

COURSE GUIDE

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COURSE GUIDE

INTRODUCTION

Welcome to the freshman class of 2016. We hope you are eager to begin your course of studies, during which we hope you will grow intellectually, emotionally, spiritually, and socially.

This booklet will help you to select courses for your first semester as well as plan on how best to meet all the academic requirements necessary for graduation.

In it you will find information about:

1. The Christ at the Core general education courses and requirements
2. The majors offered at Wheaton
3. Some of the elective programs
4. The typical academic load

After reading through this information, you will be asked to do the following:

1. Determine which major holds the most interest for you at the present time.
2. Decide on the courses that you want to include in your first semester at Wheaton.
3. Register for your Fall courses through your Banner Self Service Account.
4. Keep the booklet for a reference throughout your time at Wheaton.

Every course that you will take at Wheaton fits into one of the following five categories:

1. Core Competencies (up to 20 hours)
2. Shared Core (up to 24 hours)
3. Thematic Core (40 hours)
4. Major courses (about 32-48 hours)
5. Elective courses (includes courses for secondary education, military science, Human Needs and Global Resources, a second major, a minor, etc.)

COURSE LOAD

Students must carry at least 12 semester hours to be a full-time student, and 18 hours is the maximum number of hours for a freshman. Freshmen are encouraged to carry between 14 and 16 hours in the fall semester. A full course (4 credits) meets for the entire 16-week semester, while quad courses (2 credits) meet for 8 weeks (half of a semester). Both full and quad courses usually meet on Mondays, Wednesdays, and Fridays for 70-minute periods, or on Tuesdays and Thursdays for 110-minute periods. Quad courses generally meet for either the first half (Quad A) or the second half (Quad B) of the semester. There are some exceptions to this general rule. A few two-hour courses meet for the entire semester and are referred to as linear (lin) quad courses. These meet for 16 weeks. Some classes meet one evening a week in three and a half hour sessions.

COURSE GUIDE

CHRIST AT THE CORE: LIBERAL ARTS AT WHEATON COLLEGE GENERAL EDUCATION

Core Competencies (up to 20 hours)

Shared Core (up to 24 hours)

Thematic Core (up to 40 hours)

The Christ at the Core general education requirements listed below apply to students in the Bachelor of Arts and Bachelor of Science degree programs. Requirements for Music degrees are listed in the Conservatory of Music section of the catalog. The catalog also lists the Christ at the Core requirements for Liberal Arts Nursing and Liberal Arts Engineering majors. The credit hours listed for each requirement are based on Wheaton College course offerings. Variations may occur when requirements are met through testing and/or with transfer credit. Hence, course requirements might be listed as (O-2) or (O-4) depending on the number of hours needed to complete the requirement.

Several different examinations are used for establishing competency, determining course placement, or receiving college credit. You should also refer to the brochure mailed to you entitled “Meeting General Education Requirements Through Testing.”

Why Does Wheaton Emphasize General Education?

Our General Education program, Christ at the Core, is designed to develop the student’s ability to integrate Christian faith with learning, to be creative, to think critically, to reason analytically and quantitatively, and to foster interdisciplinary understanding. It enables students to develop proficiencies in research methodologies, in oral and written expression, and in aesthetic appreciation. The core curriculum encourages independent thought and action, nurturing the desire and capacity for informed moral choices and a lifetime of learning.

What is the Purpose of Wheaton’s Christ at the Core Curriculum?

The Christ at the Core general education curriculum at Wheaton introduces students to an understanding and appreciation of God, his creation and grace, and to our place of privilege and responsibility in the world He has made. More specifically this curriculum prepares a student:

To pursue an integration of faith, life and learning:

- By employing a Christian world view of God, humanity, nature, and the arts
- By seeking to obey Christ in personal, professional, occupational, and social activity
- By understanding and applying biblical perspectives to all areas of knowledge and life
- By interconnecting knowledge, concepts, and actions through critical analysis of historical, cultural and scientific backgrounds

How Will Your Christ at the Core Courses Contribute To Your Liberal Arts Education?

Christ at the Core general education courses at Wheaton supports the overall goal of the College to prepare students—intellectually, emotionally, physically, spiritually, and socially—for life in church and society, for involvement in Christ’s redemptive work in creation, and for lives of joy and service to the glory of God.

CORE COMPETENCIES (UP TO 20 HRS)

Competencies are essential academic skills for advanced study in the Christian liberal arts. Each student must satisfy up to 20 hours of Core Competencies over four different disciplines (Writing, Oral Communication, Foreign Language, and Wellness). Some students test out of part of the requirements through validation tests administered by the appropriate department or by AP, IB, ACT, or SAT Subject scores. Since these skills are foundational for further study, students must complete them no later than the end of their sophomore year, with the exception of the foreign language requirement, which must be completed by the end of the junior year.

How to Pass the Four Core Competencies:

1. First-Year Writing (0-4 hours)

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

Meeting the Writing Requirement

You may satisfy the writing requirement by taking ENGW 103 (4 hours).

OR

You may satisfy the writing requirement by taking ENGW 104 (2 hours) if:

1. You score a 3 on the LANGUAGE/Composition Advanced Placement exam.
2. You score a 10, 11, or 12 on the ACT Writing Test taken before September 2015.
3. Your ELA score (an average of your English, Reading, and Writing scores) is 26 or higher on an ACT exam taken on or after September 1, 2015.

4. You score a 10, 11, or 12 on an SAT Essay taken before March 2016.
5. You score a minimum of 6 on each category (reading, analysis, and writing) of the SAT Essay taken on or after March 1, 2016.

Options to Fulfill the Requirement with Academic Credit

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

Option to Fulfill the Requirement without Academic Credit

The Writing Competency Exam is given once each semester. The exam dates and registration deadlines are announced via a campus wide email to all undergraduates.

NOTE: The exam is open only to freshmen and transfer students during their first year at Wheaton. Students may take the exam only once.

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

If students do not fulfill the requirement, they will be placed in either ENGW 103 or ENGW 104 based on their score.

2. Oral Communication (0-4 hours)

If you have had extensive speech training or experience, take the oral competency exam offered by the Communication Department. The exam consists of presenting a persuasive speech to

a jury composed of one or more members of the Communication faculty (no credit).

OR Take one of the following courses:

COMM 101 - Public Speaking (2 hours)

COMM 201 - Fundamentals of Oral Communication (4 hours) [for Comm majors and minors only]

COMM 252 - Argumentation and Debate (4 hours)

Note: The oral communication requirement must be completed by the end of the sophomore year.

3. Foreign Language (0 - 12 hours)

The Christ at the Core Foreign Language requirement is comprised of two components: demonstrating intermediate level *Language Competency* and showing *Cultural Understanding*. Fulfilling this requirement may be done in a number of ways depending on how many years of foreign language study you had in high school and whether you have done other qualifying work prior to entering Wheaton College.

A. IF YOU STUDIED A LANGUAGE TAUGHT AT WHEATON:

If you have taken either the AP, the SAT Subject or IB tests in a foreign language offered at Wheaton (French, German, Mandarin Chinese, Spanish, Greek, Hebrew or Latin), you may satisfy your Foreign Language Requirement as follows:

*Please note that results **must** be sent to the Registrar's office prior to enrollment.*

1. Advanced Placement Test (AP):

Score 1 or 2: Take the Language Placement Test offered by the Foreign Languages department and follow the recommendation of the test report.

Score 3: Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Four (4) hours of credit earned.

Score 4 or 5: Foreign Language Requirement is met (both Language Competency and Cultural Understanding). Eight (8) hours of credit earned.

2. SAT Subject Test in a Language taught at Wheaton:

FRENCH, GERMAN, SPANISH

Score 580+ Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Four (4) hours of credit earned.

Score 450-570 Take 201 and take the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

Score below 450 Take 103, then 201 and pass the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

MANDARIN CHINESE

Score 500+ Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Four (4) hours of credit earned.

Score 440-490 Take 201 and take the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

Score below 440 Take 103, then 201 and pass the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

LATIN

Score 580+ Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Four (4) hours of credit earned.

Score 440-570 Take 201 and take the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

Score below 440 Take 103, then 201 and pass the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

3. IB Test:

IB Higher:

Score 5: Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Six (6) hours of credit earned.

Score 6 or 7: Foreign Language Requirement is met (both Language Competency and Cultural Understanding). Six (6) hours of credit earned.

IB Subsidiary:

Score 5: Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). Four (4) hours of credit earned.

Score 6 or 7: Foreign Language Requirement is met (both Language Competency and Cultural Understanding). Four (4) hours of credit earned.

If you did NOT take the AP, SAT Subject, or IB tests in a foreign language and you studied French, German, Greek, Hebrew, Latin, Mandarin Chinese, or Spanish, then satisfying the foreign language requirement will depend on how many years of high school study you had.

1. If you had **less than two years** of language study in high school (or below level two), take 101, 102, and 201 in French, German, Greek, Latin, Mandarin Chinese, or Spanish, or 301, 302, and 401 for Hebrew, and pass the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).
2. If you studied **only two years, and not beyond**, take 103 and 201 in the same language and pass the Language Competency and Cultural Understanding exams which are administered in all 201 courses. *If you had two years of Latin or Greek, you should take the Ancient Languages Placement Test to determine correct placement.*
3. If you studied **more than two years**, you **must** take a Language Placement Test before you can enroll in a foreign language course at Wheaton.

B. IF YOU STUDIED A LANGUAGE NOT TAUGHT AT WHEATON:

If you took a SAT Subject Test in a language not taught at Wheaton and scored 500 or above, Language Competency is met but Cultural Understanding needs to be demonstrated (see section C). If you scored below 500, consult with the Foreign Languages Department. *Please note that results **must** be sent to the Registrar's Office prior to enrollment.*

If all four (4) years of your high school instruction, written and oral, were in a language other than English, you may apply to waive the Foreign Language Requirement

- both Language Competency and Cultural Understanding.

The Foreign Language Department has access to examinations for many world languages, but cannot guarantee that it can provide a Language Competency exam for every request. If you hope to take a Language Competency exam in a language NOT taught at Wheaton, in order to insure that an exam is available, you should turn in your request/application form as soon as possible at the beginning of your first semester as a student here. It is highly recommended that you take the exam by the end of your sophomore year or by the end of your second semester if you enter Wheaton as a transfer student with junior or senior status. Test availability may change without notice; thus, the Foreign Languages Department offers Language Competency examinations in languages not taught at Wheaton only when an acceptable examination and a qualified examiner are available. Exam fees will vary depending on the provider and no academic credits will be given for passing.

NOTE: Cultural Understanding will still need to be demonstrated (see section C).

C. CULTURAL UNDERSTANDING

Students who meet Language Competency via independent testing (no coursework at Wheaton College) will need to demonstrate Cultural Understanding via one of the options listed below:

- Passing the Cultural Understanding exam
- Completing an upper-division course (4 credits) in the language for which Language Competency has already been demonstrated.
- Taking a course in a new language
- Participating in an approved non-English based Global and Experiential Learning (GEL) experience

D. FOREIGN LANGUAGE PLACEMENT TEST

Mandatory for each new student unless exempted for one of the following reasons:

- You plan to take the 101 course in a language studied less than two years in high school.
- You plan to take the 103 course in a language studied no more than 2 years in high school
- You took the SAT Subject test in a language
- You took the AP test in a language and scored a 3 or above.
- You took the IB test in a language and scored a 5 or above.

E. FOREIGN LANGUAGE COURSE SEQUENCE

Sequence for all languages except Hebrew:

101, 102, 201 and pass Language Competency and Cultural Understanding exams which are administered in all 201 courses

OR

103, 201 and pass Language Competency and Cultural Understanding exams. The 103 course is an accelerated elementary course that covers the same material in one semester as the 101 and 102 courses cover in two semesters.

Sequence for Hebrew:

301, 302, 401, and pass Language Competency and Cultural Understanding exams which are administered in Hebrew 401

NOTE: Students may not take any classes for the purpose of preparing for the Competency exam as a pass/fail course, nor as an audit. Students who withdraw from a 201 Intermediate language class after Fall or Spring Break will not be eligible to take the Language Competency exam that same semester.

4. Applied Health Science (2 hours)

All students are required to fulfill the Wellness Competency requirement their freshman or sophomore year.

Meeting the Wellness Requirement

1. Most students will fulfill the Wellness Competency requirement by taking AHS 101: Wellness during their freshman or sophomore year.
2. Students demonstrating physical competency through participation in ROTC or Intercollegiate athletics will satisfy the Wellness Core Competency requirement by completing the following requirements:
 - the Wellness Competency Exam with a score of 70% or higher (this exam will include an essay of how wellness can be shaped by Christian faith and practice)
 - successful completion of one year of ROTC program or one season of Intercollegiate athletics program
3. Students who are not formal participants in ROTC or Intercollegiate athletics may satisfy the Wellness Core Competency by completing the following requirements:
 - the Wellness Competency Exam with a score of 70% or higher (this exam will include an essay of how wellness can be shaped by Christian faith and practice)
 - an activity log
 - a dietary analysis
 - a sleep log

SHARED CORE (18-24 HRS)

The Shared Core fosters students' developmental learning of the integration of faith and learning and liberal arts study. These common courses are required of all students as either pre-requisites or as a required course which explore topics and cultivate skills valued in the development of Christian perspectives on all of life and learning.

1. First Year Seminar: Enduring Questions (CORE 101: 4 hours)

All freshmen will take First Year Seminar: Enduring Questions in the fall semester. This course is intended to present a framework to help students understand the nature of a Christian liberal arts education and the integration of faith with learning.

2. Old Testament Literature and Interpretation (2-4 hours)

To meet the Requirement in Old Testament:

Take BITH 211 (4-hour Old Testament course) or ARCH 211;

OR

Pass the Old Testament competency exam and take a 2-hour upper division Old Testament course as specified in the Catalog;

3. New Testament Literature and Interpretation (2-4 hours)

To meet the Requirement in New Testament:

Take BITH 213 (4-hour New Testament course) or ARCH 213;

OR

Pass the New Testament competency exam and take a 2-hour upper division New Testament course as specified in the Catalog;

4. Christian Thought (4 hours)

To meet the requirement in Christian Thought:

Take BITH 315 - Christian Thought (4 hours)

5. Advanced Integrative Seminar (CORE 3XX, 4 hours)

6. Capstone Experience: Disciplinary Questions and Vocational Challenges (2-4 hours)

Students will complete a Capstone course in their major, as designated by that department.

THEMATIC CORE (12-40 HRS)

The Thematic Core offers broad exposure to the liberal arts while allowing for multidisciplinary courses. The Thematic Core courses encourage students to interact with disciplines across the academic spectrum while focusing on the integrative goals of a Christian liberal arts education and helping students develop a distinctly Christian understanding of creation, culture, and the pursuit of truth.

- Up to three themes of the Thematic Core can be met in a major course
- Courses can carry up to 2 Thematic Core tags. Secondary tags are noted in () next to primary listing.

Christ at the Core requirements for individual **Music degrees** are listed in the Conservatory of Music section of the catalog. The Academic Advising Office in the Conservatory will guide Conservatory students in their course selection for the Fall.

1. Applied Abstract and Quantitative Reasoning - AAQR

AHS 281 - Biostatistics
CSCI 235 - Programming I: Problem Solving
CSCI 243 - Discrete Math/Functional Programming
ENVR 341 - Quantitative Methods - Environmental
GEOL 341 - Quantitative Methods- Environmental
MATH 106 - Math for Mission & Society
MATH 107 - Finite Math
MATH 131 - Precalculus
MATH 231 - Calculus I
MATH 233 - Calculus I B (*for students with 2 hours AP Calc*)
MATH 263 - Introduction to Statistics
PHIL 245 - Logic
PSYC 268 - Statistics
SOC 383 - Statistics

2. Diversity in the United States - DUS

COMM 223 - Communication & Diversity
COMM 253 - Messages, Influence, Culture

CORE 312 - AIS: Colonialism & Redemption (SI)
ECON 378 - Economics of Labor & Poverty
HIST 103 - Exploring the American Past (HP)
HIST 353 - American Cities & Suburbs
LING 224 - Theoretical Found ELL Methods
PHIL 105 - Race & Justice (PI)
SOC 115 - Intro to Sociology (SI)
SOC 371 - Asians in America
SPAN 357 - Hispanics in the US
URBN 233 - Chicago (SI)

3. Global Perspectives - (GP)

ANTH 116 - Introduction to Anthropology (SI)
ANTH 353 - Biculturalism
ANTH 435 - Gender and Power in SE Asia
ARCH 326 - Archeological Field Work (HP)
ASTR 304 - Global History of Cosmology (SIP)
BIOL 318 - Global Health (SIP)
CHIN 337 - Readings in Chinese Culture
CORE 303 - Making of the Modern Middle East (HP)
ENGL 202 - Literary and Global Explorations (LE)
ENVR 325 - International Issues in Envr Sci (SIP)
GERM 343 - German Cultural Identity (HP)
GERM 431 - German Minority Experience
HIST 102 - Exploring the Global Past (HP)
HNGR 114 - Poverty, Justice, and Transformation (SI)
IR 155 - Comparative Politics (SI)
IR 258 - Modern Middle East Politics (SI)
PHIL 251 - Global Justice (PI)
SOC 385 - Social Change (SI)
SPAN 335 - Spanish American Culture/Civ
SPAN 336 - Survey of Spanish Literature (LE)
SPAN 337 - Spanish American Literature (LE)
URBN 114 - Social Life of Cities (SI)
CE 351/352 - Intercultural Studies I & II

4. Historical Perspectives - HP

ANTH 435 - Power & Gender in SE Asia (GP)
ARCH 326 - Archeological Field Work (GP)
ARCH 365 - Ancient Near East History (SI)
ARCH 366 - Arch of Syria-Palestine (SI)
ARCH 416 - Classical Hebrew Inscriptions (SI)
CORE 303 - Making of Modern Middle East (GP)
ENGL 388 - Jane Austen (LE)
GERM 343 - German Cultural Identity (GP)
HIST 102 - Exploring the Global Past (GP)
HIST 103 - Exploring the American Past (DUS)

5. Literary Explorations - LE

ARCH 369 - Religion of Israel & ANE (PI)
CORE 309 - AIS: Native American Art & Lit (VPAV)
ENGL 111 - Studies in Western Literature
ENGL 115 - Modern Global Literature
ENGL 202 - Literary & Global Exploration (GP)
ENGL 215 - Classical/Early British Lit
ENGL 338 - Jane Austen (HP)
FREN 346 - Masterpieces of French Lit
GERM 351 - Topics in German Lit
PHIL 255 - Existentialism (PI)
SPAN 336 - Survey of Spanish Literature (GP)
SPAN 337 - Spanish American Literature (GP)

6. Philosophical Inquiry - PI

ARCH 369 - Religion of Israel & ANE (LE)
CORE 307 - AIS: Cosmology (SIP)
PHIL 101 - History of Philosophy
PHIL 103 - Philosophy & Scientific Inquiry (SIP)
PHIL 105 - Race & Justice (DUS)
PHIL 205 - Ethics & Society
PHIL 217 - Philosophy of Art (VPAV)
PHIL 222 - Souls and Brains (SIP)
PHIL 241 - Suffering
PHIL 251 - Global Justice (GP)
PHIL 255 - Existentialism (LE)

PHIL 315 - Philosophy of Religion
PSCI 145 - Political Philosophy (SI)

7. Social Inquiry - SI

ANTH 116 - Intro to Anthropology (GP)
ARCH 325 - Archeological Field Work (HP)
ARCH 365 - Ancient Near East History (HP)
ARCH 366 - Arch of Syria/Palestine (HP)
ARCH 416 - Class Hebrew Inscriptions (HP)
CE 223 - Human Dev & Ministry
COMM 363 - Persuasion
CORE 305 - AIS: Emerging Adult Faith
CORE 312 - AIS: Colonialism & Redemption (DUS)
CORE 313 - AIS: Sport & Social Change
CORE 314 - AIS: Economy & Society
ECON 211 - Principles of Microeconomics
EDUC 201 - US Education Policy
HNDR 114 - Poverty, Justice, and Transform (GP)
IR 155 - Comparative Politics (GP)
IR 175 - International Politics
IR 258 - Middle East Politics (GP)
NEUR 251 - Foundations of Neuroscience (SIP)
PACS 101 - Intro to Peace & Conflict Studies
PSCI 135 - American Government
PSCI 145 - Political Philosophy (PI)
PSYC 101 - Intro to Psychology
PSYC 241 - Social Psychology
PSYC 317 - Developmental Psychology
SOC 115 - Intro to Sociology (DUS)
SOC 116 - Intro to Sociology
SOC 385 - Social Change (GP)
URBN 114 - Social Life of Cities (GP)
URBN 233 - Chicago (DUS)

8. Scientific Practice – SP

The SP requirement is recommended before taking an SIP course.

ARCH 327 - Archeological Science
BIOL 201 - Principles of Biology
ENVR 221 - Intro to Environmental Sci
GEOL 201 - Intro to Field Geology
GEOL 211 - Exploring the Dynamic Earth
PHYS 221 - General Physics I
PHYS 231 - Introductory Physics I
PHYS 305 - Dakota Skies

9. Scientific Issues and Perspectives – SIP

The SP requirement is recommended before taking an SIP course.

ASTR 304 - Global History of Cosmology (GP)
ASTR 305 - Astronomy
BIOL 311 - Reproductive Biotech
BIOL 312 - Contemp Environmental Issues
BIOL 318 - Global Health (GP)
CORE 307 - AIS: Cosmology (PI)
CORE 311 - AIS: Good in Great Plagues
ENVR 315 - Nature, Environment, Society
ENVR 325 - International Issues – Environ (GP)
GEOL 307 - Water, The Essential Resource
GEOL 321 - Earth History Stratigraphy
NEUR 251 - Foundations of Neuroscience (SI)
PHIL 103 - Philosophy & Scientific Inquiry (PI)
PHIL 222 - Souls and Brains (PI)
SCI 311 - Theories of Origins

10. Visual and Performing Arts –

Choose one multidisciplinary - **VPA**

CORE 308 - AIS: Engaging Arts in the City

OR

Choose two courses from two different disciplines:

Theater - **VPAT**

COMM 171 - Intro to Acting

Music - **VPAM**

MUCS 101 - Intro to Music: Historical

MUCS 102 - Intro to Music: Interdisciplinary

MUCS 103 - Intro to Music: 20th Century

MUMS 101 - Music Performance Seminar

MUTC 101 - Intro to Music: Read & Analysis

Visual Arts - **VPAV**

ART 101 - Art Survey

ART 211 - Painting I

ART 221 - Taking Pictures

ART 231 - Sculpture I

CORE 309 - AIS: Native American Art & Lit (LE)

PHIL 217 - Philosophy of Art (PI)

SOC 251 - Culture, Media, and Society

COURSE GUIDE

WHEATON MAJORS (DEPT DESIGNATIONS)

Ancient Languages (GREK, HEBR, LATN)

Anthropology (ANTH)

Applied Health Science (AHS)

Art (ART)

Biblical Archaeology (ARCH)

Biblical and Theological Studies (BITH)

Biology (BIOL)

Business/Economics (BEC)

Chemistry (CHEM)

Christian Education and Ministry (CE)

Communication (COMM)

Computer Science (CSCI)

Economics (ECON)

Education- Elementary (EDUC)

English (ENGL)

Engineering Dual Degree Program (ENGR)

Environmental Studies (ENVR)

French (FREN)

Geology (GEOL)

German (GERM)

History & History/Social Science (HIST)

Interdisciplinary Studies (IDS)

International Relations (IR)

Liberal Arts - Nursing

Mathematics (MATH)

Music (MUCS, MUEP, MUIP, MUMS, MUTC)

Philosophy (PHIL)

Physics (PHYS)

Political Science (PSCI)

Psychology (PSYC)

Sociology (SOC)

Spanish (SPAN)

Urban Studies (URBN)



Some freshmen come to Wheaton with a definite idea of their major field, and often of their career field as well. One plans to go pre-med with a biology major and then go to medical school to specialize in surgery. Another plans to major in French, minor in English literature, and participate in the WheTEP program in order to obtain secondary teacher certification and teach French and English at the high school level. Others come to Wheaton with a variety of interests and abilities, but without a clue about what major to choose, or what career field to pursue.

The important thing to realize is that neither of these extremes is right or wrong, or even desirable or undesirable. The first two years at Wheaton are a time to try new things and see which ones engage you most deeply. The person who was so certain about pre-med may find that the necessary science courses are too difficult, or else that a new major field, which was never considered before, is becoming more attractive. The person who comes with no idea of a major should try a variety of options in the process of meeting Christ at the Core general education requirements. Almost always, a desirable major will be found by the end of the first semester of your sophomore year. The choice of career field is a more elusive one; many seniors will graduate from college still uncertain of their career choices. However clear your plans may be, you should **plan to visit the Center for Vocation & Career early on and throughout your undergraduate career.**

Freshmen enter Wheaton with an “Undeclared” college major. Students are permitted to formally declare their major at any time before the beginning of their third semester. For some, the declaration can occur early in the freshman year in order to facilitate course selection and sequencing. For many, the declaration of a major is best left until late in the freshman or until the Fall semester of the sophomore year in order to permit collegiate experiences to help them discover their life’s callings. Even then, students are permitted to change majors as their plans change. While you will not be asked formally to declare a major until the sophomore year, we will ask you to indicate a potential major in a field of interest in order to help us assign a freshman advisor who can best assist you in your early program planning.

Listed are all the possible majors offered at Wheaton, each with a recommendation of which courses you should take during your first year if you intend to pursue that major.

ANCIENT LANGUAGES

(GREK, HEBR, LATN)

The Ancient Languages major offers students the tools and training needed to read and study ancient texts for themselves in the original languages of antiquity, including, but not limited to, the scriptures. Interested majors may choose a core concentration in Greek (both Classical and Koine), Latin, or Hebrew, along with supporting courses from other languages, archaeology, ancient history and philosophy, Akkadian cuneiform, Egyptian hieroglyphic, linguistics, and biblical exegesis. This major is best begun in the fall of freshman year. Greek 101, Latin 101, and Hebrew 301 are not offered in the spring. Students will meet the Foreign Language requirement by passing the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew).

The usual choice for freshmen considering a major in Ancient Languages is to take the Greek 101 course in the fall and the Greek 102 course in the spring. Students who have studied Latin in high school should refer to the Christ at the Core Foreign Language section of this guide. To continue in a language which a student studied for more than two years in high school (above level two), the Language Competency exam is mandatory if the student did not take the SAT subject test in the language, or if AP test score in the language was 1 or 2.

ANTHROPOLOGY (ANTH)

Anthropology at Wheaton focuses on Cultural Anthropology, the branch of the discipline exploring cultural differences, patterns, and behaviors throughout the world. This empirical approach to cultural study is used to answer the question, "Why do people do what they do, and what does it mean?" Students with a background in anthropology are prepared to understand complex social and cultural contexts, and work effectively in diverse settings anywhere in the world.

All courses in anthropology at Wheaton emphasize a biblical perspective on human language and culture. Christian theological perspectives are integrated into these courses to help students generate a foundation for understanding themselves and others.

A first year student interested in majoring in Anthropology should take ANTH 116: Introduction to Anthropology in the fall or spring of their first year. In addition to meeting a major requirement, this course will satisfy the Social Inquiry and Global Perspectives tags.

ANTH 116 - Introduction to Anthropology (4 hours) introduces the field of anthropology. The objectives of this course are to: 1) Provide students with a basic understanding of anthropology in general, and cultural anthropology in particular, in historic, methodological and theoretical terms; 2) Provide students with the ability to use that understanding to think anthropologically about everyday situations as well as cultural difference; 3) Enable students to articulate the intersection of faith and the anthropological notion of culture in a way that informs their understanding of scripture, the Church, and the image of God in humanity. Students interested in cross-cultural careers, international travel, missions, the global church, international business, or multiculturalism in the United States will gain from an understanding of anthropology as a discipline and holistic perspective. This course meets the Social Inquiry (SI) and Global Perspectives (GP) tags.

APPLIED HEALTH SCIENCE (AHS)

Applied Health Science is focused on the theoretical and applied aspects of human health sciences and how best to care for the crowning creation of God's universe. The central core of the curriculum is based in the life and basic sciences. The core courses in Applied Health Science are directed at studying and understanding the applied sciences related to human health and the benefits of human movement. Furthermore, besides having a view towards normal, healthy function, abnormal/pathological and high performance levels of function are studied. Our majors enter a variety of careers including research in human health and movement sciences, physical therapy, public health sectors, medicine and health professions fields, human performance programs, wellness, dietetics, nursing, etc.

All Applied Health Science students must take Biology 241 during the freshman year to meet AHS prerequisite requirements; Chemistry 231/232 are also recommended during the freshmen year. Applied Health Science pre-med students must take Biology 241/242, Chemistry 231/232, 341/342 and Physics 221/222 during their College career; it is generally recommended that

BIOL 241 and CHEM 231 be taken in the first semester freshman year. Allied Health Students (e.g., pre-physical therapy and pre-nursing) must take Biology 241/242, Chemistry 231/232 and Chemistry 241 during their college career. Pre-physical therapy students must take these courses as well as Physics 221/222.

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

ART (ART)

Christ At The Core: The requirement for Visual and Performing Arts (VPA) is four credits, either through one VPA course or two course chosen from Art (VPAV), Music (VPAM), or Theater (VPAT). The options for Art include ART 101: Art Survey, which is available both fall and spring semesters, Art 211: Painting I, Art 221: Taking Pictures, or Art 231: Sculpture I.

Majoring in Art: Freshmen students interested in an art major should take one of the following in their first semester if interested in the studio art or community art concentration: ART 232: Drawing I, ART 233: Creativity & Design, or ART 234: Digital Studio. If interested in the Art History concentration they should take ART 251: History of Art and Architecture I. Studio Art and Art History Concentrations fulfill a portion of the VPA requirement by taking Art 251, not 101.

Recommended Freshman semester schedules for Art Majors in each ART Concentration:

Studio Art Concentration

Fall (choose one):

ART 232: Drawing I (3 hrs)
ART 233: Creative Design (3 hrs)
ART 234: Digital Studio (3 hrs) or
ART 251: History of Art & Architecture I (4 hrs)

Spring (choose one):

ART 232: Drawing I (3 hrs)
ART 233: Creative Design (3 hrs), or
ART 234: Digital Studio (3 hrs)

Community Art Concentration

Fall (choose one):

ART 232: Drawing I (3 hrs)
ART 233: Creative Design (3 hrs), or
ART 234: Digital Studio (3 hrs)

Spring (choose one):

ART 232: Drawing I (3 hrs)
ART 233: Creative Design (3 hrs), or
ART 234: Digital Studio (3 hrs)

Art History Concentration

Fall:

ART 251: History of Art & Architecture I (4 hrs)

Spring:

ART 351: History of Art & Architecture II (4 hrs)

BIBLICAL ARCHAEOLOGY (ARCH)

An entering student considering archaeology as a major should take ARCH 211: Old Testament Archaeology in fall semester of their first year to fulfill the Old Testament requirement. ARCH 213: New Testament Archaeology should be taken instead of BITH 213: New Testament Lit & Interpretation. Students considering an Archaeology major are advised to take ANTH 116 to meet the Social Inquiry requirement, and GEOL 211 is advised for *Scientific Perspectives*.

Archaeology majors are required to take Greek or Hebrew. It is preferable that a student begin taking the ancient language as soon as possible. Greek or Hebrew may be used to fulfill the Christ at the Core Foreign Language requirement.

Freshmen are urged to contact one of the archaeology professors early on for advising.

BIBLICAL AND THEOLOGICAL STUDIES (BITH)

An entering student interested in majoring in Biblical and Theological Studies should take Old Testament Literature & Interpretation (BITH 211) or Old Testament Archaeology (ARCH 211) in the spring semester of their first year, followed by New Testament Literature & Interpretation (BITH 213) or New Testament Archaeology (ARCH 213) in the following semester. It is recommended that majors take Biblical Interpretation and Hermeneutics (BITH 325) as soon as they have completed BITH 211 and BITH 213.

Majors in Biblical and Theological Studies take Systematic Theology (BITH 374) rather than Christian Thought (BITH 315) to fulfill their Christ at the Core requirement. Systematic Theology can be taken once the Old Testament and New Testament requirements are met.

Majors in Biblical and Theological Studies are encouraged, but not required, to take Greek or Hebrew, which may be used to fulfill the Christ at the Core Foreign Language requirement.

BIOLOGY (BIOL)

The Biology Department offers courses and co-curricular activities that prepare students for graduate, medical and other health-professional schools, and a life of service in various careers including research, health-professions, industry, teaching, and consulting. Students study biological phenomena at several levels: molecular, cellular, systematic, organismal, and ecological. They learn the processes of science and develop critical thinking skills useful for engaging both scientific inquiry and contemporary issues. At each level of the learning process, students are encouraged to integrate their scientific knowledge with Christian principles and lifestyle.

Students may choose to participate in research or internship experiences, on- or off-campus. During on-campus research experiences, students work closely with Biology faculty who conduct collaborative, cutting-edge research that is recognized nationally and internationally. Faculty maintain collaborations with biologists throughout the US and globally. These collaborative contacts are valuable resources for students, helping them transition from student to colleague in the course of their studies.

Additional opportunities to develop leadership skills are available to biology majors: teaching assistant and department student staff positions, mentoring opportunities, tutoring, Biology Advisory Council membership and the Symbiosis Biology Club.

A student majoring in Biology is required to complete at least 36 credit hours in biology (see <http://www.wheaton.edu/Academics/Departments/Biology/Major> for detailed information). Biology major course requirements include a three-semester survey course sequence (BIOL 241: Organization of Life— Genetics and Cell Biology; BIOL 242: Diversity of Life— Zoology and Botany; and BIOL 243: Processes of Life— Ecology and Evolution). Freshmen with an interest in majoring in biology are encouraged to take BIOL 241 in the fall semester and BIOL 242 in the spring semester of their freshman year. Alternatively, BIOL 242 may be taken in the summer after the freshman year at the Wheaton College Science Station in the Black Hills of South Dakota. BIOL 241 and BIOL 242 provide a basis for more advanced courses in biology and for those interested in health professions. BIOL 243 may be taken during the Fall semester of a student's sophomore, junior, or senior year, or during a summer at the Wheaton College Science Station.

In addition, biology majors are required to take 3 or 4 semesters of Chemistry. This is best started in the fall semester of the freshman year with CHEM 231: General Chemistry I. A score of 4 or 5 on the Chemistry AP exam will earn credit for CHEM 231 and CHEM 232: General Chemistry II.

Students with a 4 or 5 on the Biology AP exam are given credit for BIOL 201: Principles of Biology. Students may take a departmental exam to determine whether this AP credit may be applied toward BIOL 241. This exam will be given during the first week of the fall semester. An announcement will be made by the Biology Department regarding the time and place of this exam.

BIOL 201 and BIOL 241 meet the "Scientific Practice" thematic core requirement of the Christ at the Core general education curriculum.

BUSINESS ECONOMICS (BEC)

The Business Economics major builds on an economic core consistent with a liberal arts foundation and is intentional about integrating the Christian faith and perspective with the study of business. Students majoring in Business Economics receive a solid base of understanding of the broad context of enterprise by taking required courses in economics, statistics, calculus, accounting, management, marketing, and finance, as well as other electives in business. Due to its quantitative focus, the Business Economics major equips students with sufficient technical knowledge to position them for meaningful contributions in business, government, non-profit organizations, and other fields of endeavor, especially when combined with an internship experience.

Freshmen considering the Business Economics major should plan to take ECON 211 (Principles of Microeconomics) during their freshman year; this course fulfills the Social Inquiry requirement for the Thematic Core. In addition, freshmen are encouraged to take ECON 212 (Principles of Macroeconomics) and to complete the calculus requirement by taking either MATH 221 (Applied Calculus) or MATH 231 (Calculus I). MATH 231 is recommended for students anticipating further graduate study and is required for Economics majors.

CHEMISTRY (CHEM)

All students needing a year of General Chemistry will be taking the same course sequence of CHEM 231 and CHEM 232. There is an option for testing out of one or both of these courses. AP Chemistry students with a score of 4 or 5 will be granted 8 hours of credit for CHEM 231 and 232, though they may choose to retake one or both courses as a refresher or to bolster a limited laboratory experience in high school (both 231 and 232 require 3 hours of lab per week). In the absence of an AP score, a student may still take an achievement test before classes begin to possibly pass out of one or both semesters of General Chemistry. Students who do test out of General Chemistry are encouraged to enroll in Organic Chemistry I, CHEM 341, in the fall of their freshman year. While this course is known for being rigorous and covering new material not seen in high school, there is no reason to think a freshman could not excel in it. Chemistry majors who test out of General Chemistry are especially encouraged to take Organic Chemistry (341/342) freshman

year, as a new Inorganic Chemistry course (CHEM 336) is encouraged for sophomore majors (beginning Spring 2018).

CHINESE (CHIN)

A Chinese Minor is offered for students wishing to explore various career opportunities utilizing the Chinese language. A Chinese minor compliments study in International Relations, Political Science, Business, and Anthropology, in addition to numerous other majors, through classes such as CHIN 335 Business Chinese and CHIN 337 Readings of Chinese Society and Culture. Students will meet the Foreign Language requirement by passing the Language Competency and Cultural Understanding exams which are administered in all 201 courses (401 for Hebrew). 20 credit hours beyond the intermediate level are required for the minor. A study abroad experience is also required. Advanced classes in Chinese, study abroad, and at least an 'Intermediate-High' proficiency rating, or as recommended by the advisor, upon returning from the study abroad experience is required. Early and careful planning is advised because not all classes are offered each year.

Freshman considering a minor in Chinese who took the Chinese SAT II Subject test and scored 500 or higher, or received an AP test score in Chinese of 3, 4, or 5, can take CHIN 331 Chinese Conversation in the fall and CHIN 332 Chinese Composition or CHIN 337 Readings of Chinese Society and Culture in the spring. Students who did not take the SAT II Subject or AP tests but have studied Chinese in high school or have a background in Chinese should refer to the Christ at the Core Foreign Language section of this guide. The Language Placement Test is mandatory for any student who wants to take a course in a language in which he or she has studied more than 2 years in high school (above level 2), and if the student did not take the SAT II Subject test in the language, or if the AP test score in the language was 0, 1, or 2.

CHIN 331 - Chinese Conversation (4 hours). Intensive practice in oral communication and listening comprehension with emphasis on natural spoken expression based on audio materials, videos, and readings of authentic texts. Students will also develop reading and writing skills through expanding their learning additional Chinese characters.
Prerequisite: CHIN 201 or completion of Language

Competency requirement in Chinese at Wheaton College.

CHIN 332 - Chinese Composition (4 hours). Students learn punctuation, sentence and paragraph structures, and the basics of Chinese literary styles such as narrative, description, exposition, argument, correspondence, etc. This course emphasizes writing practices as well as group discussions, presentations and oral compositions. *Prerequisite: CHIN 201, completion of Language Competency requirement in Chinese at Wheaton College, or permission of instructor.*

CHRISTIAN EDUCATION & MINISTRY (CE)

Disciple-making is central to the work of the Church in the world. This is the educational ministry of the Church - to help people as they are being formed toward the likeness of Christ, and it is for this purpose that the Christian Formation and Ministry Department (CFM) of Wheaton College exists. Our mission is to facilitate the development of academically grounded, spiritually maturing, and practically skilled ministers of the Gospel who are prepared to build up the Church in a changing world.

Undergraduates in the CFM Department earn a major in Christian Education and Ministry. This is a liberal arts program that emphasizes biblical, theological, historical, and social science foundations integrated with traditional and contemporary philosophies and practices of ministry and spiritual formation. Students are encouraged to mature in their personal walk with Christ and to develop patterns of deep personal integrity and reflection upon their experiences to prepare them for ministry.

Students interested in Christian ministry should consider enrolling in CE 111: Foundations of Ministry. Other courses suitable for freshman include CE 221, and HNGR 114. Additionally, CE and non-CE majors may choose to earn a certificate in one of three areas: Christian Spirituality, Youth Ministry, or Leadership.

CE 111 - Foundations of Ministry. This course provides a foundation for the work of ministry through an introduction to evangelism and discipleship. Through an overview of the ministry of Jesus, students will learn the basic principles involved in the kingdom work of presenting the Gospel and making disciples in an ever changing world. (2)

CE 221 - Christian Spiritual Practices. An introduction to Christian Spiritual Formation as the integration of theological understanding, faith, and spiritual practice. This laboratory course in spiritual formation explores the relational, spiritual and missional practices of the Christian spiritual life—Christian formation in community and service to the world (e.g., corporate worship, spiritual friendship, spiritual direction, small group accountability, hospitality, evangelism, compassion, social justice, creation-care). Students will study, practice, and theologically reflect on these as biblical, historical, and psychological perspectives are brought to bear on the experience of class members individually and in the context of congregational leadership. (2)

HNGR 114 - Poverty, Justice, and Transformation. An introduction to the social, political, economic, biophysical, environmental and spiritual dimensions and causes of poverty, inequality and injustice. Examines the experience of people confronting poverty in Majority World contexts and considers the factors that connect human communities and ecological systems worldwide, such as globalization, migration, climate change, global health and disease, religious and social movements, and urbanization. Emphasis is given to understanding the theories, methods and effectiveness of diverse approaches to international development and holistic transformation. (4)

COMMUNICATION (COMM)

Students seeking to major or minor in Communication should register for COMM 201: Fundamentals of Oral Communication. The course is offered both semesters. COMM 101: Public Speaking, does not meet a requirement for the major or minor. In addition, COMM 252: Argumentation and Debate meets the Oral Communication Core Competency requirement; it is offered in the fall and is open to all students.

For opportunities in Media Studies, students may select electives among COMM 241: Media Studies, and COMM 246: Media Production. Students interested in Theater should take COMM 271: Theater Survey. Students interested in Journalism should take COMM 215: Journalism. Other appropriate courses for freshmen include COMM 221: Interpersonal Communication, COMM 223: Communication & Diversity and COMM 253: Messages, Influence, and Culture.

COMPUTER SCIENCE (CSCI)

A student majoring in computer science ideally would complete three courses toward the major during the freshman year:

Complete both of (A) CSCI 235 and CSCI 245, and one of (B) CSCI 243 and MATH 231. This is most easily accomplished by taking two courses in the fall semester: CSCI 235 (if necessary) and at least one of CSCI 243 and MATH 231.

(A) CSCI 235 and CSCI 245 together form a two-semester introduction to programming; in the 2016-2017 school year, both CSCI 235 and CSCI 245 will be offered both semesters. Credit for CSCI 235 is granted to students who score a 5 on the Computer Science A exam. Students without AP credit but with substantial programming experience should consult a member of the computer science faculty for initial placement in CSCI 235 or CSCI 245. Students with little or no programming experience should enroll in CSCI 235 in the fall and plan to enroll in CSCI 245 in the spring. Students placed out of CSCI 235 should take CSCI 245 in either the fall or the spring.

(B) MATH 231: Calculus I and CSCI 243: Discrete Mathematics and Functional Programming provide mathematical background for much of the work in computer science; in the 2016-2017 school year, both courses will be offered both semesters. Students who already have credit for all of MATH 231 should enroll in CSCI 243 in the fall. Others should enroll in MATH 231, though students who have credit for (or place out of) CSCI 235 may consider enrolling in both MATH 231 and CSCI 243. Students who do not take CSCI 243 this fall should plan to take it in the spring. (Consult the Mathematics section of this guide for information about credit for and initial placement in calculus.)

For an interview-style freshman guide to Computer Science at Wheaton College, see <http://cs.wheaton.edu/~tvandrun/freshmanguide.php>

Students who are curious about the field of computer science but are not yet committed to the major can learn more by taking one of CSCI 235 or CSCI 243; both of which are AAQR tagged.

CSCI 235 - Programming I: Problem Solving (4 hours). A first course in programming and problem-solving, emphasizing the concepts and methods that provide a foundation for further programming. The course contains an introduction to object-oriented techniques

and uses the programming language Java. This course meets for a weekly hands-on lab session in addition to the regular classroom instruction. (AAQR)

CSCI 243 - Discrete Mathematics and Functional Programming (4 hours). An exploration of the mathematical foundations of computer science. The mathematics topics of set theory, symbolic logic, proof, relations, and functions are intertwined with programming problems in the functional paradigm using the ML programming language. (AAQR)

CSCI 245 - Programming II: Object-Oriented Design (4 hours). A continuation of CSCI 235, emphasizing object-oriented concepts, their implementations in an object-oriented language, and their use in object-oriented design. This course also provides a gateway to the rest of the computer science curriculum by including modules on algorithms and data structures, software development techniques, and systems programming. As with CSCI 235, classroom instruction is supplemented by a weekly lab session.

ECONOMICS (ECON)

The Economics major helps students understand the relationships, forces, and patterns that influence the economic order on a micro as well as a macro basis. Students majoring in Economics first study foundational principles and then move to theory and applied courses. Key courses in quantitative analysis such as calculus, statistics, and econometrics provide the tools that then allow students to apply economic analysis to a wide range of social and economic issues. The Economics major provides excellent preparation for advanced studies and vocations in many fields, including law, economics, public policy, and business.

Freshmen considering the Economics major should plan to take ECON 211 (Principles of Microeconomics) during their freshman year; this course also fulfills the Social Inquiry requirement. In addition, freshmen are encouraged to take ECON 212 (Principles of Macroeconomics) and to complete the calculus requirement by taking MATH 231 (Calculus I).

EDUCATION, ELEMENTARY + SECONDARY (EDUC)

The Department of Education is committed to preparing teachers to work with children from all cultures.

Freshmen entering Education should plan to enroll in the first two Education courses, EDUC 135 and EDUC 136, and the corequisite, EDUC 136L, sometime during their first year.

All freshmen who plan to major in elementary or secondary education should plan to be involved in a cross-cultural tutoring experience. You must enroll in EDUC 136L, Cross-cultural Tutoring Practicum (1 credit hour) during the semester you enroll in EDUC 136. These courses are offered fall and spring semesters.

ENGINEERING DUAL DEGREE PROGRAM (ENGR)

The Dual Degree Engineering Program at Wheaton will allow you to combine the best of two different worlds - a rigorous Christian liberal arts training in an amazing community and a strong engineering education from one of many fully accredited engineering schools around the country. In addition, at Wheaton you will be empowered and encouraged to use your engineering knowledge to serve Christ and His Kingdom.

Our engineering students spend their first three years at Wheaton taking the full range of courses in Bible, theology, social science, art, music, literature, writing, etc. just as any Wheaton student would. Engineering students also complete the math and science courses that form the essential foundation for all of the engineering fields. After three years, students transfer to an accredited engineering school for two years of dedicated engineering coursework. The engineering school can be chosen from among many possibilities including the University of Illinois - Urbana Champaign, University of Minnesota, Washington University, and many others. A special arrangement is in place with the nearby Illinois Institute of Technology (IIT) and the University of Illinois - Chicago which allows students to spend all five years living at Wheaton while completing their program. Upon completion of the dual degree engineering program, all students receive two degrees - a B.S. or B.A. in Liberal Arts Engineering from Wheaton and a B.S. in their chosen engineering discipline from the engineering school.

A student who is considering the dual degree program should choose PHYS 231 (Introductory Physics I) and MATH 231 (Calculus I) for the fall schedule. Students

with AP credit for PHYS 231 should enroll in PHYS 233 (Introduction to Special Relativity). Anyone considering Biomedical Engineering or Chemical Engineering should enroll in CHEM 231 as well. All students are strongly encouraged to register for the Physics and Engineering Seminar, PHYS 294, or Introduction to the Engineering Profession, ENGR 101, either of which meets for 1 hour each week.

ENGR 101 - Introduction to the Engineering Profession. This course introduces students to the engineering profession. The various engineering disciplines, the engineering problem solving approach, the design process, professional practice, licensure, engineering ethics, and teamwork will be explored through discussion, readings, research, and guest visits by practicing engineers. The importance of the liberal arts and the impact of faith on the practice of engineering will be explored. Open only to freshmen and sophomores. (1)

PHYS 231 - Introductory Physics I (4 hours). Energy and momentum, conservation laws, Newtonian mechanics, introduction to special relativity. Three hours lecture, three hours laboratory. Pre or Corequisite: MATH 231.

PHYS 233 - Introduction to Special Relativity. Reference frames, nature of spacetime, conservation of four-momentum. Prerequisites: score of 4 or 5 on AP Physics C- Mechanics or equivalent. Pre or Corequisite: MATH 231. (1)

PHYS 294 - Physics and Engineering Seminar. Exploration of professional issues related to the physics and engineering disciplines including career choices, current research and trends, the relationship of physics/engineering to church and society, and the relationship of physics/engineering to the liberal arts. Open to freshmen and sophomores only. (1)

ENGLISH (ENGL)

The English curriculum is designed to strengthen and deepen our students' understanding of literature and its complex relationship to their experience. We do so by joining with them in the study of literary works from various genres, diverse cultures, and different periods of history.

We strive to train our students to read closely, to think critically, and to write clearly, creatively, and persuasively.

We aspire to equip our students to situate works of literature in culture and history, to articulate how those works enter into conversation with one another, and to undertake research for the purpose of joining the critical conversation, particularly but not exclusively through the writing of essays and papers.

We long to have literature transform our students in ways that enhance their ability to engage life's enduring questions, to develop empathy for others, and to employ their many skills in their vocational callings and their lives in the public sphere.

The Department offers three (3) concentrations within the English major:

- a) English Major with Literature Concentration
- b) English Major with Writing Concentration, which includes 16 hours of core courses in various forms of writing, or
- c) English Major with Teaching Concentration, which, along with a double major in education, prepares students to teach in Secondary Education.

(Please see the English Department website or the Wheaton College catalog for additional information on each of the major concentrations.)

All English majors are required to take both ENGL 215 and ENGL 225 or 226 and should therefore avoid taking ENGL 111 or ENGL 115. If a student decides not to major in English, ENGL 215 will complete the Literary Explorations requirement.

Note: ENGL 215 is a pre-requisite to ENGL 225 or 226 and cannot be met by Advanced Placement scores. Students are encouraged to take ENGL 215 and their topical seminar (ENGL 225 or 226) during their first year, if at all possible, since these two courses develop

the skills, introduce terminology and literary history, build the foundation majors will need in upper division courses, and provide a broad survey of classical and British literature.

ENGL 215 - Covers key literary texts from Homer and Virgil to Dante, Chaucer, and Shakespeare. A primary goal is to help students develop the skill of writing a strong literary paper.

ENGL 225 - A seminar focused around various literary topics that introduce students to terms and techniques of literary analysis, important questions within the discipline, and the research process.

ENGL 226 - Focus on Shakespeare and is required for students pursuing a Teaching Concentration.

ENVIRONMENTAL SCIENCE (ENVR)

The Environmental Science Program at Wheaton College teaches students to understand and care for God's creation. The program prepares students for a lifetime of environmental stewardship and service integrating the natural and social sciences to comprehensively address multifaceted environmental challenges. Students learn how to protect environmental systems, inform the local and global church about its witness and role in environmental stewardship, and how to influence society to make environmental policy that reflects creation care. Opportunities for applying environmental science exist in missions, community development, industry, regulatory agencies, policy, non-governmental organizations, education, business and many other fields.

Environmental Science majors take a core curriculum of natural and social science courses, including at least one field course and an internship or research experience. In addition to completing the core curriculum, students pursue specialized environmental study by selecting 10 credit hours of environmental science electives that support the student's specific interests and calling. All environmental science courses include the Biblical underpinning of creation care and the role of the Church in reaching the world for Christ through sustainable environmental, social and economic development.

All freshmen considering a major in Environmental Science should take ENVR 221/221L: Living in the Environment: Introduction to Environmental Science during the fall of their freshman year. Exploring the

Dynamic Earth (GEOL 211/211L) and Poverty, Justice and Transformation (HNDR 114) are also highly encouraged selections for the fall or spring semesters of the freshman year. The recommended approach for completing the core Biology requirements of the major (BIOL 242 and 243) is to take the courses at the Wheaton College Science Station in the Black Hills the summer after the freshman or sophomore year, which also completes the field course requirement of the degree.

ENVR 221: Living in the Environment: An Introduction to Environmental Science is a good course for all students to consider. It meets the Scientific Practice requirement of the Christ at the Core curriculum, while also exploring the historical and contemporary problems and dilemmas faced as humans live in and interact with the environment. The scientific basis, cultural causes, social implications, ethical dimensions, and avenues for constructive response are addressed.

Students considering a major in Environmental Science are encouraged to contact the program director (chris.keil@wheaton.edu, 630-752-7271) with any questions.

FRENCH (FREN)

One of only two languages spoken on five continents, French is an official working language of the European Union, the African Union, the UN, NATO, UNESCO, and the International Red Cross. French studies at Wheaton encompass the study of the history, literature, cinema, and art of the entire French-speaking world both inside and outside of France, including many countries in Africa and the Caribbean, Quebec, and Louisiana. Wheaton's French program involves the study of cultural identities, collective values, ethnic specificities, and cross-cultural communication. French studies prepare students for advanced work in the humanities and the social sciences. French students at Wheaton have gone on to careers in teaching (both in the United States and overseas), business, non-profit work, missions, music, law, the travel industry, student development, government, medicine and the sciences.

The usual choice for a freshman considering a major in French is to take FREN 331 (French Conversation) and FREN 332 (French Composition) in their first year with no particular preference as to order. At the same time, students who place into 100- or 200-level courses can expect to complete the major successfully. Students

who have studied French in high school or have other background in French should refer to the Christ at the Core Foreign Language section of this guide.

The Language Placement Test is mandatory for any student who wants to take a course in a language that he or she has studied more than two years in high school (above level 2), and if the student did not take the SAT Subject test in the language, or if the AP test score in the language was 0, 1 or 2. Some students who score a 5 on the AP test may request departmental approval to opt out of FREN 331 and move immediately in the fall to another upper level-course.

FREN 331 - French Conversation (4 hours) Intensive practice in oral and written communication with emphasis on listening comprehension and natural spoken expression based on audio tapes, videos, and reading of authentic materials. Lab fee required.

FREN 332 - French Composition (4 hours) Intensive practice in written expression with emphasis upon fluency, accuracy, style and authenticity of expression.

GEOLOGY (GEOL)

Students considering a B.S. or B.A. major in geology should select Exploring the Dynamic Earth (GEOL 211 and GEOL 211L). GEOL 211/211L are also recommended for any student interested in earth science teaching or interdisciplinary majors involving the geosciences, such as Environmental Science. For the B.S. geology major, either CHEM 231 or MATH 231 (or 221) should also be taken in the fall semester (see catalog for course descriptions).

Following GEOL 211, B.S. and B.A. majors should continue taking supporting courses in Chemistry, Physics or Math, following the recommendations of Geology academic advisors. Freshman Geology majors should take GEOL 321 Earth History and Stratigraphy in the spring semester.

Many courses in the geology major are offered alternate years, so it is important for students to meet regularly with advisors for updated information on future course schedules.

GEOL 211 - Exploring the Dynamic Earth (4 hours). Introduction to the physical properties and processes of the earth with special emphasis on the current practice of geology and its significant contributions to

humans and the environment. Topics are presented in the plate tectonic framework to include minerals and rocks, igneous activity, earthquakes, rivers, groundwater, glaciers, and energy and mineral resources. Three hours lecture, two hours laboratory. Field trip.

GERMAN (GERM)

Few cultures have exerted a more profound or lasting influence on the history of the world or the church than those of the German-speaking peoples of Europe. The German major prepares students to observe, interpret and participate in the contemporary societies of Austria, Germany, and Switzerland, and to understand both the historical origins and the cultural trajectories of these countries. Through on- and off-campus instruction in German history, religion, literature, politics, and business, the program emphasizes proficiency in Europe's most widely spoken first language while focusing on a comprehensive understanding of the Federal Republic of Germany, the most populous and influential member of the European Union. Faculty facilitate internships and service learning opportunities with political and ministry organizations and businesses in the U.S. and overseas. Graduating German majors regularly pursue advanced study or work in contexts that demand intercultural communication skills and/or knowledge of the German language and culture.

The usual choice for a freshman considering a major or minor in German, who has met competency, is to take GERM 341: Contemporary German Culture and Mores in the fall and GERM 342: Contemporary German Culture: Politics, Economics and Current Events in the spring. Students who place into 100- or 200-level courses will be able to complete the major successfully during four years of undergraduate study. Students who have studied German in high school or have other background in German should refer to the Christ at the Core Foreign Language section of this guide. The Language Placement Test is mandatory for any student who wants to take a course in a language in which he or she has studied more than 2 years in high school (above level 2). The placement test is also required if a student did not take the SAT Subject test in the language, or if the AP test score in the language was 1 or 2. Students who receive a German AP test score of 5 may request departmental approval to opt out of GERM 341 and move immediately in the fall to another upper level course.

GERM 341 - Contemporary German Culture and Mores - Introduction to institutions of contemporary German culture and society, including geography, gender relationships and the family, the church, the educational system, politics and government, minority populations, labor and economics, popular culture and media. Overview and analysis of behavioral norms and mores in the Federal Republic, coupled with comparative reference to the United States and broader German-speaking Europe. Intensive practice in oral and written communication with emphasis on listening comprehension and natural spoken expression based on audio recordings, video materials, and readings of authentic texts.

HISTORY AND HISTORY/SOCIAL SCIENCE (HIST)

The past, C. S. Lewis once wrote, is like a "roaring cataract of billions upon billions" of individual moments. The heart of HISTORY is the quest to make sense of that awesome totality. At its best, history feeds both the intellect and the soul.

As an intellectual discipline, history trains the mind in ways of thinking astutely about the past. Students trained to think historically develop a number of widely applicable skills, including the ability to read carefully, think critically, argue logically, and communicate persuasively. These skills are foundational to any number of life callings, e.g., in law, public policy, foreign service, business, teaching, medicine, and ministry.

As part of the pursuit of wisdom, the study of history also draws students into a grand dialogue across the ages, a "conversation with the dead about what we should value and how we should live." In the end, history helps us in understanding both our world and ourselves.

Students with scores of 4-5 in AP World History have met the Historical Perspectives requirement. (Please note that AP credits in U.S. or European History do not fulfill the Historical Perspectives education requirement at Wheaton College.)

Alternatively, students can satisfy this requirement by completing either HIST 102 (Exploring the Global Past), or HIST 103 (Exploring the American Past). HIST 102 and HIST 103 are both innovative new courses and either is highly recommended. Both introduce students to historical habits of mind while exploring a key

topic, theme, period, or event in global or U.S. history. Typically, at least a half-dozen sections are offered each semester on topics ranging from the Holocaust to historical fiction on modern Africa to the origins of American slavery to the history of baseball in the U.S.

Students who complete either HIST 102 or HIST 103 will satisfy two Christ at the Core requirements. In addition to satisfying the Historical Perspectives requirement, HIST 102 meets the Global Perspectives (GP) requirement, while HIST 103 meets the Diversity in the United States (DUS) requirement. Both HIST 102 and HIST 103 not only equip students for life-long learning but also serve as excellent introductions to the history major.

Freshman students who are definitely planning to major in history might also enroll in HIST 295 (a research methods course required of all majors) or one of the department's broader survey courses in U.S. History (e.g. HIST 351 or HIST 352) or European History (e.g. HIST 348 or HIST 349). Freshmen interested in exploring the possibility of majoring in history are encouraged to enroll in HIST 102 or 103 or, if they have already met the Historical Perspectives requirement, in one of our upper-division survey courses such as HIST 348 or HIST 351.

The History/Social Science major is for students desiring secondary school teacher licensure.

Freshmen who are definitely planning to major in history/social science are recommended to enroll in HIST 102 and might also enroll in HIST 295 (a research methods course required of all majors) and/or one of the department's broader survey courses in U.S. History (e.g. HIST 351 or HIST 352). Freshmen interested in exploring the possibility of majoring in history/social science are encouraged to enroll in HIST 102 or, if they have already met the Historical Perspectives requirement, in one of our upper-division survey courses such as HIST 348 or HIST 351.

INTERDISCIPLINARY STUDIES (IDS)

Interdisciplinary Studies (IDS) offers students an opportunity to create their own unique major at Wheaton. Students who apply and are accepted into this selective program will complete their undergraduate education in an unconventional way, integrating upper-divisional course work from any two or three of the College's existing academic majors. IDS majors will also establish a "guiding directive," which represents the rationale for the IDS major's integrative work. The guiding directive will involve choosing an important human problem, stating a related investigative question, and deciding on an analytic response according to a theme. The guiding directive will also provide the basis for the student's choice of courses listed in the personal program of study. Courses selected must be thematically congruous and reflect the ideal of a coherent, integrated whole. The culmination of the IDS major's program of study will be the IDS final research project, which allows the student to complete a qualitative, quantitative, or creative study that is related to the chosen disciplines. This final project will be presented to peers in the Senior Seminar and evaluated by two faculty members knowledgeable with the topic. IDS majors often focus their projects on central issues pertaining to the arts, social sciences (including urban studies), humanities, natural sciences, Human Needs and Global Resources, communication, modern culture, social policy, and the health professions, to name a few. Because IDS is a rigorous major, only students who possess educational vision and personal discipline should plan to apply during their sophomore year. The major emphasizes the importance of becoming a problem-solver who can integrate knowledge from various disciplines and express it with critical understanding, creative skill, and redemptive purpose. Such an innovative major is becoming increasingly popular, given that it combines a student's personal passions with practical application.

INTERNATIONAL RELATIONS (IR)

The International Relations (IR) major teaches students about global affairs, diverse political cultures, critical foreign language skills, the nature of international politics, and the global body of Christ. The IR major equips students to engage effectively with other cultures and prepares them for careers in government, law, missions, international business, international development and relief, journalism, education, and further graduate studies.

A highlight of the IR major is the required internship, in which students work alongside professionals in government, policy think tanks, or NGO offices with an international focus. These internships often include spending a semester overseas, so students can experience international work first-hand. Recent IR majors have served in China, El Salvador, Israel, Kosovo, Malaysia, and Mozambique, among other places.

Students interested in the IR major should begin with IR 155- Comparative Politics or IR 175- International Politics. IR majors must also take courses in a chosen foreign language, and approved history or economics courses.

LIBERAL ARTS - NURSING

The Liberal Arts Nursing major is a 3-2 program. Students in this dual degree program have the benefit of a liberal arts education during the three years at Wheaton combined with clinical education at one of Wheaton's nursing school affiliates. For the 3-2 program, Wheaton is affiliated with Emory University for the BSN (Bachelor of Science in Nursing) and Vanderbilt University for the MSN (Master of Science in Nursing). Other pathways for students interested in nursing are to select Liberal Arts Nursing as a second major. However, students considering the Liberal Arts Nursing major as a second major must still fulfill all requirements for the major including enrollment in nursing school. Students may also select a four year major (Pre-Nursing) and can apply to nursing school during senior year. Liberal Arts/Nursing majors are required to take BIOL 241 but continuing with BIOL 242 is recommended for a solid foundation in Biology. If the student plans on two sciences fall semester, CHEM 231 is required for the major and CHEM 232 can be taken in the spring. Students are strongly encouraged to take Christ at the Core general education courses

(Core Competencies or Thematic Core) to add to their science courses and the required First Year Seminar. Students interested in nursing may speak with the Director of Health Professions before classes begin or during the first week of classes. Also see Liberal Arts/Nursing at www.wheaton.edu/prehealth and in the college catalog at <http://www.wheaton.edu/Academics/Course-Catalog>.

MATHEMATICS (MATH)

Students planning on majoring in mathematics should enroll in MATH 231: Calculus I, MATH 233: Calculus IB, MATH 232: Calculus II, MATH 234: Calculus II B, or MATH 331: Vector Calculus in the fall semester.

A student with an AP Calculus BC score of 4 or 5 will receive 6 hours of college credit: 4 hours for MATH 231 and 2 hours for MATH 232. These students should take MATH 234 in A Quad and MATH 331 in B Quad during the fall semester.

A student with an AP Calculus AB score of 4 or 5, or BC score of 3, will receive 4 hours of college credit for MATH 231 and should register for MATH 232.

A student with an AP Calculus AB score of 3 will receive 2 hours of college credit for MATH 231 and may enroll in MATH 233 (B-quad only).

A student who has completed the calculus sequence may start with MATH 245 (Linear Algebra), MATH 333 (Differential Equations), or MATH 331 (Vector Calculus).

Supporting Courses: The supporting courses for a mathematics major include (i) either PHYS 231 or CSCI 243 and (ii) either CSCI 235, CSCI 243, or CSCI 245 (CSCI 243 cannot count for meeting both supporting courses.).

MATH 221 (Applied Calculus): Students planning on majoring in Economics are required to take MATH 231. Students planning on majoring in Business Economics are required to take MATH 221 or MATH 231. MATH 221 presents a more intuitive approach to calculus with topics and applications from the social sciences and is offered annually in the spring semester. MATH 221 does not count towards a mathematics major.

MUSIC

Students planning to major in Music should enroll in the following music courses for the fall term as follows:

MUTC 151: Music Theory I

MUTC 152: Aural Skills I

MUMS 115: Introduction to Music Studies

MUEP 219: Recital & Concert Attendance

MUIP 201-222: Individual Performance
(Private Lessons)

- The specific course number should correspond to your primary instrument. For example, if you take voice lessons, sign up for MUIP 204 (Voice).
- The number of credit hours for MUIP primary instrument lessons depends upon the degree:
 - 3 (three) hours credit: *Bachelor of Music Performance*;
 - 2 (two) hours credit: *Bachelor of Arts in Music, Bachelor of Music Education, Bachelor of Music (Composition), Bachelor of Music in Pedagogy, Bachelor of Music (History and Literature), and Bachelor of Music in Elective Studies in an outside field*
- Private lesson times are arranged during the first week of the fall semester between the student and the private instructor.

After auditions are completed in the fall, all music majors will add a large music ensemble, MUEP 213-218.

Pending piano proficiency examination in the fall, music majors may be required to add piano class or piano lessons.

Please contact the Conservatory of Music Academic Office at 630-752-5487 for more details.

PHILOSOPHY (PHIL)

Philosophy is a disciplined reflection on many of life's most interesting and important questions. Questions about the nature of world, human nature, and the conditions of human flourishing. Does God exist, and if so, what is God like? Are there objective moral principles binding on all persons? How can humans attain true happiness? What do the demands of justice require of me? To what extent, if any are humans free? When, if ever, is it morally permissible to take a human life? These questions have always been at the core of a liberal arts education.

Philosophy's questions are often life-orienting questions, the answers to which shape our self-understanding, and sometimes direct life's plans and purposes. These questions are pursued in the distinctive sub-fields of philosophy; Metaphysics, Epistemology, Ethics, Philosophy of Religion, Philosophy of Science, Political Philosophy, and Philosophy of Art, among others. These subject areas of philosophy, by their very subject matter, require that students think cross-disciplinarily. If, for example, one studies the philosophy of art, the theory and practice of actual artists will constitute part of the content of any such course.

Why Study Philosophy?

Philosophy deepens and refines a questioning and critical cast of mind that helps us to understand and evaluate complex and controversial ideas and perspectives. In particular, philosophical study fosters skills in critical thinking, argument analysis and construction, the ability to think independently, creatively, and to form reasonable judgments orally and in writing. Philosophy students also develop an integrative vision that enables them to appreciate the ways in which philosophical concerns touch upon our personal and professional lives, other academic disciplines, and broader social concerns. These abilities are crucial transferable skills that can contribute to success in a variety of career and life contexts.

Two Tracks for a Philosophy Major

Students can earn a philosophy major by completing 32 designated hours of philosophical coursework. Since philosophical questions are raised across the whole range of human experience, including our studies in a variety of academic disciplines, the depart-

ment offers an “integrated 24-16 major” that allows students to complete the major by taking 24 hours of required philosophy courses and 16 hours of designated courses in some companion discipline. Integrative majors may combine 24 hours of philosophy and 16 in art, theology, English, or some other discipline to earn a philosophy major.

What Can I Do With a Major in Philosophy?

Few students choose to major in philosophy for the reason that it leads to an obvious career path. Philosophy majors do, however, cultivate a variety of “transferable skills” that will serve them well in virtually all career choices, including the ability to read critically, think analytically, write and speak clearly and persuasively, understand and evaluate alternative perspectives and viewpoints, and see the implications of various perspectives and policies. These “transferable skills” are in demand no matter one’s vocational calling.

Graduates of Wheaton’s philosophy department have pursued careers in law, medicine, ministry, computer programming, foreign service, editing, sales, social work, college teaching, and even as college presidents (Dr. Ryken, Wheaton College’s current president, graduated with a Wheaton Philosophy degree). So in answer to the question, “What can you do with a philosophy major?” The honest answer is “Anything you want!”

PHYSICS (PHYS)

The Physics Department offers courses designed to enable students to understand deeply the nature of the physical world God has created for us to live in. Our faculty of accomplished scholar-teachers seeks to instill a sense of wonder as we explore together the marvels of the universe, from the smallest fundamental particles to the large-scale structure of galaxies. Our cutting-edge freshman physics curriculum introduces novice students to the non-intuitive ideas of relativity and quantum mechanics. Physics is unique in its offering of both theoretical insight developed through sophisticated mathematical knowledge and also real-world experimental and computer skills. Many of our students participate in mentoring summer physics research programs, both with Wheaton faculty and at other universities. Many students also participate in the ongoing life of the department by joining the Society of Physics Students or by working as teaching

assistants or tutors. Throughout the curriculum, a strong emphasis is placed on helping students learn what it means to be both a Christian and a physicist. A degree in physics at Wheaton can lead to success in graduate physics programs, medical, law and other professional schools, high school teaching, or directly to rewarding careers in technical and non-technical fields. A number of different B.S. and B.A. physics degree tracks are available to serve students with different interests. Details are available in the course catalog.

A student who is considering a Physics major should take PHYS 231 (Introductory Physics I) and MATH 231 (Calculus I) for the fall schedule. Students with AP credit in Physics should enroll in PHYS 233 (Introduction to Special Relativity). All students are strongly encouraged to register for the Physics and Engineering Seminar, PHYS 294, which meets 1 hour per week.

PHYS 231 - Introductory Physics I (4 hours). Energy and momentum, conservation laws, Newtonian mechanics, introduction to special relativity. Three hours lecture, three hours laboratory. Pre or Co-requisite: MATH 231 or MATH 233.

PHYS 233 - Introduction to Special Relativity. Reference frames, nature of spacetime, conservation of four-momentum. Prerequisites: score of 4 or 5 on AP Physics C- Mechanics or equivalent. Pre or Corequisite: MATH 231 or MATH 233. (1)

PHYS 294 - Physics and Engineering Seminar. Exploration of professional issues related to the physics and engineering disciplines including career choices, current research and trends, the relationship of physics/engineering to church and society, and the relationship of physics/engineering to the liberal arts. Open to freshmen and sophomores only. (1)

POLITICAL SCIENCE (PSCI)

Politics is at the heart of the liberal arts, for it is in studying how different communities make decisions, pursue justice, and manage conflict that we can see more clearly how political institutions connect to human flourishing.

A political science major equips students with concepts and methods for analyzing the role and impact of political actors and institutions worldwide. It also cultivates Christian character for civic and public engagement by encouraging the integration of biblical

and theological perspectives with current issues in politics and international relations. Coursework guides students to a deeper understanding of the nature and role of political institutions in contemporary life and encourages students to reflect on ways their Christian belief and practice inform complex policy issues.

Our majors participate in a range of department-sponsored activities and have interned at a wide range of organizations including the State Department, overseas embassies, Capitol Hill, think tanks and religious and secular NGOs. The department's excellent teachers and rigorous classes prepare students for a wide range of careers in the public and private sectors as well as placement in high-quality graduate programs and top law schools. Department graduates regularly pursue careers in law, government, public affairs, business, education, development, and international affairs.

Prospective majors and students interested in public life should choose from any one of the four introductory courses offered by the department: PSCI 135: American Politics and Government, PSCI 145: Political Philosophy, IR 155: Comparative Politics or IR 175: International Politics.

PSYCHOLOGY (PSYC)

Psychology is the scientific study of brain, behavior, thought and emotion, including the application of research to a wide range of individual and social concerns. Psychology is central to contemporary culture's understanding of what it means to be a person. We seek to understand this rapidly changing field in the context of Christian faith and practice. Faculty are engaged in teaching, scholarship, and clinical training across a wide range of topics including neurological, perceptual, developmental, and social aspects of human behavior. Students study these topics in courses, through mentoring in faculty laboratories, and through internships and field experience in psychology. Psychology is useful in preparing for further study or careers in many fields such as mental health care and counseling, behavioral research, neuroscience, medicine, law, engineering, social work, ministry, education, and personnel management. Students interested in psychology should consider taking Introduction to Psychology (PSYC 101), which provides students with an understanding of the major approaches to psychological research and application.

Introduction to Psychology meets the Social Inquiry requirement of the Christ at the Core curriculum.

PSYC 101 - Introduction to psychology (4 credits) exposes students to the field of contemporary psychology from a distinctively Christian perspective. In order to accomplish this goal, each aspect of this course aims to fulfill four interrelated objectives: 1) presenting the diversity of psychology as a social and behavioral science through lectures by five instructors, each trained in a different area of psychological research and practice; 2) offering critical responses to psychological theories, interpretations, and practices that express the integration of mature Christian faith and rigorous academic scholarship; 3) presenting a sufficient background in psychology to prepare students for more advanced courses in the Psychology department if you choose to take them; and 4) highlighting the many opportunities that exist for the use of your own gifts and interests in the field of psychology. Students who achieve these goals will also gain a deeper understanding of their own psychological experience.

SOCIOLOGY (SOC)

Sociology offers an analytical lens with which to look at society. We consider how individuals shape and are shaped by social structures such as the family, corporations, the church as an organization, and culture. We try to make connections between the visible (or symbolic) world with the invisible mechanisms that make our world. Sociology provides a framework for understanding human relationships in law, medicine, the ministry, and higher education, as well as applied fields such as social work, human resource management, family services, evaluation research, and demography. We evaluate the presuppositions of sociology from a biblical perspective, while also examining changes in technology, values, and social structures. Students who are interested in a sociology major should take SOC 115 during the freshman year.

SOC 115/116 - Introduction to Sociology (4 hours). This course is designed to develop skills of social analysis utilizing empirical data and causal explanations and to recognize group and societal influences in shaping human personality, values, and life goals. Social processes such as stratification, socialization, urbanization, and industrialization as well as concepts of culture, bureaucracy, deviance, and social change are among the areas of study. This course meets the

Social Inquiry (SI) tag and many sections (SOC 115) also meet the Diversity in the United States (DUS) tag.

SPANISH (SPAN)

Spanish is spoken world-wide by some 470 million persons and by about half the population of the Western Hemisphere; in the US, it is the second most widely spoken language after English. Becoming a Spanish major is, therefore, a process that broadens one's view of God's work in the world while leading to practical communication skills. Our academic program combining coursework in language, literature and cultures provides formal and experiential learning opportunities on-campus, in the community and abroad. Recent graduates have gone on in fields including education, health professions, social services, business, and ministry.

The usual choice for a freshman considering a major in Spanish is to take SPAN 331 (Spanish Conversation) in the fall and SPAN 332 (Spanish Composition) in the spring. Students who place into 100- or 200-level courses can expect to complete the major successfully. Students who have studied Spanish in high school or have other background in Spanish should refer to the Christ at the Core Foreign Language section of this guide. The Language Placement Test is mandatory for any student who wants to take a course in a language in which he or she has studied more than two years in high school (above level 2), and if the student did not take the SAT Subject test in the language, or if their AP test score in the language was 0, 1 or 2. Students who score a 3, 4, or 5 on the AP test may choose to take Spanish 332 in the fall and Spanish 331 in the spring. Some students who score a 5 on the AP test may choose to take Spanish 335 in the fall. Students who meet Language Competency also have the option of taking Spanish 332 before taking Spanish 331.

SPAN 331 - Spanish Conversation (4 hours). Intensive practice in oral communication with emphasis on listening comprehension and natural spoken expression based on videos and readings of authentic materials. Lab fee required.

SPAN 332 - Advanced Grammar and Composition (4 hours). Intensive grammar review and written practice in various forms to improve accuracy and authenticity of expression. Readings, films, and discussion.

SPAN 335 - Spanish American Culture and Civilization (4 hours). Readings and discussion of history, geography, political and social structures, and various forms of artistic expression particularly Latin American. Recommended for IR and Education students. (Global Perspectives tag)

URBAN STUDIES (URBN)

The Urban Studies major will help students develop a sophisticated grasp of cities and their role in global affairs. Courses focus on the emergence and growth of cities, the complexities and challenges of the urban condition, and the increasing articulation of dynamic urban centers to global political, economic, social and cultural activities. The program is interdisciplinary, globally engaged, theologically informed, and experiential. All Urban Studies majors complete the Wheaton in Chicago program in the fall semester of their sophomore, junior, or senior year.

Urban studies students have gone on to successful careers in advocacy, the arts, community and economic development, education, planning, policy, public health, social enterprise and social work. Our alumni have secured fellowships, including Fulbright grants, and have gone on to excellent graduate and professional schools in anthropology, economics, geography, ministry, political science, psychology, sociology, theology, urban planning, business, education, law and medicine.

Freshmen considering an Urban Studies major (or minor) should enroll in URBN 114: The Social Life of Cities in the Fall semester. The course secures Christ at the Core tags in both Global Perspectives and Social Inquiry.

COURSE GUIDE

ELECTIVE PROGRAMS



Up to this point, we have listed all the Christ at the Core requirements for graduation that you need to meet during your college career, along with the beginning courses that are required for the various majors. A portion of your course schedule may also include elective courses that you choose because you want to, and not because they meet a stated requirement. It is also possible to collect several elective courses together to form a minor or a concentration of courses. In this section, we will describe some of the elective programs that you may want to explore during your time at Wheaton, and also a description of some elective courses that you may want to consider as possible choices during your first semester.

Teacher Education Programs for Elementary and Secondary Education

The Wheaton Teacher Education Program (WheTEP) for elementary (grades 1-6), secondary (grades 9-12), and special (grades K-12) licensure seeks to prepare teachers for schools around the nation and the world. Students desiring to teach at the middle grade level will need an endorsement in a content-specific area (24 hours) and a middle grade methods course. Students planning to teach in grades 1-6 are encouraged to also acquire the ESL, bilingual or special education endorsements. Students planning to teach in grades 9-12 major in English, History/Social Science, Mathematics, or Science (Biology, Chemistry, Geology, or Physics) and can easily add a middle grade endorsement for the content area. Students pursuing licensure in grades K-12 may major in Music Education, German, French, or Spanish. It is important for students seeking licensure to follow the WheTEP program closely, beginning with the freshman year.

Students seeking secondary (grades 9-12) or elementary (grades 1-6) licensure may wish to consider the Master of Arts in Teaching (M.A.T.) program. The M.A.T. is available in most of the secondary education majors. Students who wish to major in a subject matter department and earn licensure in Elementary Education may wish to pursue the M.A.T. in Elementary Education. Prospective teachers in the M.A.T. program typically fulfill requirements for WheTEP and M.A.T. course work in ten semesters. The additional course work for the Master's degree allows for greater depth in the major and additional study in professional education such as ethical and cultural perspectives in teaching.

The College's programs are accredited by the Illinois State Board of Education and the Council for Accreditation of Education Preparation. All students must successfully complete two examinations administered by the Illinois Licensure Testing System and a Teacher Performance Assessment. Completion of the program results in licensure in Illinois. Transfer of this license to other states is typically a relatively simple matter.

Gender Studies Certificate

The Gender Studies Certificate program engages global sociopolitical gender concerns, biblical and historical approaches to femininity and masculinity, the complex cultural processes involved in gender

construction, and the interpersonal gendered dynamics. Practically, students have studies issues such as sex trafficking, women in leadership within the church, the sexualization of the media, the role of art in promoting social awareness, and the prevalence of sexual violence. The interdisciplinary focus of the program prepares students to become proactive participants in the world by exposing them to economic, political, and cultural realities at home and around the world.

The program's academic home is the Department of Sociology and Anthropology. The program is interdisciplinary in nature, and students from any major are able to complete the certificate. An advisory team for the program consists of faculty from different departments and divisions. In addition to required core classes in sociological and theological thought, electives are taken in three areas: theology and theory, social and historical context, and cultural considerations of everyday life. For their senior projects, students will both be able to connect gender concerns with their discipline, as well as design practical ways to promote conversation and encourage others to engage and consider gendered contexts.

We encourage students to take the Gender and Society class (SOC 347) and Gender and Theology (BITH 383) early in their career (Freshman or Sophomore year). Ideally, students will take these classes before the other electives within the program. Some of these electives may also count for general education credit or major/minor requirements.

More information is available at the program website, <http://www.wheaton.edu/Academics/Departments/Socio/Gender-Studies>. Students considering the certificate are encouraged to contact the Sociology/Anthropology office in Blanchard Hall and schedule a meeting with the coordinator of the program, Dr. Amy Reynolds.

Human Needs and Global Resources Program

The Human Needs and Global Resources (HNGR) Program equips students to build the church and benefit society worldwide by confronting the challenges of ecological vulnerability, poverty, hunger, conflict, injustice, and persistent health concerns in the Majority World (often referred to as the Third World or the Global South) from an interdisciplinary perspective and a biblical framework.

The Program's curriculum includes multi-disciplinary course work on campus and a six-month off-campus internship in Africa, Asia, or Latin America with an organization involved in holistic transformational development. Past internships have included, but are not limited to, projects in: agriculture, community development, environment, gender, health and nutrition, HIV/AIDS, microfinance, and social justice. Each internship includes supervised study and service in the context of authentic cross-cultural experiences. Human Needs and Global Resources aims to promote in students a commitment to formulating a Christian response to the issues facing the globe and its peoples.

Students from any major may participate in the Program, earn the Human Needs and Global Resources Certificate, and graduate within the normal four-year period if their course schedules are carefully planned during the freshman and sophomore years. Additional information is available by contacting the Human Needs and Global Resources office. E-mail: HNGR@wheaton.edu Telephone: 630/752-5199.

If you are interested in exploring the possibility of participating in Human Needs and Global Resources, you should include HNGR 114: Poverty, Justice, and Transformation in your course of study during your freshman year. Human Needs and Global Resources students meet Social Inquiry and Global Perspectives requirements with HNGR 114.

Military Science (Army Reserve Officers Training Corps)

Two military science courses are available for freshman men and women who are interested in learning more about leadership development, the military, its role in society, the military as a mission field, and military service opportunities.

MSCI 101: Leadership and Personal Development and MSCI 102: Introduction to Tactical Leadership are introductory courses to the ROTC Program. MSCI 101 is offered in the fall semester, and MSCI 102, in the spring semester. You must enroll in the ROTC program as a non-contracted (non-obligated) cadet and also sign up for MSCI 123 (Leadership Laboratory) in order to take MSCI 101 or 102. No military obligation is incurred by enrolling in freshman ROTC. Through enrollment in the Reserve Officers Training Corps program, however, you may pursue a commission as a

Second Lieutenant in the Army, along with the baccalaureate degree.

A limited number of ROTC Scholarships, which provide yearly payments of full tuition, \$1200 for books, and \$2500 for expenses, are offered by the U.S. Army to outstanding students enrolling in the four-year ROTC program. More information is available on line at <http://www.wheaton.edu/Academics/Departments/ROTC/Scholarships>. Also, freshmen and sophomores may apply for three-year and two-year Army ROTC On-Campus Scholarships.

If you have previous military service, it may be possible to enter with advanced standing. Interested students should contact the Department of Military Science for more information at 630/752-5680 or 5121.

Pre-Allied Health Professions

(Allied Health Professions such as Pre-Physician Assistant, Pre-Pharmacy, Pre-Physical Therapy)

Students can also prepare for optometry, nutrition and dietetics, audiology, speech-language pathology, and many other allied health professions in addition to pharmacy, physical therapy, and physician assistant. In the fall semester BIOL 241 and CHEM 231 are recommended and BIOL 242 and CHEM 232 can be taken in the spring semester.

Students interested in public health, occupational therapy or healthcare administration often are not required to take as many science courses as other career paths. Students interested in occupational therapy will need to take Anatomy & Physiology during their college career, BIOL 241 is a pre-requisite and can be taken in the first semester. Admissions requirements vary for each allied health profession, and the major selected by the student will vary. Pre-allied health students are encouraged to see the Director of Health Professions early in the fall semester to begin creating a plan for their future professional goals.

Pre-Law

The Prelaw Program at the College is designed to assist students in exploring or confirming a calling to service in the legal profession. The Prelaw Program provides students with access to a variety of resources, activities, and events that focus on mastering the law school admissions process, preparing for

a legal education, and understanding the legal profession. Further information on the Prelaw Program is available at www.wheaton.edu/prelaw.

Law schools do not specify any particular major, so pre-law students are encouraged to major in any discipline that captures their interests and passions. The College offers a broad liberal arts education that provides students with a solid foundation for law school. In addition to providing several law-oriented courses, the College offers a Prelaw Studies Certificate Program, an interdisciplinary program that provides a concentration of course work to support the future study and practice of law. This program is designed to develop a student's cognitive faculties for analysis, reading comprehension, and written and oral expression, and includes a law-related internship. The program is described in detail in the College catalog.

Freshman or sophomores who are interested in law may wish to take PSCI 271 (Introduction to Law), a two-hour course that examines the nature and function of law in political society. The course contrasts the natural law tradition with legal positivism and legal realism, explores the roles of judges and legislators in the context of the common law and statutory law, and examines substantive areas of the law via tort law and criminal law.

Pre-Medical and Pre-Dental

Medical and dental schools do not recommend any particular major, but one year each of the following courses are required to fulfill most admissions requirements: College Biology (BIOL 241/242), General Chemistry (CHEM 231/232), Organic Chemistry (CHEM 341/342), Physics (General or Introductory). Other courses such as Calculus, Statistics, advanced writing, social science and Biochemistry may be required by some professional schools.

In addition to the courses above, to ensure appropriate academic preparation for the MCAT, students should be prepared to take Biochemistry (CHEM 461) and at least one social science course, preferably Psychology (PSYC 101). Coursework in statistics and sociology or anthropology is also recommended. Students choosing to take specific classes in these areas should set aside ample time for self-study prior to the exam. Along with these changes directed towards preparation for MCAT 2015, medical school-specific changes in course prerequisites may include demonstration of competencies (academic, science, interper-

sonal, and intrapersonal). Pre-dental students should be aware changes in DAT 2015 are primarily in the area of quantitative reasoning and critical thinking.

The usual fall schedule would include BIOL 241 (College Biology I) and CHEM 231 (General Chemistry). If AHS majors desire to take only one lab science in the fall, it should be BIOL 241 as a pre-requisite for required courses in the major. Students should see the Director of Health Professions early in the fall semester for assistance in planning toward medical school. Students are encouraged to speak with the director with any questions about their fall semester schedule and how it pertains to their future goal of a health profession program. Questions are most easily answered via email at health.professions@wheaton.edu.

Advanced Placement Credit

Wheaton College will give academic credit for AP scores as indicated; however, students should be advised that AP credits may be removed if a course for which AP credit was awarded is subsequently taken for college credit.

ADVANCED CREDIT BY TESTING

Test Name	Score	Dept	Course #	Christ at the Core Gen Ed Theme or Competency Met	Additional Information	Credit Hrs Granted
AP - Arts						
Art History	4 or 5	ART	1x1	-	Elective credit	2
Art: Studio Art: (Drawing)	4 or 5	ART	2x1	-	Elective credit	3
Art: Studio Art: (2-D, 3-D Design)	4 or 5	ART	2x2	-	Elective credit	3
Music Theory	4 or 5	MUTC	101	Visual and Performing Arts (VPAM)		2
AP - English						
English Lang/Comp	4 or 5	ENGW	103	Writing competency		4
English Lang/Comp	3	ENGW	xx1	-	Need ENGW 104 to complete writing competency.	2
English Lit/Comp	4 or 5	ENGL	115	Literary Explorations (LE)		4
English Lit/Comp	3	ENGL	1x1	-	Elective credit	2
AP - History & Social Science						
Comp Govt and Politics	4 or 5	IR	155	Social Inquiry (SI)		4
European History	4 or 5	HIST	2xx	-	Elective credit	4
Human Geography	4 or 5	GEOG	211	-	Elective credit	4
Macroeconomics	4 or 5	ECON	212	-	Elective credit	4
Microeconomics	4 or 5	ECON	211	SI		4
Psychology	5	PSYC	101	SI		4
US Govt and Politics	4 or 5	PSCI	135	SI		4
US History	4 or 5	HIST	2US	-	Elective credit	4
World History	4 or 5	HIST	102	Historical Perspectives (HP)		4
AP - Math & Computer Science						
Calculus AB	3	MATH	xx1	-	Need MATH 233 to complete AAQR gen ed	2
Calculus AB	4 or 5	MATH	231	Applied Abstract and Quantitative Reasoning (AAQR)		4
Calculus BC	2	MATH	xx1	-	Need MATH 233 to complete AAQR gen ed	2
Calculus BC	3	MATH	231	AAQR		4
Calculus BC	4 or 5	MATH	231 & xx2	AAQR	Full credit (4 hrs) for Calculus I is earned. Partial credit (2 hrs) for Calculus II is earned. For full Calculus II credit, take MATH 234 (2 hrs).	6
Computer Sci A	5	CSCI	235	AAQR		4
Statistics	4 or 5	MATH	2x1	-	Elective credit	4
AP - Sciences						
Biology	4 or 5	BIOL	201	Scientific Practice (SP)		4
Chemistry	4 or 5	CHEM	231 & 232	-	Elective credit	8
Environmental Science	4 or 5	ENVR	1x1	-	Elective credit	4
Physics C: Mechanics	4 or 5	PHYS	xx1	-	Need PHYS 233 (1 hr) to complete SP gen ed.	3
Physics C: Electricity and Magnetism	4 or 5	PHYS	xx2	-	Need PHYS 234 (2 hrs) to complete SP gen ed.	2
Physics I & II: Algebra Based (Note: Both tests are required for credit)	4 or 5	PHYS	221 & 222	SP		8

Continued on the following page

AP - World Languages & Cultures						
Chinese Lang & Culture	4 or 5	CHIN	201 & 341	Foreign Language competency		8
French Lang & Culture	4 or 5	FREN	201 & 334	Foreign Language competency		8
German Lang & Culture	4 or 5	GERM	201 & 437	Foreign Language competency		8
Italian Lang & Culture	4 or 5	FLNG	2x2	Foreign Language competency		8
Japanese Lang & Culture	4 or 5	FLNG	2x2	Foreign Language competency		8
Latin Lang & Culture	4 or 5	LATN	201 & 495	Foreign Language competency		8
Spanish Lang & Culture	4 or 5	SPAN	201 & 439	Foreign Language competency		8
Spanish Lit & Culture	4 or 5	SPAN	201 & 439	Foreign Language competency		8
Chinese, French, German, Latin, Spanish Lang & Culture or Spanish Lit & Culture	3	CHIN, FREN, GERM, LATN, SPAN	201	-	Pass cultural competency exam (0) or take 4 more hours of foreign language or do an approved study abroad program to complete foreign language competency.	4
Italian, Japanese Lang & Culture	3	FLNG	2X1	-	Pass cultural competency exam (0 hrs) or take 4 more hours of foreign language or do an approved study abroad program to complete foreign language competency.	4
ACT Writing						
Writing Subscore	10+	-	-	-	Need ENGW 104 to complete writing competency.	0
SAT Essay						
Essay Subscore	10+	-	-	-	Need ENGW 104 to complete writing competency.	0
SAT Subject						
Chinese, French, German, Latin, Spanish	450+	CHIN, FREN, GERM, LATN, SPAN	201	-	Pass cultural competency exam (0 hrs) or take 4 more hours of foreign language or do an approved study abroad program to complete foreign language competency.	4
Hebrew	450+	HEBR	301	-	Pass cultural competency exam (0 hrs) or take HEBR 401 and pass final exam to complete foreign language competency.	4
Italian, Japanese, Korean	500+	FLNG	2x1	-	Pass cultural competency exam (0 hrs) or take 4 more hours of foreign language or do an approved study abroad program to complete foreign language competency.	4
IB Tests						
Various					Contact Registrar's Office about specific exams.	

* All information subject to change. See official policies at wheaton.edu/Registrar

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