peace church tradition of Bluffton University, the MBA program assists students to develop and nurture healthy organizations and a just society.

Program characteristics

The MBA program enjoys these unique characteristics:

- Admission to the MBA program does not require an undergraduate [business degree](#). Graduates are employed in the for-profit, not-for-profit and public sectors and have a variety of educational backgrounds.
- Students enhance their managerial skills through extensive investigations of management issues. Class [presentations](#), materials and assignments relate closely to the managerial challenges which students confront.
- Classes are interactive in nature with substantial opportunities for experiential learning. Student evaluations are based on papers, class participation and presentations.
- Students enjoy support from a creative, interactive community of advanced learners. They also receive personalized attention from faculty members who hold appropriate advanced degrees in relevant fields of study.
- Evening classes permit students to continue full-time employment.

Program requirements

Required 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 625 Strategic Issues in Contemporary Management](#) (3)
- [MGT 635 Managerial Economics](#) (3)
- [MGT 645 Leadership Communication in the Workplace](#) (3)

Choose one of the following:

- [MGT 525 Financial Decision Making](#) (3)
- [MGT 650 Financial Reporting](#) (3) *(for Accounting and Financial Management Concentration)*

Choose two of the following:

- [MGT 610 Foundational Theories in Marketing](#) (3)
- [MGT 615 Organizational Innovation in the Context of New Technologies](#) (3)
- [MGT 620 Organizations and the Global Economy](#) (3)

Three courses from one of the following concentrations:

Concentration in Health Care Management

[MGT 641 Health Care Economics and Policy](#) (3)

[MGT 642 Health Care Informatics](#) (3)

[MGT 643 Health Care Financial Management](#) (3)

CONCENTRATION IN SPORT MANAGEMENT

[MGT 655 Leadership in Sport Administration](#) (3)

[MGT 656 Sport Marketing and New Media](#) (3)

[MGT 657 Sport and Athletics Administration](#) (3)

Concentration in [Accounting](#) and Financial Management (beginning Fall 2015)

[MGT 651 Auditing](#) (3)

[MGT 652 Business Environment](#) (3)

[MGT 653 Business Regulation](#) (3)

CONCENTRATION IN Leadership (beginning Fall 2015)

[MGT 660 Assessing and Developing Leadership Skills](#) (3)

[MGT 661 Leading Innovation and Change](#) (3)

[MGT 662 Managing People in Organizations](#) (3)

CONCENTRATION IN Production & Operations (beginning Fall 2015)

[MGT 640 Production and Operations Management](#) (3)

[MGT 644 Manufacturing and Systems Management](#) (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 625 Strategic Issues in Contemporary Management](#) (3)
- [MGT 645 Leadership Communication in the Workplace](#) (3)
- [MGT 690 Integrative Seminar](#) (3)

Choose two of the following:

- [MGT 610 Foundational Theories in Marketing](#) (3)
- [MGT 615 Organizational Innovation in the Context of New Technologies](#) (3)
- [MGT 620 Organizations and the Global Economy](#) (3)

Three courses from one of the following concentrations:

CONCENTRATION IN HEALTH CARE MANAGEMENT

- [MGT 641 Health Care Economics and Policy](#) (3)
- [MGT 642 Health Care Informatics](#) (3)
- [MGT 643 Health Care Financial Management](#) (3)

CONCENTRATION IN SPORT MANAGEMENT

- [MGT 655 Leadership in Sport Administration](#) (3)
- [MGT 656 Sport Marketing and New Media](#) (3)
- [MGT 657 Sport and Athletics Administration](#) (3)

CONCENTRATION IN ACCOUNTING AND FINANCIAL MANAGEMENT (beginning Fall 2015)

- [MGT 651 Auditing](#) (3)
- [MGT 652 Business Environment](#) (3)
- [MGT 653 Business Regulation](#) (3)

CONCENTRATION IN LEADERSHIP (beginning Fall 2015) **recommended for maom**

- [MGT 660 Assessing and Developing Leadership Skills](#) (3)
- [MGT 661 Leading Innovation and Change](#) (3)
- [MGT 662 Managing People in Organizations](#) (3)

CONCENTRATION IN PRODUCTION & OPERATIONS (beginning Fall 2015)

- [MGT 640 Production and Operations Management](#) (3)
- [MGT 644 Manufacturing and Systems Management](#) (3)
- [MGT 662 Managing People in Organizations](#) (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 610 Foundational Theories in Marketing (3)

Foundational Theories in Marketing provides students with a historical overview of marketing theory. This course examines and evaluates each of the 12 major schools of marketing thought and places a specific emphasis on today's dominant theory of market orientation. The course will utilize specific case studies of current marketing strategies.

MGT 615 Organizational innovation in the context of new Technologies (3)

Explores the impact of rapid change in information technology and the opportunities such change creates, positioning these changes in the context of collaborative knowledge generation and identifying potential applications of such technology for their organizations. Students will actively use emerging technologies as an integral part of the course structure.

MGT 620 Organizations and the Global Economy (3)

Provides students with an understanding of the increased interdependence of national economies and the spread of common political and economic ideologies. Students use economic tools to research the effects of increased globalization on individual organizations and countries.

MGT 625 Strategic Issues in Contemporary Management (3)

Combines theory with case analysis to investigate the development and implementation of strategy in the public and private sectors. Key topics include strategy formulation in various environmental contexts, strategy analysis and organizational and managerial impacts on strategy formation.

MGT 630 Organizational Financial Management (3)

This is an advanced course designed for students who are potentially financial managers of organizations. The primary goal of the course is to operationalize financial value evaluation techniques and value adding processes in both the profit and non-profit arenas.

MGT 635 Managerial Economics (3)

This course applies insights from economic theory to the functions of managerial planning and decision making

within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts and government regulation.

MGT 640 Production and Operations Management (3)

This course covers the primary concepts and tools associated with rational organizing and quality monitoring of manufacturing of goods and/or provision of services. The course will make use of quantitative tools in developing approaches to particular work flow and quality management issues in the workplace.

MGT 641 Health Care Economics and Policy (3)

An overview of the macro environment as it relates to health care organizations. Addresses issues related to health care policy/regulation/laws and fundamental concepts of health care economics.

MGT 642 Health Care Informatics (3)

This course studies the collection, organization and utilization of public data bases and patient records in structuring the provision of care and overall management of health care systems.

MGT 643 Health Care Financial Management (3)

An overview of financial issues for health care organizations including budgeting, planning, and financing.

MGT 644 Manufacturing and Systems Management (3)

This course serves as an introduction to the functions and tools of manufacturing management and the systems process. Topics include the roles of manufacturing managers and the relationships of manufacturing activities in the total enterprise. Emphasis is on quantitative models and techniques of systems analysis, methods for manufacturing system design, project management, and economic analysis.

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 650 Financial Reporting (3)

This course is based primarily on the Financial section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of issues related to financial reporting, with an emphasis on preparation and interpretation. In addition, the course will explore techniques to detect financial fraud.

MGT 651 Auditing (3)

This course is based primarily on the Auditing section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the auditing process, from a theoretical perspective. Topics covered in this course will also be reinforced through case analyses.

mgt 652 Business Environment (3)

This course is based primarily on the Business section of the uniform Certified Public Accounting (CPA) exam. The course is designed to provide students an in-depth understanding of the business environment. The course will explore cost and managerial accounting topics as well as corporate governance and information systems.

mgt 653 Business Regulation (3)

This course is based primarily on the Regulation section of the uniform Certified Public Accounting (CPA)

exam. The course is designed to provide students an in-depth understanding of issues related to business law, corporate structures, and individual and corporate taxation.

MGT 655 Leadership in Sport Administration (3)

Leaders in the sports industry must be able to adapt to an ever changing field and be able to adapt their leadership styles accordingly. The course will examine personal leadership assumptions and practices as well as leadership theory and philosophy.

MGT 656 Sport Marketing and New Media (3)

This course examines relationships between sport and media with a particular emphasis on the current social media climate. The course will utilize various theoretical frameworks including rhetorical analysis in examining both current practices and the potential opportunities for leaders in sport-related organizations.

MGT 657 Sport and Athletics Administration (3)

This course is designed to broaden the students' abilities to respond to the ongoing tasks and challenges of managing in sport-related organizations including educational institutions, professional sport organizations and community-based sport programs.

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 II (3)

Involves independent study and a student presentation related to the broad topic of understanding effective management. A final paper demonstrates the use of primary as well as applied sources related to the topic. This paper includes a reflective synthesis by the student of a coherent management philosophy.

Admissions process

Applicants should submit the following materials to the office of adult and graduate studies:

- Official transcripts from all previous college work.
- Two letters of recommendation from academic and/or professional references.
- An application for admission.
- Typed responses to three short essay questions.
- A current resume.
- A nonrefundable application fee of \$25.

The following are the criteria for admission to the graduate programs in business:

- Completed application materials.
- A bachelor's degree from an accredited institution.
- A 3.0 grade point average (on a 4.0 scale) in the last half of the bachelor's degree program.
- Four years of management experience in the for-profit, not-for-profit or public sector.
- Satisfactory letters of recommendation.
- Satisfactory interview with program director or other designated person.
- Satisfactory completion of a basic algebra test and a writing sample (or completion of a defined remediation program if the results of the algebra test or writing sample prove unsatisfactory).
- Approval for admission by the director of the graduate programs in business.

Special student status

Special student status may be granted to applicants to permit them to complete nine semester hours of coursework prior to regular admission to the MBA or MAOM program. During the first nine semester hours, special students must demonstrate an ability to maintain a 3.0 grade point average (on a 4.0 scale) to be considered for regular admission.

As space allows, special student status also may be granted to non-degree-seeking students who hold a bachelor's degree. Applicants should complete special student status forms as a part of the application process.

The MBA and MAOM programs are designed for experienced managers. As space allows, however, a limited number of managers with limited experience may be admitted to the program.

Transfer of graduate credit

If completed within five years of the application date, up to six semester hours (or nine quarter hours) of graduate credit may be transferred to the MBA or MAOM program from another accredited institution. The director of the graduate programs in business must approve credits transferred from another institution. Workshop credits are not transferable.

International students

International applicants are expected to have a minimum score of 565 on the TOEFL exam. This requirement can be waived at the discretion of the director and/or the admissions committee of the MBA and MAOM programs, provided satisfactory English proficiency on an alternative evaluative measure can be demonstrated. In addition, all foreign language documents accompanying the application must include notarized translations.

Tuition and fees

The university reviews tuition and fees annually.

Application fee

A nonrefundable fee of \$25 is due with each application.

Tuition

MAOM/MBA: \$525 (per semester hour)

Technology fee

MAOM/MBA: \$150 (per semester)

Refund policy

Students who withdraw from the MAOM or MBA program following approved withdrawal procedures receive refunds according to the schedule available from the business office or the financial aid office.

Students who are recipients of Title IV aid have refunds and repayments distributed as prescribed by federal law. Distribution schedules are available to all prospective and current students from the business office or the financial aid office.

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

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 experience coordinator 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 early 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
- On-campus apartment-style housing and university dining meal-plans available to interns

2014-15 Schedule:

Aug. 25, 2014 - May 15, 2015

Holiday breaks:

Thanksgiving Nov. 26-30

Christmas Dec 24, 2014 -Jan 4, 2015

Good Friday April 3, 2015.

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 credits)

[NTR 502 Practicum in Food Systems Management 1](#) (3 credits)

[NTR 503 Practicum in Community Nutrition/Public Health Nutrition 1](#) (3 credits)

Spring semester:

[NTR 504 Practicum in Clinical Nutrition 2](#) (3 credits)

[NTR 505 Practicum in Food Systems Management 2](#) (3 credits)

[NTR 506 Practicum in Community Nutrition/Public Health Nutrition 2](#) (3 credits)

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](#).

Course descriptions:

Note: All courses are taken on a credit/no credit basis.

NTR 501 Practicum in Clinical Nutrition 1 (3 credits)

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 credits)

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 credits)

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 credits)

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 credits)

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 credits)

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 a copy of the complete DICAS application with verification statement from DPD program, personal statement, resume and 3 letters of recommendation*
- Transcripts sent to Dietetics Internship Experience Coordinator
- 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 eight interns and two alternates 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 match 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:

- On-line 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 1,200 hours of supervised practice and appropriate didactic experiences. In order to do this, interns must complete all activities successfully as assigned by the experience coordinator 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 record a journal of their supervised practice experiences.

For interns who successfully complete the dietetic internship, the experience coordinator or dietetic program director will submit a completed registration eligibility application to the Commission on Dietetic Registration via on-line process and mail supporting documents that will permit them to sit for the dietetic registration exam.

Dietetic internship tuition and fees for 2012-13:

Application fee (non-refundable, \$50 pre-paid)	\$50*
Tuition (2 Semesters Practicum w/18 credit hours)	\$15,000
Technology fee (\$100 per semester)	\$200
Campus Parking Permit (\$10 additional for second vehicle)	\$50
<i>Optional campus housing in Elm St. or Schultz Hall</i>	<i>\$3600-</i>
<i>(private rooms \$1890/semester or small rooms \$1800/semester)</i>	<i>3780</i>
<i>Optional campus dining meal plan</i>	
<i>- 15 Meal Plan \$2375/semester</i>	<i>\$1800-</i>
<i>- 10 Meal Plan \$2275/semester</i>	<i>4950</i>
<i>- Commuter Meal Plan \$900/semester</i>	
<i>Optional Student Health Insurance</i>	<i>\$1500</i>

* 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 (\$50)
- Professional Liability insurance (\$20-60)
- BCI and FBI background check (\$60)
- Flu shot for current season (\$20-30)
- Two lab coats (up to \$80)
- Books and supplies (\$200-400)
-

Interns are expected to provide for their own housing and living expenses, transportation (with the exception of travel to MDS site rotation), physical examination and individual health insurance. Optional campus intern housing, meal plans and student health insurance is available through the university at the costs listed above.

Financial aid/payment options:

While interns are not eligible for federal student financial aid, private education loans are available and interns are eligible for student loan deferment during the dietetics internship. As a Bluffton University student, dietetic interns also have the following payment plan options available:

-

Semester plan: The intern s costs are divided into 2 semester installments. The basic tuition/fee cost for each semester is \$7,600, with \$15 parking pass paid during the first semester. The first payment is due Aug. 20, 2012, the second semester payment is due on or before Jan. 2, 2013.

Monthly payment plan: The intern s total bill for tuition and fees is divided up into 10 equal installments due the first of each month, beginning in July 2012. There is a \$25 per semester participation fee which is incorporated in this amount. For students receiving financial aid, the initial payment and the monthly installments will be calculated individually.

Note there is a penalty for late payment: An account is considered past due 30 days from the date of billing. Interest on past due accounts is computed at 1% per month (12% APR) from the date of billing until the payment is paid in full.

Officers

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Chairperson	Morris Stutzman
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Members

David Baumgartner - At Large 2014
[Attorney](#), Berne, Ind.

Charles Bishop - At Large 2014
[Economist](#), Findlay, Ohio

Larry Copeland - At Large Businessman, Findlay, Ohio	2018
LaVonne Hartman - Ohio Conference Businesswoman, Elida, Ohio	2016
Mitch Kingsley - Alumni Attorney, Bluffton, Ohio	2017
Edith Landis - Mennonite Church USA Retired administrator, Telford, Pa.	2015
John L. Liechty - Central District Administrator, Goshen, Ind.	2015
Lawrence Milan - At Large Businessman, Glastonbury, Conn.	2017
Steve Mullet - Central District Businessman, Berlin, Ohio	2017
Thomas Reichenbach - At Large Retired businessman, Bethesda, Md.	2017
Terry Shetler - Alumni Retired businessman, Bellvue, Colo.	2015
Martha Augsburger Showalter - Mennonite Church USA Dean and professor, Ann Arbor, Mich.	2016
James Sommer - At Large Administrator, Tremont, Ill.	2017
Wanda Stopher - Ohio Conference Pastor, Archbold, Ohio	2015
Kerry Strayer - Central District Associate Professor, Columbus, Ohio	2015
Morris Stutzman - At Large Attorney, Wooster, Ohio	2015
Ernest Thomas - At Large Businessman, Richfield, Ohio	2018
Greg Wannemacher - At Large Businessman, Lima, Ohio	2015
Mark Weidner - At Large Retired pastor/administrator, Bluffton, Ohio	2017
Kent Yoder - Central District Businessman, Middlebury, Ind.	2018

Honorary members

Howard Baumgartner Attorney, Berne, Ind.
 Ed Diller Attorney, Cincinnati, Ohio
 Richard Rosenberger Attorney, Quakertown, Pa.
 Allen Yoder, Jr. Retired businessman, Middlebury, Ind.

President's Cabinet

James M. Harder	President
Julie DeGraw	Vice President for Student Life and Dean of Students
Ronald Headings	Vice President for Enrollment Management and Marketing
Hans Houshower	Vice President for Advancement
Kevin Nickel	Vice President for Fiscal Affairs and Director of Human Resources
Sally Weaver Sommer	Vice President and Dean of Academic Affairs

Women's Council

Kerry Keating Pinion '96, Alumna, Ottawa, Ohio
Kathy Stuckey '06, Alumna, Bluffton, Ohio
Melinda Mann Bowden '91, Alumna, Bluffton, Ohio
Sandy Miller '00, Alumna, Kidron, Ohio
Anita Schrag Lehman '69, Alumna, Bluffton, Ohio
Kay Matter Ahten '69, Alumna, Delphos, Ohio

Faculty

Divisions and departments

[Business Studies](#)

Division Chair: George Lehman
[Business Department](#) chair: Gary Schiefer
Academic Director of BCOMP: Peter Terry
Director of [Graduate Programs](#) in Business: George Lehman

Communication and Fine Arts

Division chair: Lucia Unrau
Art Department Chair: Phil Sugden
Communication and Theatre Department Chair: Melissa Friesen
Music Department Chair: Lucia Unrau

Education and Sport Science

Division Chair: Tami [Forbes](#)
Education Department Chair: Gayle Trollinger

Health, Fitness and Sport Science Department Chair: Heather Bruder

Director of Graduate Programs in Education: Gayle Trollinger

Humanities

Division Chair: Jeff Gundy

English and Language Department Chair: Cynthia Bandish

History and Religion Department Chair: Alex Sider

Natural and Applied Sciences Division

Division Chair: Mike Edmiston

Biology Department Chair: Bob Antibus

Chemistry and Physics Department Chair: Charles Daws

Mathematics Department Chair: Stephen Harnish

Nutrition and Dietetics Department Chair: Deborah Myers

Social and Behavioral Sciences

Division Chair: William Slater

Social Sciences Department Chair: William Slater

Social Work Department: contact person, Nancy Neff (fall semester)

Social Work Department: Nancy Banman (spring semester)

The faculty

Faculty emeriti

Donald Brubaker Associate professor of social work; Director of social work program	1987-2008
Jaye Bumbaugh Professor of art	1967-2004
Susan M. Bumbaugh Assistant professor of education	1987-2004
Carlin B. Carpenter Assistant professor of health, physical education and recreation	1979-2003
Gene Caskey Assistant professor of speech	1962-1998
Stanley R. Clemens Vice president for advancement Professor of mathematics	1998-2007 1984-98
Dale F. Dickey Professor of speech	1953-60, 1968-90
Ronald L. Friesen Professor of economics	1969-2004
Richard D. Hansgen	1987-2004

Professor of education	
Harvey C. Hiebert Librarian	1965-1997
Elizabeth A. Hostetler Professor of Education	1974-1999
	1966-2006
Stephen Jacoby Professor of music	
Maurice Kaufmann Professor of biology	1963-1993
Judith Kingsley Associate professor of English	1995-2006
Phillip R. Kingsley Professor of psychology	1988-2006
Paul P. Klassen Professor of social work	1977-1987
Robert S. Krieder President emeritus	1952-1972
Gregg Luginbuhl Professor of art	1984-2014
William J. Lyons Assistant professor of business	1988-2011
Mary Anne Moser Librarian	1966-1994
Christine M. Nerad Associate professor of interiors and fashion, retail merchandising and design	2003-2013
Donald L. Pannabecker Vice president and dean of academic affairs	1964-1997
Wesley D. Richard Professor of communication	1983-2003
James H. Satterwhite Professor of history/political science	1984-2007
Don Schweingruber Vice president and dean of student life	1972-2005

Luther L. Shetler Professor of mathematics	1950-1984
R. Arden Slotter Professor of chemistry	1986-1997
Lee Snyder President emeritus; professor of English	1996-2006
Kay S. Soltesz Professor of dietetics	1995-2012
Betty Sommer Associate professor of social work	1985-2005
Willis Sommer, Jr Vice president for fiscal affairs; Associate professor of business	1979-2010
Barbara A. Stettler Associate professor of family and consumer sciences	1970-2000
Mary Ann Sullivan Professor of English	1972-2006
Linda F. Suter Assistant dean and registrar Associate professor of English	1980-1999 1967-1999
Robert Suter Professor of chemistry	1969-1988 1998-2005
Jean A. Szabo Professor of music	1965-1991
Lawrence H. Templin Professor of English	1961-1984
J. Denny Weaver Professor of religion	1975-2006
J. Richard Weaver Professor of physics and chemistry	1950-1987
Burton Yost Professor of religion	1961-1993

Current faculty

Jonathan Andreas, Ph.D.

2007

Associate professor of economics

B.A., Grinnell College, 1990; M.A., University of Illinois at Chicago, 2003; Ph.D.,

University of Chicago, 2009

Robert K. Antibus, Ph.D. 1993

Professor of biology

B.S., M.S., Kent State University, 1973, 1976; Ph.D., Virginia Polytechnic Institute & State University, 1980; University of Montana, 1981-85; Clarkson University, 1985-93

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

Associate professor of English

B.A., Hiram College, 1985; M.A., University of North Carolina, 1990; Ph.D., Drew University, 1998; Union College, 1999-2000

Nancy Banman, Ph.d. 2015

Associate Professor of Social Work

B.S., Bethel College (KS), 1979; M.S.W. University of Kansas, 1984; Ph.D. Bryn Mawr College, 1994; Bethel College (KS), 1984-1986; Colorado State University, 1993-2014;

(spring)

Deanna Barthlow-Potkanowicz, Ph.D. 2013

Visiting assistant professor of psychology and social work

B.A., Lycoming College, 1996; M.A., Ph.D., Kent State University, 1998, 2002

Crystal Sellers Battle, D.M.A. 2009

Assistant Professor of Music

B.M., Bowling Green State University, 2002; M.M., Roosevelt University-Chicago College of Performing Arts, 2004; D.M.A., Ohio State University, 2009

Andreas Baumgartner, M.F.A. 2011

Assistant professor of art

B. A., Bluffton University, 2008; M.F.A., Bowling Green State University, 2010

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 & State University, 1995-96

Heather J. Bruder, M.A. 2006

Assistant professor of sport management

B.A., Alma College, 1999; M.A., Central Michigan University, 2005; Northwood University, 2002-2006

Perry J. Bush, Ph.D. 1994

Professor of history

B.A., University of California Berkeley, 1981; M.A., Ph.D., Carnegie Mellon University, 1987, 1990; Phillips University, 1990-94

Timothy L. Byers, M.S. 1996

- Assistant professor of education*
B.A., Bluffton University, 1975; M.S., University of Dayton, 1981
- Susan Streeter Carpenter, Ph.D.** **2005**
Associate professor of English
B.A., Case Western Reserve University, 1969; M.A., Antioch Graduate School of Education, 1971; Ph.D., University of Cincinnati, 2005; Sinclair Community College, 1987-1990; Wright State University, 1988; Antioch College, 1991-1997; Wittenberg University, 1997-2000
- ROBERT CECIRE, PH.D.** **2014**
VISITING ASSISTANT PROFESSOR OF RELIGION
B.A., Wheaton College (IL), 1962; B.Div., Gordon Divinity School (MA), 1965; M.A., Ph.D., University of Kansas, 1976, 1985; Winebrenner Theology, 2011
- SARAH M. CECIRE, PH.D.** **2006**
PROFESSOR OF EDUCATION
B.Ed., Washburn University, 1972; M.Ed., Washburn University, 1975; Ph.D., Kansas State University, 1997; Bethel College, 1990-1996; The University of Findlay, 1997-2002; Ohio Dominican University, 2002-2006
- Roy Couch, D.M.A.** **2013**
Assistant 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**
Assistant 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
- Julie DeGraw, Ph.D.** **2012**
Vice president for student life and dean of students
B.A., Calvin College, 1988; M.A., Michigan State University, 1995; M.A., Ph.D., University of Michigan, 2007, 2011
- Denise D. Durenberger, M.B.A.** **2011**
Assistant professor of marketing
B.S., Bowling Green State, 1996; M.B.A., The University of Findlay, 2000; Terra Community College, 2010-11.
- Michael D. Edmiston, Ph.D.** **1978**
Professor of chemistry and physics
B.A., Bluffton University, 1972; Ph.D., Michigan State University, 1976; Los Alamos National Laboratory, 1976-78
- 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
- Matthew Friesen, Ph.D.** **2014**
Assistant Professor of Sociology
 B.A., Bethel College (KS), 1990, M. Div., Associate Mennonite Biblical Seminary, 1993; M.A., University of Oregon, 2010
- 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**
Visiting Assistant professor of Art
 B.F.A., The University of Akron, 1991; M.F.A., Ohio University, 1999
- Jeffrey G. Gundy, Ph.D.** **1984**
Professor of English
 B.A., Goshen College, 1975; M.A., Ph.D., Indiana University, 1978, 1983; Hesston College, 1980-84
- Jeanna Haggard, M.F.C.S.** **2013**
Assistant professor of food and nutrition
 B.A., Bluffton University, 1993; M.F.C.S., Bowling Green State University, 1998; Rhodes State College, 2008-2013
- James M. Harder, Ph.D.** **2001**
President; Professor of economics
 B.A., Bethel College (Kansas), 1978; M.A., Ph.D., University of Notre Dame, 1987, 1990; Bethel College, 1990-2001
- Karen Klassen Harder, Ph.D.** **2001**
Professor of business
 B.S., Bethel College (Kansas), 1979; Ph.D., Purdue University, 1989; Bethel College, 1990-2001
- Stephen H. Harnish, Ph.D.** **1996**
Professor of mathematics
 B.A., Goshen College, 1985; Ph.D., University of Illinois, Urbana, 1996; Indiana University at South Bend, 1993-94; Neumann College, 1994-96
- Ron Headings, M.B.A.** **2012**
Vice president for enrollment management and marketing
 B.A., B.S., Bethel College (Kansas), 1982; M.B.A., Indiana University, 1984
- Donald E. Hooley, Ph.D.** **1994**
Professor of mathematics
 B.A., Eastern Mennonite University, 1977; M.S., Virginia Polytechnic Institute and State University, 1979; M.S., University of Iowa, 1987; Ph.D., University of Iowa, 1988; Hesston College, 1979-81; Akwanga College of Education, Nigeria, 1981-84; Woodstock School, India, 1988-90; Northern Kentucky University, 1990-94.

Hans Houshower, Ph.D. <i>Vice president for advancement</i> B.A., Goshen College, 1975; Ph.D., University of Washington	1983
Rebecca Janzen, Ph.D. <i>Assistant professor of Spanish</i> B.A., University of Waterloo, 2007; M.A., Ph.D., University of Toronto, 2009, 2013	2013
Mary Jean Johnson, M.S. <i>Library director</i> B.S., Olivet Nazarene University, 1973; M.S., University of Illinois, 1991; Olivet Nazarene University, 1992-98; Taylor University, 1998-2001	2001
Rudi Kauffman, Ph.D. <i>Associate professor of restorative justice</i> B.S., Eastern Mennonite University, 2002; M.A.T. Earlham College, 2003; Ph.D., University of Cincinnati, 2012	2008
Ross Kauffman, Ph.D. <i>Assistant professor of public health</i> B.S., Eastern Mennonite University, 2003; M.P.H., Ph.D., The Ohio State University, 2006, 2009	2011
Randall S. Keeler, D.M. <i>Associate professor of religion</i> B.A., Bluffton University, 1980; M.Div., Eastern Mennonite Seminary, 1986; D.M., Fuller Theological Seminary, 2008	1991
Diana Kleman, Lisw-S, Ph.D. <i>Assistant professor of social work</i> B.Ed., M.Ed., The University of Toledo, 1974, 1983; M.S., Case Western Reserve University, 1992; Ph.D. Ohio State University, 2014	2013
George A. Lehman, E.D.M. <i>Professor of business</i> B.A., Bluffton University, 1969; M.B.A., University of Pittsburgh, 1978; E.D.M., Case Western Reserve University, 2000	1994
Gerald J. Mast, Ph.D. <i>Professor of communication</i> B.A., Malone College, 1987; M.A., Ph.D., University of Pittsburgh, 1991, 1995; University of Iowa, 1995-96	1996
Angela H. Montel, Ph.D. <i>Professor of biology</i> B.A., Manchester College, 1990; Ph.D., Indiana University School of Medicine, 1996	1996
Amy K. Mullins, Ph.D. <i>Assistant professor of education</i> B.A., Morehead State University, 1993; M.Ed., Ohio State University, 1997; Ph.D., University of Toledo, 2013	2013
Deborah I. Myers, Ed.D. RD, LD <i>Professor of food and nutrition</i>	2000

- B.S., M.S., Purdue University, 1979, 1981; Ed.D., Nova Southeastern University, 2008; Lima Technical College, 1988-2000
- Diane E. Neal, MAEd.** **1989**
Assistant professor of education
 B.S., Bowling Green State University, 1978; MAEd., Baldwin-Wallace College, 1988
- Guy L. Neal, M.S.** **1989**
Assistant professor of health and physical education
 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
- Kevin A. Nickel, M.B.A.** **2010**
Vice President of Fiscal Affairs
 B.A., Luther College, 1996; MBA Bethel College (Indiana) 2004
- L. Lamar Nisly, Ph.D.** **1996**
Associate dean of academic affairs; Professor of English
 B.A., Messiah College, 1990; M.A., Ph.D., University of Delaware, Newark, 1993, 1997
- Walter Paquin, Ph.D.** **2011**
Assistant professor of social work
 B.S., Western Carolina University, 1992; M.A., Ph.D., Washington University in St. Louis, 1996, 2007; Southeast Missouri State University, 2003-2011
- Jo Ellyn Peterson, Ph.D.** **2004**
Associate professor of education
 B.S., Illinois State University, 1982; M.Ed., Auburn University, 1989; PhD., Auburn University; 2004; Columbus State University, 1998; The University of Findlay, 1999-2004
- Carrie Phillips, M.L.I.S.** **1999**
Archives and special collections librarian
 B.A., Bluffton University, 1999; M.L.I.S., University of Washington, 2006
- Hamid A. Rafizadeh, Ph.D.** **2005**
Professor of business
 B.S., Oregon State University, 1966; M.H., Wright State University, 1970; Ph.D., Massachusetts Institute of Technology, 1970; M.B.A., University of Dayton, 1983; Pahlavi University, 1970-1973; Tehran Polytechnic, 1973-1975; Northeastern University (MA), 1979-1980; University of Dayton, 2002-2005
- W. Todd Rainey, Ph.D.** **1989**
Professor of biology
 B.A., Illinois Wesleyan University, 1975; Ph.D., University of Chicago, 1980; Washington University, 1980-82; Northwestern University, 1982-86; Lakeside Veterans Administration Medical Center, 1986-88; Lecturer, Lake Forest College, 1988-89
- Adam J. Schattschneider, D.M.** **1991**
Professor of music

- B.M., University of Minnesota, 1988; M.M., Indiana University, 1990; D.M., Indiana University, 1997
- Gary L. Schiefer, M.B.A., M.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
- Amanda Sensenig, Ph.D.** **2010**
Assistant professor of psychology **(fall)**
 B.A., Goshen College, 2003; M.S., Ph.D., Colorado State University, 2008, 2010
- Chad C. Shutler, MAEd.** **2005**
Assistant professor of health and physical education
 A.B., Heidelberg College, 1997; MAEd., Bowling Green State University, 1999
- J. Alexander Sider, Ph.D.** **2006**
Associate professor of religion
 B.A., Messiah College, 1995; M.T.S., Duke University, 1998; Ph.D., Duke University, 2004
- William E. Slater, Ph.D.** **1992**
Professor of psychology
 B.S., Rio Grande College, 1975; M.Div., United Theological Seminary, 1983; Ph.D., University of Alabama, 1992
- Sally Weaver Sommer, Ph.D.** **1982**
Vice president and dean of academic affairs; Professor of economics
 B.A., Bluffton University, 1974; M.A., Ph.D., University of Colorado, 1980, 1985
- Kathryn R. Spike, M.A.** **2010**
Assistant professor of English
 B.A., Bluffton University, 1993; M.A., Bowling Green State University, 1995
- Mark J. Suderman, D.M.A.** **2000**
Professor of music
 B.A., Bethel College, 1980; M.A., D.M.A., University of Iowa, 1986, 1990; Tabor College, 1990-96; Georgetown College, 1996-2000
- 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, M.B.A., C.M.A., C.F.M., D.B.A.** **2007**
Associate professor of accounting
 B.S., Bowling Green State University, 1993; M.B.A., Tiffin University, 2005; DBA, Anderson University, 2012
- Peter Terry, D.M.A.** **1995**
Associate professor of information technology and music
 B.M., University of Michigan, 1980; M.M., Bowling Green State University, 1982; D.M.A., University of Texas (Austin), 1986

Gayle M. Trollinger, Ph.D. <i>Professor of education</i> B.A., Bethel College (Minnesota), 1977; M.S., The University of Wisconsin-Madison, 1983; Ph.D., The Pennsylvania State University, 1996; Marywood College, 1995-96	1996
Lucia R. Unrau, D.M.A. <i>Professor of music</i> B.M., Oberlin Conservatory, 1982; M.M. Indiana University, 1983; D.M.A., University of Texas, 1992	1994
Zachary Walton, Ph.D. <i>Assistant professor of communication</i> B.A., Bluffton University, 2002; M.A., Associated Mennonite Biblical Seminary, 2004; Ph.D., Southern Illinois University, 2011	2009
Paul L. Weaver, M.S.L.S. <i>Research librarian</i> B.A., Malone College, 1988; M.S.L.S., University of Kentucky, 1997; University of Kentucky, 1995, 1996-1997	1998
Paul Neufeld Weaver, Ed.D. <i>Associate Professor of Education, Spanish and Cultural Studies</i> B.A., Bluffton University, 1981; M.A., University of Illinois at Chicago, 1987; Ed.D., University of St. Thomas, 2002	2005
Steven Yarnell, M.A. <i>Assistant professor of health and fitness</i> B.S., University of Findlay, 2003; M.A., University of Findlay, 2005	2005

Staff

[Contact information...](#)

Mustaq Ahmed	Director of buildings and grounds
Jane Amstutz	Administrative assistant for University Event Complex
Shari Ayers	Director of the Center for Career and Vocation
Jayne Benroth	Advancement services manager
Mark Bias	Custodian, Marbeck Center
Ted Bible	Director of admissions , adult and graduate studies
Phillip Birkey	Admissions counselor
Scott Borgelt	Writer/communication specialist
Karen Bontrager	Assistant to the registrar
Mark Bourassa	Assistant dean of student life; director of University Event Complex
Robin Bowlus	Director of public relations

Jessica Brackman	Admissions counselor
Jim Brandt	Assistant coach for men's and women's track and cross country
Karen Brandt	Head men's and women's track and cross country coach
Erin Burkholder	Associate director of admissions
Amy Byers	Alumni engagement associate
Susan Collier	Administrative assistant for academic affairs
Rebecca Cox	Administrative assistant for adult and graduate studies
Matt Derstine	Maintenance assistant/generalist
Jodi Diller	Administrative assistant for music department
Denny Dorrel	Head football coach
Daryl Dowdy	Director of multicultural affairs
Marie Yoder Dyck	Financial aid office coordinator
Ron Epp	Supervisor residence hall maintenance
Lawrence Ervin	Admissions counselor
Chris Gable	Administrative assistant for HFSS/Athletics
James Grandey	Head baseball coach
Stephanie Greggila	Assistant athletic trainer
Brenda Groman	Technology help desk specialist
Julie Hadding	Communications coordinator
Bill Hanefeld	Sports information director
Nita Hashbarger	Assistant to the business manager
Rachel Hunter	Personal visit coordinator
Stephen Intagliata	Campus pastor
Eric Johnson	HVAC controls technician
Raymond Karcher	Technology coordinator/specialist
Alison King	Graphic designer
Vicki Kirkendall	Gift specialist
Sara Kisseberth	Web communication manager
Russ Korte	Database and portal administrator
Richard Lichtle	Business manager
Jennifer Little	Dietetic internship experience director
Cindy Luginbuhl	Student account coordinator
Carrie Mast	Administrative assistant for graduate programs in business
Lawrence Matthews	Director of financial aid

Louise Matthews	Director of The Lion and Lamb Peace Arts Center
Larry Maynard	Custodian, Founders Hall
Bryan Moore	Assistant football coach
Megan Morris	Administrative assistant for buildings and grounds
Chris Moser	Director of development
Nancy Neff	Administrative assistant for academic affairs
Iris Neufeld	Registrar
Lamar Nisly	Associate dean of academic affairs
Deb Niswander	Assistant director for financial aid
Abbie Norton	Admissions counselor
Rick Nussbaum	Head men's and women's soccer coach
Audra Oglesbee	Access services coordinator
Tim Pannabecker	Development officer
Ralph Patterson	Lead custodian, University Event Complex
Janine Paul	Bookstore manager
Denny Phillips	Assistant football coach
Peggy Reichenbach	Business office secretary
Steve Rodabaugh	Director of personal computing
Kim Schimmoeller	Associate athletics director/senior women's administrator/athletic trainer
Nancey Schortgen	Masters of education recruiter
Brent Schroeder	Assistant director of University Event Complex
Deb Schroeder	Database processing
JP Schumacher	Coordinator, Institute for Learning in Retirement
Sue Schutz	Business office cashier
Janean Shannon	Assistant to the business manager
Art Shelly	Network administrator and assistant professor of computer science
Scott Shumaker	Plumbing/heating maintenance
Sally Siferd	Administrative assistant to the president
Deborah Simon-Heinfeld	Site coordinator, adult and graduate studies representative
Jacqui Slinger	Director of academic support services
Amber Smith	Administrative assistant for student affairs
Margaret Smith	Assistant registrar
Tom Sommers	Groundskeeper
Rae Staton	Counselor

Randy Steiner	Assistant custodial supervisor
Derek Stemen	Director of undergraduate admissions
Louis Stokes	Assistant football coach
Elaine Suderman	Assistant director of cross-cultural programs; assistant to the dean
Julia Szabo	Director of alumni relations and annual giving
Phill Talavinia	Athletic director
Amy Tabler	Campus visit coordinator
Deb Turner	Director of information technology
Emily Warner	Application processing coordinator
Steven Webster	Site coordinator/adult and graduate studies representative
Rashawn West	Assistant football coach
Cathy Yoakam	Financial aid officer/student loan coordinator