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A Profile of Wittenberg

Student Enrollment:

Wittenberg enrolls more than 2,100 full-time students, representing nearly every state and dozens of countries. The greatest concentration of the students is from the northeastern and midwestern regions of the United States, but Wittenberg strives to attract a student body that is broadly representative of the economic, cultural and racial diversity of our society.

Wittenberg faculty are gifted teachers, and classes are kept small to help maximize the direct teacher-student contact. As a liberal arts and sciences college, Wittenberg's curriculum is designed to offer a broad choice of majors, each of which seeks to expose students to the full spectrum of scholarly achievement – to prepare them for productive lives with the skills of perception, communication, critical thinking and judgment.

While the classroom is the heart of the Wittenberg enterprise, the educational mission is deliberately extended into social and co curricular life, to breathe opportunity into leadership and other skills. More than 100 student organizations, 22 intercollegiate sports, club sports, study abroad, internships, campus jobs – all furnish important options for students to explore careers and practice conflict management, persuasion and teamwork.

Since its founding Wittenberg has been affiliated with the Evangelical Lutheran Church in America, a connection that has helped the university preserve its commitment to producing graduates who have considered their own personal values and take an active interest in the health of their communities. Similarly, Wittenberg's affiliation with Springfield has always brought tangible benefits to its hometown college. As a small urban area close to both Columbus and Dayton, Springfield offers numerous opportunities for recreation as well as educational and professional growth.

Accreditation:

The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, and its telephone number is (800) 621-7440. Wittenberg is also accredited by the American Association of University Women. The Department of Education is accredited by the National Council for Accreditation of Teacher Education (both initial and advanced preparation levels), the Department of Chemistry is accredited by the American Chemical Society, and the Department of Music is an accredited member of the National Association of Schools of Music.

Wittenberg is a member of the American Council on Education, the Association of American Colleges and Universities, the Association of Governing Boards of Colleges and Universities, the Ohio College Association, the Ohio Foundation of Independent Colleges, the Association of Independent Colleges and Universities of Ohio, the National Association of College and University Business Officers, the College Board, the Council on Undergraduate Research, and EDUCAUSE.

Consortia:

Wittenberg benefits from membership in numerous consortia. The Marine Science Educational Consortium provides the opportunity for Wittenberg students to enroll for a semester-long program in marine science at the Duke University Marine Laboratory in Beaufort, North Carolina. The World Affairs Council of Greater Cincinnati promotes enrichment programs with institutions in Indiana, Kentucky and Ohio. The Southwestern Ohio Council for Higher Education, composed of 24 institutions, promotes cooperation among the member colleges and universities. The International Educational Association of Ohio Colleges and Universities promotes the international aspect of higher education through workshops and institutes. Through OhioLINK, Wittenberg students have access to more than one billion items, from the libraries of more than 80 colleges and universities; in addition, the Online Computer Library Center further connects Wittenberg to information about library holdings around the nation and the world. Wittenberg also holds membership in several study abroad consortia including the Institute for the International Education of Students, the International Student Exchange Program, the Council of International Educational Exchange, and Denmark's International Study Program.

History & Academic Mission

Wittenberg was one of the earliest colleges to be founded in what was at the time a frontier region of the United States. In the early 19th century a movement known as American Lutheranism was breaking at many points with the tradition of the Old World. In 1836, pastors adhering to the use of the English language separated from the Joint Synod of Ohio and organized the English Evangelical Lutheran Synod of Ohio.

In 1842, this new synod voted unanimously to establish a theological and literary institution that would teach in English and serve American students. The Ohio group was joined by the Synod of the West, which included Indiana, Kentucky, Michigan and Illinois. Wittenberg was named after the German university in Wittenberg, Germany, where Martin Luther posted his famous 95 theses and where William Shakespeare, in his play, sent the young Hamlet for his early schooling.

Founding President Ezra Keller was interested in locating Wittenberg in a central location of the state, near the National Road, over which German and other immigrants moved westward through Springfield. On March 11, 1845, the Ohio Legislature issued a charter to the board of directors to open a new college in Springfield.

When Wittenberg began, it offered the traditional classical curriculum of Latin, Greek, Hebrew, moral philosophy, religion and mathematics but also included an emphasis on geology and other emerging sciences. Its founders were opposed to slavery and to undue foreign influences in education and religion.

In the past century the university has more than doubled in size and facilities and has greatly enlarged its endowment. In addition, continued curricular reforms have resulted in greater attention to the breadth of the liberal arts and a stronger sense of responsibility to the community.

Wittenberg's mission is to develop the whole person – intellectually, spiritually, aesthetically, socially and physically.

Wittenberg University strives to educate students by developing in harmony the intellectual, spiritual, aesthetic, social and physical qualities that characterize wholeness of person. Wittenberg's primary purpose is to provide a learning environment and a teaching faculty of superior quality committed to liberal arts education and designed to impart knowledge, inspire inquiry and encourage independent thought so that Wittenberg men and women will live responsibly, think critically and creatively, judge rationally, communicate effectively, appreciate the aesthetic, and develop a commitment and enthusiasm for learning that will last throughout their lives.

Wittenberg, related to the Evangelical Lutheran Church in America, seeks to manifest its Christian commitment and Lutheran heritage. For academic and social integrity, Wittenberg

encourages an environment of respect for all people and diverse beliefs. However, the university also encourages critical assessment of personal faith, beliefs and ethics. The university community challenges its members to perceive themselves as servants in society through clarification, assessment, and development of their spiritual beliefs and ethical values as these are manifested in academic, personal and social pursuits.

Wittenberg encourages an understanding and appreciation of the fine and performing arts – music, literature, theatre, dance and the visual arts – to enrich life’s aesthetic experience. It believes that the rewards from such study and performance significantly enhance the lives of its students. It believes that developing their ability to communicate through the arts and to respond to the arts sensitizes them to the human condition.

Wittenberg teaches moral responsibility, social consciousness, vocational commitment, and constructive social change as the foundation of citizenship in the world’s human community and in each person’s particular society. The university emphasizes learning that prepares its students for the many occupations and professions necessary for society’s well-being.

Wittenberg teaches respect for and appreciation of the physical world and the place in nature for humanity, and recognizes the obligation to care for the human body and to nurture, conserve and protect natural resources.

The Objectives of a Liberal Education at Wittenberg

A liberal education imparts a broad base of knowledge, and understanding, that enables the individual to discover his or her own interests and potentialities in a life that will likely extend well past the middle of the 21st century. To that end, the Wittenberg program sets broad, general requirements designed to enable the student to explore as many frontiers of knowledge as possible while becoming acquainted with the continuing traditions of society, thus preparing the student for the continuity and change that he or she will experience. In addition, the student is expected to pursue a particular field or fields in greater depth by means of the major and minor areas of concentration.

Wittenberg University’s mission finds expression in a liberal arts curriculum that seeks specifically to develop persons who:

Possess the skills and tools of communication appropriate to the needs of the complex civilization at the dawn of a new century. Such skills and tools include:

writing proficiency,

oral communication,

mathematical skills,

computing skills,

foreign languages, and

the symbolic language of the arts;

Achieve competence in thinking rigorously and rationally both with respect to subjects of general interest and concern and within the parameters of a specific discipline or profession;

Understand the fundamental aspects of their physical and biological environment and of their own bodies, as well as their responsibilities both to preserve their environment and to care for their bodies. Wittenberg is committed to developing the whole person in physical as well as in other ways and expects this commitment to be fulfilled not only to enhance physical fitness but also to develop a lifelong skill that improves the quality of life;

Comprehend the nature, structure, and function of society and of government within a local, national, regional and global perspective, as well as their social responsibility as citizens;

Discern the variety and complexity of their own and other cultures in a broad historical and cosmopolitan perspective;

Appreciate the literary and artistic fruits of culture; and,

Exercise moral responsibility and seek to extend ethical integrity and spiritual or religious concern in every dimension of life.

Campus Location & Facilities

Campus Location

Wittenberg is located in Springfield, Ohio, the county seat of Clark County, which has 150,000 inhabitants. Columbus is 45 miles to the east, Dayton is 25 miles to the southwest, and Cincinnati is 72 miles to the southwest. The university is easily reached by Interstate 70, U.S. Highways 40 and 68, and Ohio Highways 4, 72 and 41. Students and visitors also have access to the Dayton International Airport in nearby Vandalia, as well as to Springfield's transcontinental bus line.

Springfield is both a "living laboratory" and a "college town." Students have access to a wide range of real learning opportunities that include the advantages, challenges and realities of small-city life. Wittenberg's campus is located in a residential setting, yet the downtown area, shops, restaurants and parks are all within walking distance. Public transportation is available to the mall, to the airport, and to other major cities.

Academic Advantages of Wittenberg's Location

Students can gain internship experience with local businesses, law firms, service organizations, and local governments.

A hospital, where students interested in the health field or in public relations can opt for an internship, is just a few blocks from campus.

Students volunteer in organizations ranging from the Springfield Museum of Art, the Head Start program and Habitat for Humanity, to the YMCA, Clark County Historical Society and the Public Library.

Education majors can student teach in private/public, urban, suburban, and rural schools.

Parks and a reservoir are living laboratories for research and field experience in environmental studies or the sciences.

Social Advantages of Wittenberg's Location

Springfield offers a wide variety of places to go for shopping, dining and recreation.

Whether you like to listen to an orchestra or watch a ballet troupe pirouette across the stage, you will find cultural activities such as the Springfield Symphony, the Great Entertainment Series and the Summer Arts Festival.

Students can hop on the interstate for easy access to the metropolitan areas of Dayton (25 miles), Columbus (45 miles), and Cincinnati (72 miles).

Nature enthusiasts can hike in Springfield's parks or in nearby Clifton Gorge or Glen Helen. The city and state park systems also give students the great outdoors to camp, canoe, swim, sail, windsurf, cycle and play golf.

Campus Facilities

Wittenberg's campus is located on 70 acres of wooded and rolling hills. It consists of 26 major buildings, including nine academic buildings; a modern, automated library; an outstanding Health, Physical Education, and Recreation Center; and seven residence halls. Myers Hall, constructed between 1846 and 1851 and located in the center of campus, is Wittenberg's oldest building and one of its most popular student residences. It is listed in the National Register of Historic Places and, in 1994, in honor of Wittenberg's sesquicentennial, was commemorated on a postcard issued by the United States Postal Service.

The Barbara Deer Kuss Science Center provides modern and accessible laboratory and computing facilities for study in biology, chemistry, biochemistry and molecular biology, computer science, environmental studies, geology, physics and mathematics. Almost all classrooms in the Kuss Science Center have Internet access and are equipped with multimedia projection systems. In addition to standard laboratory equipment, the building is equipped with both transmission and scanning electron microscopes with Energy Dispersive X-Ray Analyzer, a genetic analysis system, a physiograph, a 400,000-volt particle accelerator, narrow bandwidth tunable diode lasers, an ultrahigh vacuum system, gas chromatograph / mass spectrometer, vapor phase and liquid chromatographs, a High Performance / Fast Protein Liquid Chromatography System, Raman Fourier transform infrared spectrophotometers, an electrochemistry workstation, X-ray diffraction equipment, a pulsed dye laser system and fast flow reactor, radiographic equipment, and nuclear magnetic resonance, atomic absorption, fluorescence, and uv-vis diode-array spectrometers. The building also contains microcomputer laboratory/classrooms serving biology, physics, mathematics, computer science, geology and chemistry. A state-of-the-art computer lab and classroom, including a large-format scanner, printer, and digitizer, supports Geographic Information System (GIS) instruction in biology, geography, and geology, and its applications in other disciplines across campus. The Geology Learning Center, cooperatively designed and built by faculty and students, contains exhibits about regional fossils, rocks and minerals. Weaver Observatory, with its newly refurbished 10-inch refractor telescope with digitally controlled drive system and solid state photometer, is adjacent to the Kuss Science Center.

The new 64-bit WARP (Wittenberg Advanced Research Processors) cluster is located in the Barbara Deer Kuss Science Center. This parallel processing cluster is used by faculty members and advanced students to solve computational science problems. Software includes C/C++ and

Fortran compilers along with mathematical and statistical libraries. WARP's front end consists of four hard-wired Linux workstations; the computer nodes consist of 12 dual processor AMD Opteron nodes and 1 quad processor node (28 computer processors in all). Each utilizes 1.6 GHz processors. The dual processor nodes have 2 GB of RAM and the quad processor has 8 GB of RAM. Each node also has access to 64 GB of local disk space. The front-end node and computer nodes have a Gigabit Ethernet interface and an Infiniband system area network interface.

The department of education is located in Blair Hall, the original laboratory experimental school on Wittenberg's campus used to prepare teachers through classroom practice. This historical remnant of Wittenberg's early curriculum has been renovated to house the current faculty of education as well as six classrooms, a 30-seat Macintosh computer lab, a student theatre production auditorium with seating for more than 90, and a student-faculty lounge for informal or seminar presentations, social events and group project workspace.

The department of music is located in Krieg Hall, a facility designed with ample space for teaching, practice, study and performance. Available are five pipe organs, in addition to the large organ in Weaver Chapel, and 55 pianos. An electronic piano laboratory has become a popular means of learning fundamentals of piano technique and theory. A computer laboratory, with a full range of computers, synthesizers and software, is used not only for composition but also for courses in orchestration, counterpoint and ear training. A full collection of early instruments includes two harpsichords, and various wind and string instruments. There are many modern instruments available to students participating in the music programs. A library of musical scores, books and periodicals, and a computer-assisted reference resource center are located in Thomas Library, along with audiovisual facilities, which include more than 15,000 audio recordings. The facilities and programs of the department of music meet the expectations for fully accredited membership in the National Association of Schools of Music, which it has consistently maintained for more than seventy years.

Koch Hall, renovated for the Art Department in 1980, is a 36-room building containing studios for the major areas of the visual arts, a computer imaging laboratory, art history lecture rooms and seminar rooms. The Ann Miller Gallery, which hosts rotating exhibits of professional and student art, is also located in Koch Hall.

The Chakeres Memorial Theatre complex houses a 200-seat black box theatre. The facility accommodates productions in proscenium, thrust, or arena and utilizes a computerized lighting system. A scene shop, costume shop, makeup room, lecture room, dance studio and a computer lab for design, along with faculty offices and a student lounge, complete the complex. In addition to the Chakeres Theatre complex, students present productions in Blair Hall Theatre, a 100-seat thrust-stage facility.

The departments of communication, English, foreign languages, history, philosophy, political science and religion, Wittenberg's programs in East Asian studies, africana studies, and urban studies, the International Education Office, the Math Workshop and the Wittenberg Writing Center are located in Hollenbeck Hall, Wittenberg's state-of-the-art classroom building, which opened in January 2000. Hollenbeck's classrooms are equipped with an impressive array of

computer and audiovisual technology. The building contains three computer classrooms, including a 24-hour, open-use student computer lab.

Zimmerman Hall, which houses the psychology department, contains lecture and seminar rooms, two computer laboratories for student use, a state-of-the-art animal conditioning laboratory, and a suite of experimental chambers equipped with one-way mirrors and videotaping equipment. The Behavioral Neuroscience Laboratory is located in nearby Barbara Deer Kuss Science Center.

Carnegie Hall, which houses the departments of Geography, Management and Sociology, contains lecture and seminar rooms, the Wittenberg Center for Applied Management, an open-use student computer lab, and a modern, computer lab/classroom used to support instruction in Geographic Information Systems (GIS). The Economics Department is located in Synod Hall.

Library Facilities and Services

Library facilities and services are important resources for Wittenberg students, faculty members, and staff, and include a full range of traditional and nontraditional learning materials and information. Thomas Library, built in 1982, provides space for multimedia materials and equipment and houses more than 413,000 volumes, including over 63,000 bound periodicals, 819 current periodicals in print with another 11,573 periodicals in electronic form, 1,831 videotapes, over 2,700 compact discs, 16,000 LP record albums, 919 audiocassettes, and 383 DVDs. A branch library in the science building provides specialized resources for the natural sciences. The main library includes the Research Help Center, where students using online resources can get assistance from the Library staff. In addition, in Audio Visual Services, facilities include an instructional media and equipment distribution center, a multipurpose AV theater/classroom, a media viewing area, a multimedia production lab and an equipment repair area. Audio Visual Services further supports the teaching-learning process by providing: circulating audio visual material and equipment, media production services, consultation in the selection and use of instructional media equipment, and equipment and instructional facility maintenance services. Audio Visual Services also operates the Thomas Library computer lab. Library facilities are open more than 100 hours per week, with extended hours during exam periods.

A computerized library system facilitates use of the library collections. Terminals are located on all three floors of the library building. A network connection allows access from around campus and around the world. Besides showing the library's holdings by author, title and subject, the system provides other access points allowing users to "browse" shelves electronically and see whether an item is checked out or available. Users can call up a list of items checked out to themselves, find out what material is on reserve for a particular class, and have items held for later use. In addition, full text of much of the reserve material can be viewed online through the Electronic Reserves system.

Library use is no longer limited to locally owned items, however. From Wittenberg's library catalog one can easily access the OhioLINK Central Catalog, a consolidated listing of the library materials of more than 80 colleges and universities in the state. Wittenberg library users can make online requests for any of 40 million volumes and expect delivery in three days. Wittenberg students and faculty may also visit any OhioLINK member library and directly check

out or return books; this is especially convenient during breaks and weekend visits home. If OhioLINK's holdings do not suffice, individuals may use the services of interlibrary loan, which operates through the Online Computer Library Center, an international network of more than 20 thousand libraries. Using OCLC, Wittenberg interlibrary loan staff will find the item that is needed and request it for use on this campus. Internet access to numerous individual library catalogs further links the student to the world of information, as do connections to various databases and Web resources on the Thomas Library home page.

To help the student develop the knowledge and skills needed to make use of this wealth of material, librarians and other library staff provide instruction directly related to specific classes and assist students individually in the library at the reference and circulation desks, and in the audiovisual department and microcomputer laboratory.

Computer Facilities

Wittenberg's commitment to quality and technology reaches nearly every aspect of campus life. State-of-the-art equipment is in place, in process, or in the planning stage to ensure that Wittenberg students receive the best of new and traditional means of education. In support of that goal, networked classrooms with a Windows workstation, overhead projection system, DVD players, and external video ports are available for both instruction and student presentation. Video projects and presentations alike enable students in any discipline to present ideas creatively.

More than 1,500 networked Windows workstations and servers support instructional needs across campus. This network extends to all academic buildings with numerous computer lab locations and the residence halls. Standard software including Microsoft Office Professional Suite, programming, data analysis, geographic information systems, and specialized programs for individual classes are available in computer lab locations around campus.

Students tap into Wittenberg's extensive network, library, and Web services directly from any residence hall room with a personal computer, using wired and wireless access in selected common areas across campus, and available computer lab locations. The Solution Center staff provides answers to questions concerning connection to the network and other campus computing issues.

Wittenberg's Web site contains updates on current happenings, visiting artists, speakers, athletic contests, and other campus events. Students use the WittLink Portal (accessible from the Web site) to plan class schedules, register for courses, update account information, view grades, change passwords, read or send e-mail, and build a portfolio for use after graduation. Many professors offer additional online academic support via the Web. These and other services are globally accessible from any standard Internet Service Provider via username and password. Students receive an e-mail address and message storage, space on the Windows network for data file storage, and an area to publish personal web pages.

Athletic, Recreation, and Fitness Facilities

A leader in NCAA Division III athletics, Wittenberg features some of the finest facilities in the nation. The \$7.1 million Health, Physical Education and Recreation Center, completed in 1982, is the centerpiece of athletic activity. The main unit can be used as three full-sized basketball courts, three volleyball courts or three tennis courts. The air-conditioned facility seats 3,000 spectators for intercollegiate basketball and volleyball events or 4,300 for concerts, convocations, and other public events. A second unit houses six racquetball/handball courts with an upper balcony for instruction and a 25-meter by 25-yard swimming pool with a separate diving well and one- and three-meter diving boards. In addition, the athletic training room, equipment room and six locker rooms are housed in this facility.

The athletic and health, fitness, and sport department's renovated offices are located in the Wittenberg fieldhouse, home for the Tigers since 1929. The new (2005) Bob Rosencrans Hall of Honor Fitness Center will continue the nationally ranked university's long-standing commitment to health and well-being by providing top-of-the-line aerobic exercise equipment, including treadmills, bikes and rowing machines. A modern training and sports medicine facility is also located in the fitness center, and advanced strength-training and cardiovascular equipment fill the newly renovated weight room located nearby. Edwards-Maurer Field, an artificial turf playing field, and Earl Morris Track, a 400-meter world-class facility, were completed in 1993 and completely resurfaced in 2005. Edwards-Maurer Field is the home to Tiger field hockey, men's and women's lacrosse, as well as football. It is one of only a score of such artificial surfaces in NCAA Division III. The state-of-the-art David and Georgiana Albright tennis courts, featuring 12 courts, including six with lights, were completed in 1997.

Situated just two blocks from campus, Bill Edwards intramural and soccer fields, and the newly completed Betty Dillahunt softball field (1997) provide practice and playing facilities for these activities. Springfield's Carleton Davidson Stadium, which opened in 2004, is the home of Tiger baseball.

Degrees & Requirements

Degrees

Wittenberg offers the following five undergraduate degrees:

Bachelor of Arts (B.A.)

Bachelor of Music (B.Mus.)

Bachelor of Music Education (B.M.E.)

Bachelor of Fine Arts (B.F.A.)

Bachelor of Science (B.S.)

Credits

All candidates for the Bachelor of Arts degree, Bachelor of Music degree, Bachelor of Music Education degree, Bachelor of Fine Arts degree or Bachelor of Science degree must complete 130 semester hours to earn their degree.

Grade-Point Average

To qualify for graduation, a student must attain a cumulative grade-point average of C (2.0) and at least a C (2.0) average in each major field of concentration. To be certified as having completed a minor, a student must achieve a cumulative grade-point average of C (2.0) in the courses counted toward the minor.

Majors, Minors, and Electives

In addition to completing the general education requirements, each student must pursue at least one area of knowledge in depth. This is done by completing the requirements for a major concentration. The student has the option of completing the requirements for one or more minors. Generally, a major consists of 32 to 42 semester hours of credit, and a minor consists of 20 to 22 semester hours of credit. Each student completes the degree with electives sufficient in number to meet the minimum credit requirement of 130 semester hours.

Fields of Study Available as Majors (most also offer minors):

American Studies

Art

Biochemistry and Molecular Biology

Biology

Chemistry

Communication

Computer Science

Earth Science

East Asian Studies

Economics

Education

English

French

Geography

Geology

German

History

International Studies

Liberal Studies (SCE only)

Management

Mathematics

Music

Philosophy

Physics

Political Science

Psychology

Religion

Russian and Central Eurasian Program

Sociology

Spanish

Theatre & Dance

Additional Minors:

Chinese

Communication

Creative Writing

Computational Science

Dance

Environmental Studies

International Studies

Japanese

Journalism

Marine Science

Pre-Modern and Ancient World Studies

Statistics

Urban Studies

Women's Studies

Others:

Accounting

Engineering

Marine/Aquatic Biology

Pre-Law

Pre-Medicine (including Pre-Dentistry, Pre-Optometry, Pre-Veterinary, and other health professions)

Pre-Theology

Mathematics

Music

Philosophy

Physics

Political Science

Interdepartmental Majors

Students whose area of academic inquiry spans traditional disciplinary boundaries may design an interdepartmental major, composed of courses selected from several departments, all contributing to a unified theme, focus, or area of study.

Students desiring to plan an interdepartmental major must complete the following requirements as early in their college career as possible:

Form a three-member faculty team by October 1 of the junior year, each of whose area of specialization is relevant to the student's academic focus, to approve and oversee the implementation of the proposed interdepartmental major, ensuring that it meets the academic standards required of any Wittenberg major.* One of the three faculty members must be (or become) the student's academic adviser. If the student is creating an interdepartmental major whose focus lies in an existing program, such as Africana or Women's Studies, the program director must also be included as one of the faculty team.

Once the faculty team is in place, students must prepare a formal proposal containing the following:

A complete list of all proposed coursework toward the completion of the major.

A rationale for the proposed selection of courses and the student's objectives in creating a particular interdepartmental major.

A plan for formal end-point assessment activities devised in conjunction with the faculty team.

Approval of the proposal by the faculty team.

Students must submit the formal proposal to the Assistant Provost for Academic Services by February 1 of the junior year.

*Any interdepartmental major must demonstrate breadth of study; that is, coursework must "introduce students to the range of essential topics and practices within the field." It must also demonstrate depth of study and "involve each student in advanced study in at least some aspects of the field," typically "achieved by several upper-level courses." An interdepartmental major consists of at least 36 semester hours; required coursework should include no fewer than eight semester hours at the 300 level or higher, and no more than twelve semester hours at the 100 level. Additionally, the interdepartmental major must accomplish the general education goals required of any major (*Faculty Manual, Academic Policies*). The interdepartmental major must include courses that allow the student to address the component of the writing goal within the major (i.e., two of the classes counted toward the interdepartmental major must be writing intensive - W), the Speaking goal, the Research goal, the Computing goal, and the Diversity of Human Experience goal.

Assessment of Student Achievement

Wittenberg's general education program and each of its major programs are organized around distinct learning goals. Students typically accomplish these learning goals by completing a variety of general education courses and courses in their major field of study. To ensure that students are meeting these goals, as well as satisfactorily completing the requisite courses in general education and in their major, the university has established a formal assessment program. Each student is expected to complete assessment activities that monitor both individual progress and departmental or program effectiveness. In addition to university-wide assessment, each department designs and administers its own assessment activities, including "end point" assessment of its majors in the senior year.

Assessment makes it possible for the university not only to evaluate student achievement of learning goals and the effectiveness of its academic programs, but also to discover opportunities to improve teaching and learning. As such, assessment is a central feature of liberal learning at Wittenberg and an integral component of its commitment to continuous quality improvement.

No student is advanced to candidacy for a degree until he or she has completed required departmental assessment activities. Departments inform their majors in a timely manner regarding assessment procedures and requirements.

Residence Requirements

At least 50 percent of the semester-hour credits for all course work and 50 percent of the semester-hour credits for course work in the major are to be completed while in residence. At least one of the last two semesters must be done in residence. Any deviation from this regulation

must have approval of the Provost. Seniors applying to nonaffiliated and study-abroad programs must petition for part of the residency requirement to be waived.

Upon the approval of the Provost and the major department involved, a student who enters a graduate or professional school at the end of the junior year and works toward a post-baccalaureate, graduate, or professional degree may be granted the Bachelor of Arts degree upon completion of the advanced degree at the graduate or professional school provided that (1) the student completed 98 semester hours of credit; (2) the student completed at least 64 semester hours of credit while in residence at Wittenberg; (3) the student completed at least one of the last two semesters in residence at Wittenberg; (4) the student met the major and general education requirements stipulated in the Academic Catalog (In rare and special circumstances, certain requirements may be waived by petition.); (5) the student is in good standing and has at least a 3.000 grade-point average at Wittenberg and its equivalent in the courses taken at the graduate or professional school.

The student's major department and the Provost are responsible for judging the appropriateness of the courses upon submission in writing of course descriptions by the student with the confirming transcript from the graduate or professional school.

Academic Year

The academic year begins in late August and concludes in early May. It is divided into two semesters, each of which is 16 weeks in length, including one week for final examinations. Progress toward the degree is measured in semester hours. A student should earn an average of approximately 16 semester hours each semester (32 semester hours each year) to graduate at the end of four years.

Summer Session

For the student who wishes to accelerate the program, Wittenberg conducts a summer session through the School of Community Education. Most courses that meet during the day meet daily, Monday through Friday; most evening courses meet two or three times weekly. Additional information is available from the School of Community Education.

General Education

General Education provides the foundation of liberal learning upon which Wittenberg realizes its primary purpose, as emphasized in its mission statement, of imparting knowledge, inspiring inquiry, and encouraging independent thought. General education informs the more specialized study of the major and the minor and provides the basis for both lifelong learning and participation in Wittenberg's learning community. In addition, the Wittenberg student has the opportunity to develop, assess, and clarify spiritual beliefs and ethical values, gain an appreciation of human diversity, and define the role of the educated citizen in the world community and in the individual's particular society.

By achieving the specific goals of general education, a student acquires a basis for understanding varied domains of knowledge and experience and for appreciating the power and limitations of the ways of knowing that characterize each domain. A student develops the analytic and expressive skills necessary to engage creatively in exchanging ideas and assimilating information and gains an awareness of the interconnectedness of academic disciplines and the relation between various areas of inquiry and specialized courses of study.

The university offers a variety of courses especially designed to ensure that a student has sufficient opportunity to develop these skills and achieve these understandings. A minimum number of these courses, distributed with reference to learning goals, is required for a bachelor's degree. Courses that may be applied to the general education learning goals have been designated with an appropriate letter code in the course number. A list of approved general education courses (as of the publication date of the catalog) is printed following the appropriate general education learning goal description. This list is subject to change and a current list of these courses is available in the Registrar's Office. There are also a number of topics courses offered each semester by various departments, which have been approved to meet a general education learning goal. Students should consult the current Master Schedule of Classes published each semester by the Registrar's Office for a list of these topics courses or visit the website's open course listing.

While some courses may be designated to meet two different learning goals, students may use such courses to fulfill only ONE of these designations, NOT both. The only exceptions to this policy are writing-intensive and mathematical-reasoning courses, which may be used to meet other general education learning goals.

To complement and support this academic program, the university provides a wide range of co-curricular activities and events that address particular components of Wittenberg's mission. These include lectures, performances, religious events, counseling, athletics, and recreational activities.

The general education learning goals and requirements are divided into three groups: Foundations, Arts and Sciences, and Co-Curricular Activities.

Foundations

This category contains those goals and requirements that provide an essential foundation for successful college study. They include writing, mathematics, languages, speaking, research, and computing.

Writing

The student should achieve a level of competence in writing that provides the necessary foundation for subsequent college work and further learning and should also strengthen writing with continued practice.

Requirements:

Demonstrate competence in writing. Competence may be demonstrated in two ways: (1) by completing English 101E during the first two semesters, with a minimum grade of C- or S or by transferring in a comparable course from an accredited institution; (2) by earning a score of 4 or higher on the Advanced Placement Exam in English Language and Composition.

Demonstrate continuing proficiency in writing: All students are required to earn a grade of “S” for their writing proficiency in seven courses designated as “writing intensive,” at least two of which must be taken as part of the student’s major. Failure to demonstrate such proficiency will result in no credit for writing proficiency in that course. A student may earn graduation credit for the course even if the grade for writing proficiency is NC, but the student may not graduate until an S has been earned in seven writing-intensive courses.

Mathematics

The student should achieve a level of competence in mathematics that provides the necessary foundation for subsequent college learning and should also strengthen problem-solving and reasoning skills through continued use.

Requirements:

Demonstrate competence in mathematics. Competence may be demonstrated by completing one course (four semester hours) during the first three semesters in mathematics, statistics, or computer science that meets the foundational mathematics goal with a minimum grade of C- or S; or by earning a sufficiently high score on an examination administered on campus by the Department of Mathematics and Computer Science. Quantitative courses are designated with a “Q” in the course number.

Complete one additional mathematical-reasoning-intensive course. Mathematical-reasoning-intensive courses may be used to meet other general education learning goals. Mathematical-reasoning courses are designated with a “M” or “Z” in the section number throughout the Master Schedule of Classes published each semester by the Registrar’s Office.

Foreign Language

The student should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms and to enhance understanding of the structure of the language itself.

Requirement: Demonstrate competence in a foreign language. Competence may be demonstrated by completing a foreign language 112 9or higher) course at Wittenberg and earning a minimum grade of C- or S, or by earning a sufficiently high score on an examination administered on campus by the Foreign Languages and Literatures Department. Competence in a language that is taught at Wittenberg, but which the student studied at another institution, can be demonstrated only by taking Wittenberg's on-campus competency examination. (Competency examinations are offered only twice each year; the student should contact the Foreign Languages and Literatures Department for information about scheduling.) The student who wishes to demonstrate competence in a language not taught at Wittenberg must consult with the Chair of the Foreign Languages and Literatures Department and arrange to demonstrate competence by achieving a predetermined score on a standardized examination or through another means of evaluation acceptable to the Chair.

Courses are designated with "F" in the course number.

CHIN 112F Elementary Chinese II

FREN 112F Intermediate French

GERM 112F Intermediate German

JAPN 112F Beginning Japanese II

RUSS 112F Elementary Russian II

SPAN 112F Beginning Spanish II

SPAN 150F Intermediate Spanish

Speaking

The student should be able to speak effectively within and before groups.

Requirement:

No specific course is required. The student meets this goal through some general education courses and through the major.

Research

The student should be able to use the library to acquire information and to explore ideas and should understand the role of technology in the collection, analysis, and dissemination of information.

Requirement:

No specific course is required. The student meets this goal through some general education courses and through the major.

Computing

The student should be able to use a computer to help perform a variety of learning activities and should understand the power and limits of computing.

Requirement:

No specific course is required. The student meets this goal through some general education courses and through the major.

Arts and Sciences

This category moves beyond foundations toward an understanding of how different academic disciplines contribute to our growing body of knowledge.

Students are required to complete courses from five areas of learning that are defined by their methods or approaches: The Natural World; Social Institutions, Processes, and Behavior; Fine, Performing, and Literary Arts; Religious and Philosophical Inquiry; and Western Historical Perspectives. Most students take eight courses of four or five semester hours each to meet these requirements. In doing so, students must choose courses from eight different departments. In instances in which students take course work in more than two departments to fulfill an eight-semester-hour requirement (as is possible in the Arts), they must take courses from six other departments for the remaining six courses.

Students are required to complete one course from a sixth area of learning, Non-Western Cultures, which is defined by subject matter rather than by method or approach.

In addition, the Arts and Sciences requirements introduce students to the diversity of human experience and to the inter- and transdisciplinary nature of knowledge. These learning goals transcend the disciplinary and methodological limits of the areas and subject matters in this category.

The Diversity of Human Experience

Students should gain an appreciation for and understanding of the role of human diversity in contemporary culture.

Requirement:

No specific course is required. Students meet this goal through the Arts and Sciences courses and through the majors.

Integrated Learning

Students should gain an understanding of connections between differing modes of inquiry, experience learning as a shared enterprise, and see the relationship between the world of learning and their lives.

Requirement:

A Wittenberg Seminar during the first semester for all entering students.. Note: Transfer students do not take a Wittenberg Seminar, but must complete another approved Integrated Learning course. Integrated Learning courses for transfer students are designated with an “L” in the course number.

The Natural World

Students should gain an understanding of the natural world through scientific inquiry and see the relations among science, technology and contemporary culture.

Requirement:

At least eight semester hours in courses that meet the Natural World goal, one of which must include laboratory experience. Non-laboratory courses are designated with a “N” in the course number. Laboratory courses are designated with a “B” in the course number.

Social Institutions, Processes and Behavior

Students should achieve, through empirical and analytic methods, an understanding of human behavior, relationships and institutions.

Requirement:

Eight semester hours in courses that meet the Social Institutions, Processes and Behavior goal. Courses are designated with a “S” in the course number.

Fine, Performing, and Literary Arts

Students should gain an understanding of aesthetic experience and of how the arts enrich and express the human spirit.

Requirement:

Eight semester hours in the creation, study, or performance of dance, literature, music, theatre, and/or the visual arts. Courses are designated with an “A” in the course number.

Religious and Philosophical Inquiry

Students should gain an understanding of how central questions about reality, knowledge and value are pursued in religious and/or philosophical traditions.

Requirement:

Four semester hours in religion or philosophy course work that satisfy the goal. Courses are designated with an “R” in the course number.

Western Historical Perspectives

Students should gain an understanding of the histories of the peoples and cultures of Europe and/or of the post-Columbian Americas.

Requirements:

Four semester hours of coursework that satisfy the goal. Courses are designated with a “H” in the course number.

Non-Western Cultures

Students should gain an understanding of the diversity of non- Western cultures through a study of the history, institutions, or traditions of one or more of these cultures.

Requirement:

Four semester hours devoted to the study of a culture or cultures outside the Western tradition. Courses are designated with a “C” in the course number.

Co-Curricular Activities

These goals support two components of the university’s purpose to develop “in harmony” the qualities that characterize “wholeness of person:” service to the community and care for the body. By practicing service to the community, students can discover connections between academic studies and responsible membership in a community. By participating in disciplined physical activity, students can perceive the benefits of personal wellness to lifelong learning.

Physical Activity

Students should gain an appreciation of the relation between physical activity and personal well-being by participating in appropriate physical activities consistent with the student’s physical ability.

Requirement:

Only two semester hours of physical activity courses can count toward the degree (students who wish to enroll for additional physical activity courses can do so, but must register for zero credit). Courses are identified with a “P” in the course number.

Community Service

Students should gain an understanding of the role, responsibility and challenge of service in community life through participation, experience and reflection.

Requirement:

Successful completion of Community Service 100 (0 semester hours): Twenty-seven hours of direct service and three hours of reflection on the service experience. The Community Service Office coordinates the community service requirement and serves as a liaison between students and community sites. Students should register for Community Service 100 and successfully complete it before their senior year.

Special Academic Programs & Opportunities

Academic Advising

At Wittenberg, we believe in independence with direction. You should have the opportunity to pursue your special interests and build on what you know you enjoy. However, we also believe you must gain insight into certain areas of knowledge if you are truly to be educated.

Additionally, with more than 800 courses and hundreds of other educational opportunities available, you deserve some help with designing an educational program that fits you best. For these reasons, academic advising is important at Wittenberg.

Your first adviser will be your WittSem professor during the first term of your initial year. From the vantage point of a teacher, your adviser can quickly evaluate your academic strengths and weaknesses, observe your personal learning style and determine your interests. Armed with this knowledge and an understanding of the various requirements and options at Wittenberg, your adviser can help you carve a path that suits your interests and meets your educational and personal needs.

Of course, not all advisers and advisees are a perfect fit. Therefore, Wittenberg makes it easy to choose another adviser once you have identified a special field or individual. After a major is declared, students turn to professors within their major fields for advising

The University Honors Program

The Wittenberg Honors Program is intended to enhance the development of and provide support for a select group of outstanding students. The program brings students together in special and sometimes interdisciplinary seminars during their sophomore and junior years and affords mutual support as each student undertakes independent work culminating in a senior honors thesis or project within the major. The senior honors thesis/project allows the student the opportunity to experience the intellectual process of identifying a problem, question, topic or type of artistic expression; and then producing a significant piece of work in which he or she can take pride.

All recipients of the Smith scholarship and a select number of those awarded the Provost scholarship are automatically inducted into the program when they register for courses at the beginning of their freshman year. Other first- and second-year students are invited to apply for membership early in the spring semester every year, if they hold a 3.50 GPA. The process can vary somewhat from year to year, but always includes a substantial critical essay. Applicants are also required to provide the names of two professors familiar enough with their work to recommend them with confidence. Once admitted to the program, the student may take honors seminars, which satisfy a general education requirement.

Recent offerings include "In Search of the Holy Grail: Sex and Violence in Medieval Europe and Beyond," "Hitchcock's Cinema," "Comparative Religious Ethics," "Images of the Divine: The Sacred and the Literary Imagination," and "Scientific Progress and Public Policy." The objective is to bring small groups (each seminar is limited to 15 students) of honors students and faculty together to discuss challenging topics from different perspectives. The seminars are writing-intensive, and the participants rely heavily on class discussion, often presenting papers to the group.

To graduate with university honors, a student must maintain a 3.50 cumulative GPA, complete two honors seminars, secure permission from his or her department to undertake a senior thesis/project and satisfy any additional departmental requirements to qualify for graduation with departmental honors.

Program members frequently gather for conversation and socializing at the Matthies House, the campus home of the University Honors Program. Conveniently located on Woodlawn Avenue near Thomas Library, the Matthies House offers access to two comfortable study lounges, a kitchen with snack facilities and beverages, popular board games, a computer room with printers, network access and helpful reference books. Access is gained with use of the student's ID card, so students can (and do) use the facilities around the clock. In addition, senior honors students have access to a secluded study lounge at Thomas Library, where they may work and store books or materials. Occasionally there are off-campus trips for films, concerts, exhibitions, plays, lectures or recreation. In the spring, the program hosts colloquia at which senior members of the program present summaries of their thesis/project work. Thus, the University Honors Program provides an extracurricular and academic community for exceptional students with varied academic talents and interests who share the desire for intellectual challenge and fellowship.

Departmental Honors

Departmental Honors are aimed at those students who could benefit from an in-depth exposure to the methodology of a field. Departmental Honors offer the student the opportunity to engage in a unified, scholarly project. The project includes a written component and an oral examination.

A student does not have to be a member of the Wittenberg University Honors Program to participate in Departmental Honors. In general, the student applies for Departmental Honors at the end of the junior year. The student should have a record of demonstrated high academic ability and self-discipline. In particular, the student needs a 3.50 cumulative GPA to be considered for Departmental Honors. In addition, the student should have demonstrated an advanced level of competence in the department of interest, which should include having completed half of the credits required for a major in that department. Some departments have additional requirements, which are noted later in the Academic Catalog in the descriptions of departments and programs of instruction.

After appropriate departmental evaluation of the proposal, a three person committee, chosen by the department, evaluates the completed project and conducts the oral examination. Ordinarily, one member of the committee serves as project supervisor. The student may undertake a project without enrolling for semester hours or may enroll in a project for up to 10 semester hours,

which will be granted for a satisfactory project, whether or not Departmental Honors are awarded. Upon the recommendation of the project committee, the student is awarded Departmental Honors at graduation. See “Academic Policies and Procedures” for details.

Interdepartmental Honors

Like Departmental Honors, Interdepartmental Honors are designed for students to engage in an in-depth academic project that exceeds the normal course of study in their chosen area of interest. Interdepartmental Honors follow the same guidelines as those for Departmental Honors. The student needs a 3.50 cumulative GPA to be considered for Interdepartmental Honors. In addition, the student should have demonstrated an advanced level of competence in the interdepartmental area of interest, which should include having completed half of the credits required for the interdepartmental major.

After appropriate evaluation of the proposal by the three-person committee created to supervise the interdepartmental major, this same committee evaluates the completed written project and conducts the oral examination. Typically, one member of the committee serves as project supervisor. The student may undertake a project without enrolling for credit hours or may enroll in the project for up to 10 semester hours, which will be granted for a satisfactory project, whether or not the Interdepartmental Honors are awarded. Upon the recommendation of the committee, the student is awarded Interdepartmental Honors at graduation.

Independent Study

A student may take a course by independent study. An independent study is viewed as an “adventure in scholarship.” In most cases an independent study involves an in-depth look at a topic introduced in a current course or a study of a topic not covered by a current course offering. A student who wishes to take a course by independent study should consult both the professor who logically would be the study supervisor and his or her faculty adviser.

Pre-Medicine and Other Health Professions

Wittenberg offers programs of study that prepare students for medical, dental, nursing, optometry and veterinary school, and has a cooperative program in occupational therapy with the School of Medicine of Washington University in St. Louis, and in nursing with the Johns Hopkins University and Case Western Reserve University.

Wittenberg is firmly committed to providing support and guidance to those preparing for post-graduate study leading to careers in any of the health professions. Consequently, all such students are advised not only by their regular academic advisers in their major departments, but also by a special Pre-Health Professions adviser. The students have organized a Pre-Health Professions Club, which is active in hosting speakers and organizing informational seminars for interested students. The university’s Career Center and the Community Workshop, as well as the Assistant Provost for Off-Campus Programs, provide internship and volunteer service opportunities specially designed for students interested in the health professions.

Other Pre-Professional Programs

Wittenberg's liberal arts and sciences curriculum provides excellent preparation for professional careers in law, theology, engineering and accounting, among others. There are specially designated pre-law, preengineering and pre-theological advisers for students interested in those fields.

Computing

Wittenberg's commitment to quality and technology reaches into nearly every aspect of campus life. State-of-the-art equipment is in place, in process, or in the planning stage to ensure that Wittenberg students receive the best of new and traditional means of education. In support of that goal, networked classrooms with a Windows workstation, overhead projection system, DVD and VCR and external video ports are available for both instruction and student presentation. Video projects and presentations alike enable students in any discipline to present ideas creatively.

To further enhance students' ability to connect with others in the Wittenberg community, both wired and wireless technology is available in common areas in campus buildings, including the Barbara Deer Kuss Science Center, Hollenbeck Hall, and other locations.

Many Wittenberg departments make specialized use of computing technology and several of these are described below:

Languages

The multimedia foreign language lab is equipped with Windows workstations allowing students to speak, read and write in the languages taught at Wittenberg. There are programs to aid vocabulary, grammar and reading skills, and software for composition. In the lab, the computers are networked in a manner that allows the instructor to arrange students in small groups or an integrated whole. The language authoring programs allow faculty to write special exercises to help students work on specific problems. Faculty use foreign language news programs and movies to construct speaking and listening exercises that help students stay informed about current events in countries of interest to them while improving their language skills.

Chemistry

The Chemistry Department uses computers beginning with introductory chemistry and continuing through advanced courses and research. The computational chemistry lab uses programs that calculate and display molecular shape, model chemical reactions, and calculate various atoms and molecular parameters. By the time they graduate, chemistry students are well versed in the many uses of computers in and out of the lab.

Wittenberg currently has over 50 computers in the Chemistry Department and all courses offered by the department incorporate computers. Students are instructed in data acquisition, data analysis, use of spreadsheets, state-of-the-art computational chemistry, and Computer Assisted Instruction in the form of several tutorial programs. All computers are networked and have access to the Internet and World Wide Web. A 30 Opteron parallel processor computing cluster and high performance graphics workstations are available for advanced modeling and simulations of chemical systems. Technology in the lab is not limited to using computers. Instruments in the department include:

Fourier Transform Nuclear Magnetic Resonance spectrometer. This instrument allows for the detailed analysis of the structure of organic molecules

Ultraviolet-Visible Spectrophotometer – This diode array instrument analyzes the electronic absorption of molecules in solution. In addition to simple absorption spectra, a temperature-controlled housing allows for the examination of kinetics data.

Gas Chromatography/Mass Spectrometry – This instrument separates complex mixtures of molecules and identifies substances by measuring the molecular weight and fragmentation analysis of each molecule. This is the kind of instrument commonly used in a wide variety of analytical labs across the country including forensic analysis by the FBI and drug-screening at the Olympics.

Infrared Spectrometer – IR spectroscopy is widely used in both organic and inorganic chemistry to examine the vibration of atoms within molecules. This kind of analysis is a diagnostic for the internal structure of the molecule.

Raman Spectrometer - Raman spectroscopy is used to determine molecular structure based on the scattering of laser light by a sample.

High Pressure Liquid Chromatograph – HPLC is another very common method of separating complex mixtures. These instruments see heavy use in the pharmaceutical industry in the analysis of new drugs and their metabolites.

Electrophoresis – Electrophoresis equipment is used for the separation and analysis of proteins and amino acids in biochemistry.

Atomic Absorption Spectrometer – Atomic absorption spectroscopy is used to detect the presence and amount of metal atoms in very dilute solutions. It is widely used in labs that analyze the purity of water.

Laser lab – A Nd:YAG laser and a Helium-Neon (HeNe) laser, used to study photochemical reactions.

Electrochemistry workstation – Electrochemical experiments are used for the analysis of very low concentrations of species in solution and for studying electron transfer reactions relevant to corrosion, neurochemistry or fuel cells.

Scanning Tunneling Microscope (STM) – Allows the user to image the surface of a material on the nanometer scale. Chemical reactions can be studied at the atomic level using this instrument.

Fiber Optic Spectrometer – The department owns two fiber optic UV/Vis spectrometers. One is a low-resolution instrument used to measure the emission of atoms as well as the electronic absorption of molecules in solution. The other instrument is a high-resolution unit and is used to investigate electronic and vibrational excitation of molecules.

Geology

Geology students use the departmental Microcomputing and Imaging Laboratory through all levels of the curriculum. Facilities include Windows workstation PCs, a scanner, a digitizing table and specialized geologic software. The creation of maps and presentation graphics, the simulation of geological processes, visualization of crystal shapes and 3-D atomic structures of minerals, information retrieval, data analysis and writing programs are available to students. In analytical laboratories, geology majors use computers to control instruments (X-ray diffractometer, scanning electron microscope, and EDS chemical analyzer) and analyze data.

The newest addition to the Geology area is The National Science Foundation - Geographic Information Systems (NSF-GIS) laboratory. This resource enables faculty and students in the natural and social sciences and education to address the dual role of geographic information systems (GIS) - learning *about* GIS and learning *with* GIS. A GIS is a combination of hardware, software, and databases that allow for spatial analysis of the data. Recent advances in GIS technology, specifically the menu-driven processes associated with data input, management, manipulation, analysis and output, have created an ideal environment to improve instruction of GIS theory and methodology within geography while at the same time facilitating its use and application in appropriate disciplines and interdisciplinary programs in the natural and social sciences.

Mathematics and Computer Science

Faculty members in the Department of Mathematics and Computer Science make heavy use of computing technology beginning with introductory courses and continuing through upper level courses. Many computer science classes meet in computer labs where hands-on computer usage is incorporated into the classroom activities. Likewise, mathematics courses make use of graphing calculators in class; some upper level courses go on to incorporate the use of algebraic software systems like Mathematica®. Courses in probability and statistics are taught in a computer classroom/lab to take advantage of specialized software for stochastic modeling and data analysis. For advanced computational projects, students have access to Wittenberg's Advanced Research Processor (WARP) cluster or can access supercomputers at off-site locations.

Physics

Physics students at all levels use computers and specialized software to gather and analyze data and to model and visualize physical processes. The department has several laboratories with a wide variety of computer-controlled instrumentation, including digital video cameras and video capture cards, as well as a high-speed video camera (up to 10,000 frames per second). The instrumentation in these labs is used for student projects and research as well as for teaching physics. Other major facilities and equipment that are used for student/faculty research and teaching at Wittenberg include:

- A laboratory for research into electromagnetic wave propagation and scattering. High-speed data acquisition is performed using a National Instruments PXI development system with real-time embedded controller and dual-channel 100-Msample/sec analog to digital converter. A 16-bit 40-MS/sec arbitrary function generator allows generation of novel waveforms for applications such as radio frequency virtual-instrument development and radar investigations. Real-time and off-line data processing is conducted using both LabView and MATLAB.
- A laboratory for investigation of phenomena at the interface between nuclear and atomic physics. Work in this lab is carried out with a variety of equipment including diode lasers and optics, high vacuum equipment, and particle and optical detectors. Modeling and analysis make use of Wittenberg's 30-node parallel processing cluster.
- A scanning electron microscope with x-ray analysis capability, for imaging and characterizing the elemental composition of small objects.
- A 400,000 Volt Cockcroft-Walton positive ion accelerator, a basic tool for studies in nuclear and atomic physics and materials studies.
- Elgar Weaver Observatory, home of a newly refurbished 10-inch refracting telescope that is equipped with a CCD camera and spectrometer for obtaining images and spectra of astronomical objectives.
- In addition, there are several other laboratories for studying an extensive range of physical phenomena. These include an optics laboratory equipped with a Michelson interferometer, grating monochromator, a 3-m optical spectrometer, lasers, and auxiliary equipment, and an electronics laboratory equipped with digital oscilloscopes and function generators. Software for electronic circuit analysis and circuit board design is available.

Education

The Department of Education provides all elementary and secondary education students with experience in the instructional applications of computers. In the department's Macintosh laboratory, elementary education students learn to program and to use software designed specifically for elementary age school children. More importantly, the instructors maintain a commitment to technological competence, valuing the wide variety of technologies that aid learning. Wittenberg wants teachers to emerge from our program with proficiencies in using both the older and the newer tools they will find in their classrooms. Wittenberg is also

committed to teaching our students about the psychological, social, political and ideological impact of these tools on education – so that they understand how the tools used for learning help determine not only how much is learned, but what is valued and how one thinks.

Geography

Students of geography learn to read, make, and interpret maps. They learn not only where places are, but how maps construct particular meanings about places. While Cartography is as old as geography itself, modern geographers have developed new computer-age tools to assist analysis. Along with computer cartography, Geographic Information Systems (GIS) is sophisticated computer analysis of spatial data. The GIS "revolution" has spread beyond Geography so that almost all fields of knowledge utilize GIS! GIS has many practical applications, including locating optimal business sites given multiple spatial criteria, land use planning, assessing environmental change over time, and predicting weather patterns.

A GIS lab is available in Carnegie for small class projects. Students taking GIS classes in Geography use the National Science Foundation - Geographic Information Systems (NSF-GIS) laboratory in the Barbara Deer Kuss Science Center. Facilities in the Kuss Science Center include Windows workstation PCs, a scanner, a digitizing table, and ARC GIS and other GIS software.

Psychology

Psychology students use computer labs for test item analysis, simulations, modeling, automated data processing of electrophysiological measures, and editing, analyzing and evaluating psychological data. A sophisticated, modern research computer dedicated entirely to psychological research by faculty and students controls modular equipment for the study of animal and human behavior. The physiological laboratory holds a large array of sophisticated equipment, including stimulation and recording devices for the study of electrophysiological responses and eating behavior. A third laboratory is devoted to the study of elementary learning processes in animals.

Music

Composer and Wittenberg alumnus John M. Chowning (BM '59) provided generous assistance for the Music Department's computer lab. The lab primarily supports students of composition in their studio work and music production but is used for teaching music technology to other students as well.

Six workstations are equipped with Macintosh computers, MIDI keyboards, headphones, and software for notation, sequencing, word processing, ear training, and music theory. The lab has an array of hardware synthesizers by Kurzweil, Yamaha, and Roland, as well as a MIDI wind controller, a theremin, and tools for composing for video. Students can use programs such as FInale for music notation, Digital Performer for sequencing and arranging, plus such open-source software such as Csound, so composers can study software synthesis for music composition and sound design and may produce their works on CD or DVD.

Recent additions to the technology lab include an 11 x 17 laser printer, a well-equipped Power Mac G5 computer with software sampling, orchestral instrument sound libraries for high-quality arranging and music production, and an audio interface for recording.

The Music Department's 16-unit Kurzweil keyboard lab was made possible through a gift from the Rev. Harold Figley in memory of his wife, Evelyn (BM, '52). The student unit is the Kurzweil RG-200, which features an 88-note keyboard with 10 preset sounds, a weighted key with seven levels of user-selectable touch, a 6,000-note sequencer with four non-volatile song memory locations, and a built-in variable-speed metronome. The instructor's unit is the Kurzweil Mark 10, an 88-key digital piano with 86 sounds, which features auto accompaniment, an 8-track sequencer, 32 preset musical styles, and a 130 watt/4-channel sound system. The Mark 10 also contains a 3.5" disk drive, so that scores created with software in the Music and Technology lab can be performed in the Keyboard lab.

The Figley Computer Lab consists of three Power Macintosh computers. Two of the workstations have a keyboard/synthesizer attached to them and are set up for ear-training with the MacGamut® and *Musica Practica* ear-training software. The lab has a total of two synthesizers: one Korg X5 and one Yamaha PSR-320.

Two music studios are equipped with the *SmartMusic* accompaniment system that allows students to practice and to play with a synthesized accompaniment. These stations have on-line access to hundreds of accompaniments.

LEAD/@witt@home (School of Community Education)

The School of Community Education offers courses through the @witt/@home course format, combining limited campus meetings and interactive web-supported activities. Courses structured in this mode bring to working adults the best of both the classroom encounter and the convenience of individualized on-line work.

Even if students live some distance from Springfield and have the hyper-busy and "irregular" schedule that typifies the contemporary working man or woman, @witt/@home makes the Wittenberg experience a very real choice - without the sacrifice in learning quality that can occur in on-line programs. The @witt/@home courses have the same enrollment limits as our traditional campus courses. Classes typically meet four to eight times over a semester, with variances reflecting credit value, and incorporate guided readings and asynchronous interactive activities with instructors and classmates at home or at work.

Thomas Library

The library makes extensive use of network technology, especially the World Wide Web. The library's online catalog, EZRA, allows users to search for books, journals, media and other materials held in the library; it also links to the OhioLINK Catalog, which provides similar information for library resources at college and university libraries throughout Ohio. Students, faculty and staff can have OhioLINK materials sent to Wittenberg in just a few days.

In addition to the online catalogs, the library web site provides users access to online journal indexes as well as a great deal of full text content. Other library functions are also online. Most reserve readings are now scanned and available through an Electronic Reserve system that allows any number of classmates to do assigned reading simultaneously, at any hour and from any computer with Internet access.

In addition to the two computer labs available in the library, campus users can also connect their own computers to the Wittenberg network via WittConnect in library study areas.

Urban Studies

The Urban Studies program is enriched by a number of opportunities. Students can study the City of Moscow with a geographer and political scientist before and during a visit. They can join a group of students and a political scientist and/or economist in a U.S. city during the summer for a mixture of courses and internships in that city's government. Some turn an internship in Springfield city government into a long-term placement and even a career. Others do study visits to cities in Europe that are Sister Cities of Springfield. GIS (Geographic Information Systems) students usually complete projects of direct application to the City of Springfield. In addition, students majoring in geography may select an urban planning track within the geography program.

Africana Studies

Africana Studies is the study, research, interpretation, and dissemination of knowledge concerning African American, African, and Caribbean affairs and culture. Because Africana Studies embraces a wide spectrum of experiences and issues, the program is multi- and interdisciplinary in its approach. Students can choose courses among many disciplines: English, history, sociology, music, geography, religion, political science, Spanish, and theatre and dance. Each year the program offers opportunities and information about study trips to Africa, the Caribbean, and Europe.

Environmental Studies

Students enrolled at Wittenberg have several options to explore and to develop their interests in the environment. An environmental studies minor enables students to complement a traditional major with an environmental focus. Through individualized course selection, the minor allows students the breadth to appreciate the interdisciplinary nature of environmental issues or problems. An environmental focus is also available to students majoring in biology, geography and geology. In addition, Wittenberg participates in a cooperative program with the Duke University School of the Environment, through which students may attend Wittenberg for three years and then complete a master's degree at Duke.

International Studies

Along with the wide array of courses on non-western cultures in Wittenberg's General Education program, several academic departments offer courses or formal programs of study for students

interested in deeper knowledge of international issues and western and non-western cultures. Wittenberg offers a formal, interdepartmental major in International Studies and provides instruction in six modern foreign languages (Chinese, French, German, Japanese, Russian and Spanish), as well as in Latin and Greek. Ample opportunity is provided to study foreign literatures and cultures in translation and, for students interested in western Europe, culture emphasis minors are available in French and German.

Wittenberg also offers interdepartmental majors in both East Asian Studies and in the Russian and Central Eurasian Program. The East Asian Studies Journal, published by students, is the only undergraduate publication in the country devoted to this region of the world, and it attracts submissions from colleges across the United States. The East Asian Studies Journal has been published annually since 1975.

The Russian and central Eurasian Program, through its class on Local Politics and Urban Planning: Moscow, offers opportunities for students to pursue original field research in Russia. Several students have presented original research papers from this experience at professional meetings and have won prizes at the meetings for their work.

Engineering

Wittenberg offers its students the opportunity to participate in binary engineering programs (commonly referred to as “3-2” programs) with three schools of engineering. Although Wittenberg does not confer a bachelor’s degree in engineering, the binary programs make it possible for a Wittenberg student to earn both a Bachelor of Arts degree from Wittenberg and a bachelor’s degree in engineering from one of the participating schools.

A student participating in one of the college’s binary programs spends three years at Wittenberg and, typically, two years at an engineering school. The student completes Wittenberg’s general education requirements and the requirements for a major (usually in physics) during the first three years and then completes the requirements for the engineering program at the engineering school.

Schools currently participating in the “3-2” program include the Fu Foundation School of Engineering of Columbia University, The Case Institute of Technology of Case Western Reserve University, and the School of Engineering and Applied Sciences at Washington University in St. Louis, Mo.

Graduating with More than One Major

A student completing more than one major will receive one degree with all majors listed in the official transcript. In the case of a student who completes more than one major in two separate degree programs (e.g. the Bachelor of Arts and Bachelor of Science), all majors will be listed in the transcript, but the student will choose the degree to be awarded. (The choice of the degree cannot be changed after Commencement.)

If a student has completed the requirements of graduating with two degrees from Wittenberg University, the student will receive two degrees with all majors listed in the official transcript.

Graduating with More than One Degree Earned at Wittenberg University

A student successfully completing a major in the Bachelor of Science degree or the Bachelor of Music degree or the Bachelor of Fine Arts degree or the Bachelor of Music Education degree programs may not receive a Bachelor of Arts degree in the same major.

While completing all requirements for a baccalaureate degree at Wittenberg, a student may qualify for a second baccalaureate degree by:

Successfully meeting all requirements for the first degree, including the completion of the minimum graduation requirement of 130 semester hours, and

Successfully meeting all requirements for the second degree, including completion of an additional 32 semester hours (typically in the curriculum of the second degree) with a minimum scholarship quotient of 2.000 for all credits earned toward the second degree.

Completion of the general education program for the first degree can be utilized in meeting the general education requirements of the second degree.

Upon successfully meeting the requirements for both degrees, a student may be awarded both diplomas at the same commencement.

A student who already has a baccalaureate degree from Wittenberg University or from another accredited college or university may apply to Wittenberg for the purpose of obtaining a second baccalaureate degree. The requirements for obtaining such a degree shall include:

The successful completion of a minimum of an additional 32 semester hours at Wittenberg.

Successfully meeting all general education requirements for the new degree in effect at the time of matriculation for that degree.

Completing all requirements for a new major.

Achieving a minimum grade point average of 2.000 for all work attempted toward a new degree.

Note: These guidelines do not address the dual degree programs Wittenberg University offers in cooperation with other institutions, e.g., Engineering and Occupational Therapy.

Graduating with a Self-designed Major

A student may graduate with a self-designed major (known as “interdepartmental major”) only in the Bachelor of Arts degree program. Wittenberg’s intensive degree programs (i.e., B.S., B.M.,

B.F.A., and B.M.E.) are chartered by the Board of Regents according to the curricular plan of each.

Off-Campus Academic Opportunities

Recognizing that off-campus academic experiences are ways in which the students can extend and enrich their liberal arts education, Wittenberg offers a variety of special off-campus opportunities. Participation in one or more of these programs leads students to an understanding of what is meant by the phrase “the power of experience.”

Community Service

Believing students should gain an understanding of the role, responsibility, and challenge of service in community life, Wittenberg requires completion of thirty hours of community service for graduation.

In one semester before their senior year, students must register and complete all service requirements for Community Service 100, a non-credit class. Community Service 100 provides students with the opportunity to serve others, to connect the Wittenberg and Springfield communities, and to reflect on the service experience.

The Community Service Office coordinates the service requirement at Wittenberg and serves as a liaison between the students and community sites.

Internships

Whether a student chooses a full-time internship during a period spent away from campus or a part-time internship near campus during the academic year, the experience provides an opportunity to combine theory learned in the classroom with real-world practice. It can be especially beneficial in the current job market, in which many organizations seek new college graduates who have experience or who can show evidence of superior internship performance.

Academic departments offer credit-bearing internships that are supervised by a faculty member in the department. The faculty member can help a student devise a plan for an internship experience that not only builds upon the student’s academic preparation but also relates to the student’s skill development and career interests. Resources in the Career Center Library include directories of internship opportunities in the United States and abroad, and copies of internship agreement forms submitted by former students. There is also a Web site on internships.

Local internship sites for Wittenberg students have included WHIO-TV in Dayton, Clark County Soil and Water Conservation, Mercy Medical Center, the Springfield City Manager’s Office, the Public Defender’s Office, the Springfield Museum of Art and American Express Financial Advisers.

Off-campus internship opportunities have included research at the National Institutes of Health in Bethesda, MD, participation in the Wittenberg University Washington Semester program, the

Student Conservation Association, and in a program that is unique among undergraduate, liberal arts and sciences colleges, urban studies summer field placements with a city government. See “Academic Policies and Procedures” for details.

Wittenberg Center for Applied Management (WittCAM)

WittCAM is a student-managed center that offers faculty-directed programs designed to develop and enhance student analytical and project management skills. It sponsors speakers and seminars, and coordinates the Department of Management’s portfolio program and Web site. WittCAM coordinates management internships, as well as opportunities for students to serve as management consultants while earning graduation credit in center-sponsored consulting programs. Opportunities are available in small and large businesses , not-for-profit organizations, and social service and government agencies.

WittCAM’s consulting programs are open to qualified students from all departments and programs, and are offered during the regular academic year. These consulting programs include:

Project Management Assistance (planning, development, execution and evaluation of specific projects)

the Creative Advertising Partnership (development of advertising campaigns for organizations)

the Small Business Institute™ (evaluations of existing and proposed small business operations)

Management Internships offer student placement within local and regional firms as well as organizations located a significant distance from campus. Internships for management academic credit are available during the regular academic year and summer to qualified students who have completed the prerequisite 300-level management course(s).

Students interested in participating in any of the above programs can obtain more information, or apply, at the WittCAM office, 312 Carnegie Hall. Phone: (937) 327-7910; FAX (937) 327-6143; E-mail: wittcam@wittenberg.edu, or at the WittCAM webpage.

Washington Semester Program

Wittenberg’s Washington Semester Program is offered in collaboration with the Lutheran College Washington Semester (LCWS) and includes both classes and internships. Students have interned in the White House and various Executive Departments, Congressional offices and lobbying firms, News organizations, the Smithsonian, and various interest groups and DC social service offices. Through this, students gain real-life work experience dealing with issues that are local, national, and international in scope. Many of these internships have led to jobs for Wittenberg students after graduation.

During the fall and spring programs, students earn a full semester of academic credit through their internship, two classes, and completing the Dean’s requirements (a summer residency program is available that offers only the internship). The internship is four full days a week.

Courses are taught in the evenings in the complex where students live. Special events and field trips (part of the Dean's requirements) are typically on Wednesdays. Housing is provided in 13 fully-furnished penthouse condominiums (owned and operated by the Consortium) in Rosslyn, Virginia, directly across the Potomac River from Georgetown, in the District of Columbia. Access to internships and other activities is convenient; the metro is only a five minute walk from the condominiums.

The Washington Semester Program is a residency program, which means that students are considered to be enrolled at Wittenberg while in Washington. This means that students received letter grades in their courses that count toward their GPA. Tuition is paid directly to Wittenberg and all financial aid applies. Room, however, is paid to LCWS and students must provide their own food.

Wittenberg Summer Programs

Wittenberg regularly offers summer opportunities in both domestic and foreign locations, directed by our own faculty members. In recent years, these have included the following:

Bahamas Field Program:

A comparative study of biological communities, San Salvador Island (Bahamas).

Paris:

History and literature

Lesotho:

Africana Studies and Habitat for Humanity

Mexico and Guatemala:

Spanish language and regional culture

Moscow Field Research Program:

Local politics and urban planning issues

Germany:

German language and culture

England:

History and literature

New Hampshire, Florida, Wisconsin (and other sites):

Local Government Management Intern Program

Wisconsin / Minnesota Northern Boundary Waters:

Field biology and geology

Affiliated Programs

Wittenberg is affiliated with programs operated by American consortia such as IES (Institute for the International Education of Students), and CIEE (Council on International Education Exchange). The university directly enrolls students in these programs. Other programs, including new ones in Latin America and Africa, are available to Wittenberg students. The following list is representative.

Perth, Australia:

A CIEE semester or year program at Murdoch University; students enroll in one course on Australia and are also enrolled directly at Murdoch.

Vienna, Austria:

An IES semester or year program in European culture and society, the humanities, social sciences and business; instruction in English but German studied; internships available.

China:

A CIEE program in the People's Republic of China for a semester or a year, depending on language competence.

Copenhagen, Denmark:

A semester or a year program in international business, art, architecture and general studies, also pre-health and education; language competence may be acquired in the course of study.

Beijing, China:

An IES/IAS program emphasizing language and culture; homestays available.

London, England:

An IES semester or year program stressing government, literature, or business.

Brittany, France:

A CIEE program for a year or a semester at the University of Haute Bretagne in Rennes. This program emphasizes French culture and language, and can include work in education.

Nantes, France:

An IES semester or year program with emphasis on French and the humanities; instruction in French.

Paris, France:

An IES semester or year program with emphasis on French language and culture but with special programs including business and work-study internships; instruction in French.

Freiburg and Berlin, Germany:

An IES semester or year program in connection with the University of Freiburg or the Humboldt University in Berlin; instruction is in German.

Moscow and St. Petersburg, Russia:

American Council of Teachers of Russian and CIEE programs for a semester or a year; they emphasize Russian language, culture and area studies. Instruction in Russian.

Madrid and Salamanca, Spain:

An IES semester or year program stressing Spanish language and literature; instruction in Spanish.

Barcelona, Spain:

An IES semester or year program stressing business communications. No prior Spanish is required.

Seville, Spain:

A CIEE semester or year program in Spanish and the humanities at the University of Seville; instruction in Spanish.

Stockholm, Sweden:

A one-semester program in conjunction with the University of Stockholm stressing political science and sociology; instruction in English, but Swedish is studied.

Exchange Programs

Wittenberg participates in study programs in which students here and abroad exchange places while enrolled in their home institutions.

Direct Exchanges

While participating in a direct exchange, a student pays Wittenberg tuition and fees, including room and board, and also retains all scholarships. Direct exchanges require a high level of independence and superior linguistic skills. If selected by the university and linguistically qualified, the student may enroll directly in:

International Student Exchange Program

Through Wittenberg's membership in ISEP, students can enroll directly in more than 200 institutions in 20 different countries around the world. Direct enrollment requires a high level of independence and superior linguistic skills.

Liverpool, England:

A variety of academic areas of study for one term in Hope College, associated with the University of Liverpool.

Osaka, Japan:

A semester or year program in East Asian language and culture at Kansai Gaidai; homestays available.

Tokyo, Japan:

A year's program in Asian Studies including language and area studies is offered at Sophia University.

Internships Abroad

Students who plan well in advance may arrange internships abroad. Wittenberg students have worked in a radio station in Moscow, urban development in Guatemala, citizen action efforts in Berlin, special education in Sweden, banking in Hong Kong, international trade in Taiwan, and in the British Parliament.

Wittenberg is also one of only eleven schools in the United States to partner with the Japan External Trade Organization (JETRO), which promotes internship opportunities for American students in Japan.

Other Study Abroad

In addition to programs which the university operates or with which it affiliates, other programs administered by U.S. colleges and universities are available to Wittenberg students depending on approval by the Faculty Committee on International Education.

Office of International Education

Wittenberg maintains a full-time office of International Education to assist students with study and travel plans, and to counsel them with integrating international dimensions with educational life goals. A minimum 2.5 grade-point average is required for study abroad.

Departments & Programs of Instruction

This section contains a description of the curriculum of each departmental and interdepartmental program, along with degree requirements for majors and minors, elective courses, and suggestions about courses and programs in related fields. Each course description includes the credit value of the course; a list of the course's prerequisites, if any; notification if the course is writing intensive, and information on the frequency with which the course is offered.

The courses of instruction, course descriptions, and major and minor programs are subject to change, and the university reserves the right to withdraw or modify them at any time without notice. Students should consult the master schedule, published by the Registrar's Office each semester, for current information on course offerings and curricula. Information on changes in department or program curricula or requirements is available at the appropriate department or program office.

Departments & Course Listings

[Africana Studies](#)

[American Studies](#)

[Art](#)

[Biochemistry/Molecular Biology](#)

[Biology](#)

[Chemistry](#)

[Communication](#)

[Community Service](#)

[Computational Science](#)

[Computer Science](#)

[East Asian Studies](#)

[Economics](#)

[Education](#)

[Engineering](#)

[English](#)

[Environmental Studies](#)

[Geography](#)

[Geology](#)

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[Physics](#)

[Political Science](#)

[Pre-Health](#)

[Pre-Law](#)

[Pre-Modern and Ancient World Studies](#)

[Psychology](#)

[Religion](#)

[Russian and Central Eurasian Program](#)

[Service Learning](#)

[Sociology](#)

[Theatre & Dance](#)

[Urban Studies](#)

[Wittenberg Seminars](#)

[Women's Studies](#)

Course Numbering

Courses that may be applied to general education learning goals have been designated with an appropriate letter code in the course number. Courses numbered from 001 to 009 are preparatory to college work and carry no graduation credit. Course numbers from 010 to 099 are reserved for activity courses in the Department of Health, Fitness and Sport, and the Department of Theatre and Dance.

Courses at the 100-level are introductory courses or sequences of courses, with no departmental prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

Courses numbered from 200 to 299 continue the introduction to the field beyond the 100-level or introduce the field by focusing on a major area in the field. Such courses may not have departmental prerequisites but are designed for students with some college experience.

Courses at the 300-level are advanced courses that depend on previously learned knowledge and skills in the discipline or a maturity of skills in critical thinking. In such courses, students are

asked increasingly to employ the tools of the discipline in response to basic questions. Ordinarily these courses have prerequisites or require junior standing.

Courses at the 400-level require students to do more independent work, often involving the creation or synthesis of knowledge using previously learned skills, and these courses usually are designed for the major.

Admission Information

Wittenberg strives to select those students who show evidence of academic ability, motivation and continued growth — those who will benefit from the total educational program. No qualified student is ever denied admission because of race, color, creed, sex, disability, age or national origin. Careful personal consideration is given to each applicant. The final decision of the Admission Committee is based on the academic record, ability to do college work as indicated by testing data, academic and extracurricular interests, and recommendations. Admission is selective.

Admission Requirements

The college preparatory curriculum necessary for admission to Wittenberg University must include four units of English and three units each of mathematics, social science, science and foreign language. The candidate for admission is urged to present credits in at least four major academic subjects each year of secondary school preparation. It is to the student's advantage to take a strong academic program in the senior year. Graduation from an accredited high school is a usual prerequisite for admission.

All applicants are required to submit scores of either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT). These tests should be completed in the latter part of the junior year or the first semester of the senior year. Although Achievement Tests of the College Board are not required, the English Achievement Test is recommended for class placement and/or course credit.

Department of Music

In addition to the application process, an audition is required for all students planning to pursue a major in music. Please follow these steps:

Print a four-page Music Audition Packet (available at www.wittenberg.edu/music/audition). It includes complete audition guidelines and all necessary forms.

Submit an Audition Request Form and arrange to have two Music Recommendation Forms completed and sent to the Department of Music.

Perform an audition.

Application Fee

A non-refundable fee of \$40 must be submitted with the application. The check or money order should be made payable to Wittenberg University. A student who desires that the application fee be waived for reasons of financial hardship should attach to the application a copy of the College

Board Fee Waiver or a letter from the secondary school counselor. The application fee waivers are available in the Guidance Office of your High School.

Advanced Placement and/or Credit

Students may receive advanced placement or credit by means of 1) Advanced Placement, Scholastic Aptitude and/or Achievement Tests of the College entrance Examination Board, 2) departmental examinations administered at Wittenberg, 3) courses successfully completed at an accredited college before a student's graduation from secondary school, PSEOP, and 4) International Baccalaureate (IB) Examinations, Advanced Level.

International Baccalaureate (IB)

The International Baccalaureate (IB) is an internationally recognized program that enables students to obtain credit similar to AP. Students may earn credit for IB Higher Level examinations on which they earn scores of 5, 6 or 7. To receive credit, students should submit IB transcripts to the admissions office.

Early Decision

Those students who have decided that Wittenberg University is their first choice, present strong academic credentials, and intend to enroll if accepted, are encouraged to apply under the Early Decision Plan. The application must be filed by Nov. 15, with notification by Jan. 1. The students, who are accepted under the Early Decision Plan, must withdraw all previously filed applications to other schools. Within two weeks, the student must confirm acceptance to Wittenberg with an enrollment deposit of \$400, which may be credited toward the cost of tuition in accordance with the policy outlined under the section on University Expenses.

Early Action I

The Early Action I Plan provides the applicant with early notification. If you choose to apply under the Early Action I, your application must be received by December 1. You will be notified before January 1 of an admission decision. Your \$400 non-refundable deposit will be due by May 1.

Early Action II

If you choose to apply under the Early Action II Plan, your application must be received by January 15. You will be notified before February 1 of an admission decision. Your \$400 non-refundable deposit will be due by May 1.

Regular Action

Any application submitted after the Early Action II Plan deadline, of January 15, will be considered under the Regular Action Plan. If you choose to apply under the Regular Action Plan, your application must be received by March 15. You will be notified before April 1 of an admission decision. Your \$400 non-refundable deposit will be due by May 1.

Applications received after March 15, will be considered on a space-available basis.

Regular Action

Applications for Regular Action must be submitted by March 15, with notification on a rolling basis before April 1.

Late Application

The university accepts applications after March 15, but these are considered on a space-available basis.

Common Application

Wittenberg University accepts either the on-line or paper version of the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high school guidance counselors or from the University web page, <http://4wittenberg.edu/administration/prospect/apply/>

Deferred Admission

Students who wish to be accepted during their senior year but wish to postpone entrance for a semester or a year, upon special request in writing, are permitted deferred admission.

Transfer Admission

Wittenberg welcomes in any semester a student who transfers from another college or university. The applicant must present a cumulative grade-point average no less than 2.0 on a 4.0 scale and must be in good academic and social standing. There is no limit to courses/hours transferable; however, a student must complete at least 50 percent of the semester hours for all course work and at least 50 percent of the semester hour credits for all course work in the major while in residence at Wittenberg. Secondary transcripts and aptitude test scores are not normally required if a student has finished a year or more of college work. Unusual mitigating circumstances related to a student's academic or social standing can be taken into consideration by the Admission Committee. Information relating to such matters must be presented in writing.

International Students

Wittenberg values the presence of international students on campus. Special application forms are required and may be obtained on line at www.wittenberg.edu. Students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or the Scholastic Aptitude Test (SAT) administered by the Educational Testing Service.

Fees and Expenses

Financial Aid Philosophy

The Wittenberg Board of Directors and the faculty adopted the following statement in 1981:

Wittenberg University is committed to developing in harmony the intellectual, spiritual, aesthetic, social and physical qualities of its students. Financial aid funds along with all other resources of the university are used to support this fundamental commitment. Wittenberg invests its resources in students who have the potential to become a part of the creative minority of a civilization and make a positive contribution to society.

The university's financial aid policies derive from its mission as a church-related, undergraduate, liberal arts institution. In the allocation of financial aid the university gives preference to students who can contribute to and profit from this unique environment and who show promise of academic excellence. Past academic achievement may be rewarded without reference to a student's financial resources.

Wittenberg also maintains a strong commitment to assist students with demonstrated need. Students of academic ability and motivation should not be deterred from sharing the Wittenberg experience solely on the basis of finances. At the same time, the university assumes that students pursue every avenue of support available to them and expects each family to share in this investment in education.

Wittenberg seeks diversity in its student body. Financial assistance is also designed to attract students who represent a cross-section of economic, geographic and social backgrounds, including international students.

The student who accepts financial assistance also accepts certain responsibilities. The student must maintain the grade-point average required by the terms of the scholarship or grant. The student must also act responsibly in the interests of the university community. A student who is placed on disciplinary probation for unacceptable behavior jeopardizes that portion of his or her financial aid, which is funded by Wittenberg.

Once an award is granted, the university accepts the responsibility to provide financial assistance throughout the student's academic career at Wittenberg, if the student conscientiously fulfills his or her obligations and in the case of need-sensitive aid, demonstrates continuing need for financial assistance.

Objectives and Procedures

Wittenberg gives financial encouragement to promising and worthy students insofar as its scholarship and aid funds permit and seeks to honor students of outstanding merit. Scholarship

record, personal character, general cooperation in the affairs of college life, economy in personal expenditures, and except in the case of merit awards, need for aid are considered in the assignment of scholarships, grants, work programs and loans.

The Student's Obligation

Acceptance of scholarships or other financial aid by a student involves certain clear obligations:

The individual is obligated to do the best work possible in the enrolled courses and carry a full course load each term.

The individual may be called upon to perform special services contributing to the general welfare of the university community.

The individual accepts a moral obligation to help meet the financial needs of the university in future years and, if possible, to add to scholarship and loan funds for the benefit of future generations of students.

The individual's life on the campus must be characterized by loyalty, reliability and concern for the welfare of the university in general and must be marked by good character and good citizenship.

Application

Wittenberg utilizes the Free Application for Federal Student Aid (FAFSA) in determining the student's need for financial assistance. Each student seeking financial assistance greater than that available through merit scholarships is required to submit a copy of the FAFSA designating Wittenberg as a recipient. In addition, supplemental forms may be required to calculate fully a student's eligibility for all types of financial aid. It is important to check with the Financial Aid Office on an annual basis to make sure all necessary forms are submitted.

Students must file applications no later than March 15 to receive full consideration for the following academic year. A new FAFSA is required each year.

Eligibility for Student Aid

The following general principles are observed in considering all applications for student aid:

Most financial aid packages include a combination of scholarships, grants, loans and campus employment.

A scholarship is awarded for either one or four academic years to the student who has had an outstanding academic record in the past and shows promise of earning an excellent academic record at Wittenberg. To renew a merit scholarship, the student must achieve the prescribed cumulative grade-point average (GPA) for the award for a full course load each year. The student is not eligible to receive more than one merit scholarship per year from Wittenberg. Should the

student meet the criteria for more than one scholarship, the student receives the award with the greatest dollar value.

Grants are awarded primarily on the basis of financial need as determined by the analysis of the FAFSA. Most grants require that the student maintain a GPA of 2.0 for a full course load each year.

Loans are also awarded primarily on the basis of financial need and must be repaid after leaving the university. To receive a loan, the student must complete a promissory note and maintain a GPA of 2.0 for a full course load each year (in most cases).

The student is not eligible to receive need-based financial assistance in excess of the computed financial need. An adjustment to financial aid awards may be necessary to adhere to this policy.

The student is eligible to receive a maximum of four years (eight semesters) of financial assistance from Wittenberg funds. Additional semesters of eligibility are granted only as exceptions based on an appeals process.

For any questions regarding Fees and Expenses please visit:

http://www4.wittenberg.edu/administration/student_accounts/

School of Community Education

The School of Community Education (SCE) provides for the academic, cultural, professional/vocational, and individual development of the non-traditional student within the mission of the university. It is a principal expression of Wittenberg's commitment to the lifelong values of a liberal arts education.

Degree/Credit Program

SCE administers a program of evening/weekend credit courses for the adult/non-traditional student and also assists the student seeking courses through the day schedule.

The Adult/Non-Traditional Student

To ensure appropriate attention to the needs of the mature student, the university has established the specific classification of "adult/nontraditional student." Criteria for this status are as follows: being at least 23 years of age, carrying a load of no more than 17 semester hours per semester or a total of 33 for the two regular semesters of any academic year*, having U. S. citizenship or immigration status other than Student Visa, and enrolling at least two years after ending traditional status. The student taking evening/weekend courses exclusively at a pace less than full-time is usually considered an adult/non-traditional student. An unclassified student seeking classification as a non-traditional student must consult the Dean of the School of Community Education.

The adult/non-traditional student is entitled to take evening and Saturday or day courses at a per-credit charge. Such a student may also apply for the Adult Access Award as well as other forms of aid.

Admission, registration and related procedures for the adult/nontraditional student are administered by the School of Community Education in conjunction with appropriate academic entities.

*The student whose semester requirements include laboratory courses or other divergencies from the typical four-semester-hour course may obtain permission to carry additional credits in a given semester and more than 33 for two semesters.

Degree Programs

A complete program leading to a B.A. degree with a major in liberal studies is available through the evening/weekend schedule. Courses are conducted by fulltime university faculty as well as adjunct instructors whose employment and performance are subject to review by both the respective academic departments and the dean. In addition, the adult/non-traditional student is free to pursue the various degree programs offered through the day schedule. The adult student

may enroll on either a degree or a non-degree basis, the latter status being normally limited to 24 semester hours, except for extended teacher licensure programs.

The adult seeking admission as a degree student must submit an application together with relevant transcripts. Although the SAT/ACT test is not required, admission is nevertheless selective, as is the case with the traditional student. In deciding upon acceptance, the university looks for indications of likely success and the ability to contribute to academic life at Wittenberg. These include grades from previous institutions, range of subjects, grades earned on non-degree status at Wittenberg, available standardized test scores and such non-academic indicators as successful performance in responsible employment.

Major in Liberal Studies

This interdisciplinary degree program, leading to the B.A. degree, is open to the adult/non-traditional student only. Academic oversight for the program resides in the Community Education Committee, acting through the dean. Structure and requirements are similar to those of other university majors, with the exception of the major requirements category. Instead of the typical series of courses in one academic discipline, the Liberal Studies major requires a series of courses from several disciplines. These are unified by a thematic concentration. The evening/weekend schedule offers a thematic concentration in Organizational Leadership. The student using the day schedule can elect the Organizational Leadership concentration or devise an original one, subject to the approval of the dean.

The structure of the Liberal Studies degree program, including distribution of semester hour credits, is as follows:

General Education	53*
Major and Related Requirements	36
Free Electives	41
Total	130

*Assumes English 101E and Foreign Language 106F or 112F.

Three of the major requirements must be at the 300 level or higher. Some courses carry designations of academic departments. Others, specific to this program, are offered directly through the School of Community Education and carry the prefix SCED. Each student must complete SCED 200L: Liberal Studies Colloquium and SCED 400: Senior Leadership Seminar, or SCED 499: Liberal Studies Honors Thesis Project as well as a senior assessment exercise. The student who cannot use the evening/weekend schedule, in which the Colloquium, Issues Topics

and Seminar are offered, may petition the dean to take appropriate substitute courses offered via the day schedule or to use the Independent Study option under faculty guidance.

The transfer student must take at least 22 semester hours of the major requirements at Wittenberg. As is the case with other majors, the student declaring the Liberal Studies major may also designate a minor in any university discipline.

Course Offerings

All requirements of the Liberal Studies program are met through courses listed under academic departments, with the following exceptions, which are exclusive to the School of Community Education.

SCED 190/290/390. Topic. Variable credit.

Within the Organizational Leadership program or such related programs as may develop, topics of special interest or need that are not readily encompassed by other designations in the curriculum. The 190 courses are at the beginning level, dealing with basic skills, techniques, or concepts. The 290 courses assume some level of college experience – to be designated for each particular course. The 390 courses are at an advanced level, require some experience in one or more disciplines, and are appropriate for students beyond the sophomore level.

SCED 200L. Liberal Studies Colloquium. 4 semester hours.

Introduction to the processes and values of interdisciplinary liberal arts inquiry, to modes of expression appropriate to such inquiry, and to research techniques in general. Processes and values include identification of underlying premises and sequences of thought, analysis of competing positions, recognition of points requiring research, an appreciation for at least two different disciplinary approaches to a given topic and formation of critical judgment. The subject of the course varies but reflects issues and themes appropriate to the General Education Program's Integrated Learning goal. Products of the course include a research paper and discussion of student projects. The Liberal Studies major should take this course as early as possible while working through the requirements of the major. SCED 200L satisfies the Integrated Learning (Wittenberg Seminar) requirement for SCE students. Prerequisite: English 101. Writing intensive.

SCED 300. Issues in Liberal Studies. 2 semester hours.

Intensive focus upon topics relating to liberal studies concentrations. Generally these topics are applications of interdisciplinary academic principles to issues that the adult student encounters in work and civic activities. They may also be extensions of topics introduced in other courses. Sophomore standing recommended.

SCED 310. Understanding and Working within the American Health Care System. 4 semester hours.

A critical examination of the structural characteristics, organizational theory and performance of the American health care system. Topics include the design of health care services organizations, modes of delivery, and access to as well as cost and quality of health care services. Activities

include lecture, discussion, exercises and group presentations. Prerequisite: junior standing or permission.

SCED 320. The Legal Environment of Health Care. 4 semester hours.

An examination of the laws, policies and regulations that constitute the legal environment of the American health care system. Topics include the foundations of tort law, licensing and accreditation, liability of health care providers and institutions, regulatory control and bioethics. Prerequisite: junior standing or permission.

SCED 340 Readings in Leadership. 4 semester hours.

Students will read full texts and excerpts from a selected "Top Ten" classic authors in leadership, including Plato, Machiavelli, Drucker, Deming, and Peters. Principal theories of leadership, particularly those relating to business organizations and the effects of historical and economic contexts in shaping them, will be examined. The course objective is to develop a historically grounded understanding of the ways organizations develop and the manner in which leaders operate within them. Projects in the course will be designed to develop a mature set of insights into one's work organization.

SCED 400. Senior Leadership Seminar. 4 semester hours.

A synthesis of learning from previous study and experience developed into a major report in which the student identifies a problem or process in an organizational setting, provides analysis, and proposes appropriate action. The inquiry process, developed in conjunction with the instructor and through activities with the group, addresses the dimensions of both management and leadership. Students present their report in writing to the instructor and orally to the seminar group. The report also serves as the basis for the oral senior assessment presentation for the major. Prerequisite: senior standing and completion of at least four major courses, including the Liberal Studies Colloquium. Writing intensive.

SCED 490. Independent Study. Variable credit.

Individual study that requires approval of the faculty member directing the study and the Dean of the School of Community Education.

SCED 491. Internship. Variable credit.

Individual study centering on a supervised work site or community project. Requires approval from the faculty member directing the study, the work site supervisor, and the Dean of the School of Community Education.

SCED 499. Liberal Studies Honors Thesis. Variable credit.

Prerequisite: 3.50 GPA and permission of the Dean.

Transfer Credit

SCE believes that Wittenberg's rigorous liberal arts experience is an excellent complement to the variety of prior collegiate studies in which the mature student has engaged. Therefore, SCE welcomes the adult transfer whose record indicates likely success in the Wittenberg community.

To render a Wittenberg education feasible for students from the wide variety of backgrounds that typify contemporary adult experience, Wittenberg has extended its transfer policy in the case of qualified adult/non-traditional students. The student whose prior coursework parallels that in the Wittenberg curriculum is covered by the provisions of the university's general transfer policy. For the student from technical/ professional programs, the university has approved the awarding of partial elective credit for most non-parallel courses plus full credit for academic courses. An additional extension is the acceptance of up to 16 credits for military or corporate training activities that carry the college credit recommendations of the American Council on Education or the Program on Non-Collegiate Sponsored Instruction. The typical standing of associate degree graduates from these programs approaches junior level in the Wittenberg degree program of their choice. Details are available in SCE publications obtainable on request.

Lifelong Learning Benefit

Persons 60 and over may enroll for up to 17 semester hours per semester on a space-available basis for a nominal charge.

Financial Aid

Adult/non-traditional students are eligible to apply for Pell Grants, Ohio Instructional Grants, Ohio Student Choice Grants, and Stafford Loans (OIG and OSCG eligibility require full-time enrollment). Eligible veterans are entitled to funds paid under the G.I. Bill and other programs.

Adults not covered by such sources as employer or V.A. benefits may apply for university-funded Adult Access Awards, covering partial tuition on a semester-by-semester basis. These are based on need guidelines established by SCE.

Transfers who are members of Phi Theta Kappa, the national honorary society for two-year schools, are eligible for a half tuition scholarship. Students can obtain details from the SCE Office.

The Summer Session

SCE administers the university's Summer Session of credit courses. Summer enrollment in day and evening courses is open to traditional and non-traditional students from Wittenberg as well as transient students in good standing at other institutions. Procedures and costs are published annually in the Summer Session Bulletin.

Center for Musical Development (CMD)

CMD provides creative musical experiences for students of all ages. Private music lessons in voice, piano and a variety of other instruments are available during the day, after school and on Saturdays.

Group class lessons are available for adults in both piano and vocal technique, while children may take such group classes as beginning piano, Suzuki violin and piano. Young children may also take a course called Discovering Music.

CMD also sponsors occasional workshops and programs in jazz, folk music and chamber music, and, in conjunction with the Springfield Symphony Orchestra, the summer Kaleidoscope Strings Camp.

Other Non-Credit Programs

SCE has offered a variety of non-credit educational experiences to members of the community and to people from a wider area. SCE also offers programs to meet professional/vocational, organizational, and individual needs as demand arises. Special offerings include the WISE, Young Women's Science Institute, and Summer Honors Institute programs for pre-college students.

Post Secondary Options Program

SCE administers the High School Scholars program whereby qualified high school students enroll in college courses under provisions approved by the State of Ohio. The primary expectation for admission is a GPA of 3.5 in a college preparatory curriculum.

Further Information

The administrative office of the School of Community Education is located in the Joseph C. Shouplin Center for Lifelong Learning on Fountain Avenue at Madison Avenue. Anyone desiring further information should inquire there.

Prizes & Awards

Prizes and Awards

A wide range of prizes and awards recognizes outstanding achievement by students. Award recipients must comply with rigorous merit criteria and demonstrate strong potential for future success. Additional information is available in the online student handbook, which details the variety and scope of each prize and award

Art

Ralston Thompson and Wittenberg Guild Awards

These monetary awards are given by the art faculty in recognition of outstanding work within the Art Department.

Athletics

The Carl Schraibman Higher Education Scholarship Award

An anonymous gift in 1999 created this award to recognize Dr. Carl Schraibman and the value he placed on the educational experience and the importance of advancing oneself through post-graduate education. The recipient must be a student-athlete who has been accepted into a graduate program and exemplifies the ideals of Wittenberg.

Biochemistry and Molecular Biology

Faculty Award for Outstanding Achievement in Biochemistry and Molecular Biology

This award is given in recognition of seniors with exceptional achievement and strong potential in biochemistry and molecular biology.

Biology

Biology Faculty Award

This award is given to the sophomore, junior and senior biology majors who have demonstrated outstanding achievement in the study of biology.

Emmet Bodenbergs Award

Given to the outstanding environmental biology junior or senior biology major.

Health Careers Award

Given to the outstanding senior major intending to continue study in the health-related fields.

Waldo Nelson Research Award

Given to the biology student submitting the best proposal for summer research.

Marga Smith Award

Given to the upperclass biology major in recognition of excellence in scholarship and devoted service to the department.

Tri-Beta Award

This award is given annually to one or two students voted by the Tri-Beta Honorary as the outstanding biology major(s) in the senior class.

Chemistry

Outstanding Performance in General Chemistry

Two awards are presented annually for outstanding performance in general chemistry. Each award recipient receives the current edition of the Handbook of Chemistry and Physics.

Outstanding Performance in Organic Chemistry

The award is given for outstanding performance in organic chemistry. The honored student receives the current edition of the Merck Index.

Virginia Ellis Franta Award

This award is given as a stipend to support chemistry majors performing summer research at Wittenberg under the direction of a chemistry faculty member.

Paul K. Glasoe Endowment Award for Chemical Research

This award, in honor of Professor Emeritus Paul K. Glasoe, is a stipend to support a chemistry major performing summer research at Wittenberg under the direction of a chemistry faculty member.

James T. Gregory Award

The award is given to the junior or senior chemistry student most likely to succeed in chemical research.

Mufaro Hove Research Award

This award, in honor of Mufaro Hove '63, is given as a stipend to support students performing summer research under the direction of a chemistry faculty member.

American Chemical Society-Dayton Section Award

This award recognizing an outstanding junior chemistry student provides a \$300 stipend.

Nelson E. Sartoris Award for the Outstanding Senior Chemistry Major

The award will recognize the outstanding senior, as determined by the department of chemistry faculty, with a cash prize.

Communication

Laurels in Communication

Given to a major who demonstrates academic excellence, personal integrity, a commitment to community, and the motivation and potential to use advanced knowledge of communication toward socially responsible ends.

East Asian Studies

Shigeharu Matsumoto Award

This award, given to the outstanding senior in East Asian Studies, recognizes superior academic performance and outstanding community service. The award honors Shigeharu Matsumoto for his leadership in the development of peaceful relations among the United States, Japan and China.

Language Study Award

The award is given to the outstanding upperclass students of the Chinese and Japanese languages.

Eugene R. Swanger Endowed Scholarship

This scholarship is awarded in the sophomore year to a religion or East Asian studies major who demonstrates high academic ability and promise as an East Asian studies scholar. The award, which is for the junior year, may be used for off-campus study related to Asian studies. The award honors the outstanding teaching and service of Eugene R. Swanger, Professor of Religion and East Asian Studies.

Economics

Economics Prize for Outstanding Achievement

Given to recognize economics majors who have maintained high standards in course work and research.

Education

Barbara Steel Kane Memorial Award

Through this award, the Education Department acknowledges a senior student's demonstration of excellence in the teacher education program and of service to the teaching profession. The award was established in memory of Barbara Steel Kane, a 1978 Wittenberg graduate who majored in elementary education and psychology and who died in an airplane crash in September, 1978.

Virginia H. Lucas Silver Apple Award

This award celebrates the personal and professional contributions of Professor Emerita Virginia H. Lucas, an alumna of Wittenberg and a member of the education faculty from 1973 to 1992. This award is presented to a junior education student who exemplifies both personal and professional commitment to student-centered learning.

English

The Excellence in Literary Studies Award.

The Excellence in Literary Studies Award was inaugurated in 2000 to recognize the senior English major whose literary scholarship best exemplifies subtle thinking, elegant writing and scholarly promise.

The John W. Ostrom Awards for Expository Writing.

The four John W. Ostrom Awards, worth \$200 each, are given annually for improvement and excellence in expository writing to first-year, sophomore, junior and senior students. John W. Ostrom, a late professor emeritus, was internationally known for his edition of the letters of Edgar Allan Poe and his widely adopted Better Paragraphs and Short Themes.

The Lester C. Cowl Creativity Award

The English Department Creativity Award was renamed the Lester C. Cowl Creativity Award in honor of the director of development at Wittenberg from 1965-1972. The \$200 award is given to the junior or senior English major who submits the best portfolio of creative work.

The Allen J. Koppenhaver Prize

Established in 1993, The Allen J. Koppenhaver Prize, funded by friends and colleagues to memorialize the late professor of English, is awarded annually to the senior English major who best represents the qualities epitomized by Dr. Koppenhaver: a keen intellect and a multifaceted creativity that produced superior teaching and scholarship.

Creative Writing Awards

The English Department awards the \$100 Sherwood Anderson Award in fiction, a \$100 award in poetry, a \$100 award in drama and a \$100 award in creative nonfiction.

Geography

Martin E. Johnson Award

Through a fund established to honor the late Dr. Martin E. Johnson, associate professor of geography, an annual award is made to the junior geography major with the highest grade point average.

Geology

Floyd R. Nave Award

This endowed award, given to an outstanding geology major pursuing geologic research, recognizes and honors the diverse contributions of this department's founder.

Thomas A. Gerrard Award

This endowment honors a former department chair, professor and consummate teacher, by supporting field experience for geology majors.

History

ATO-Paul F. Bloomhardt Award

Through a fund established to honor Dr. Paul F. Bloomhardt, professor of history and biography from 1925 until his retirement in 1956, an award is made each year to an outstanding junior majoring in history.

Margaret S. Ermarth Award

Through the fund established to honor Dr. Margaret S. Ermarth, professor of history from 1953 until her retirement in 1974, an annual award is made to an outstanding senior majoring in history.

Martha and Robert G. Hartje Award

This award is given to a senior who has taken at least six courses in history, who recognizes history as a part of a basic philosophy of life, and who has demonstrated skill in the writing of narrative history.

Languages

Kurt J. Fickert Award

This award is presented to an outstanding junior or senior majoring in foreign languages and literatures who possesses those qualities exemplified by Professor Fickert during his more than 30 years of service to the university: an understanding of and commitment to the humanistic values fostered by an education in the liberal arts, a lively interest in intellectual endeavor and achievement, and plans for a career that will enrich the lives of others.

Management

Financial Executives Institute Award

This award is given to the graduating management student with a concentration in finance for academic achievement and career promise. The Columbus Chapter of the Financial Executives Institute provides an engraved medallion and a permanent plaque.

Tau Pi Phi Award

The Tau Pi Phi Award is given to the graduating management major who combines the highest academic achievement and significant contributions to the university. The department provides a permanent plaque.

Wall Street Journal Award

This award recognizes the graduating management major with the greatest potential for career success. Dow Jones and Company provides a one-year subscription to The Wall Street Journal, a medallion and a permanent plaque.

WittInvest Investment Award

This award is sponsored by WittInvest and recognizes students of high academic achievement who further the American free enterprise system via their knowledge of markets and investments.

The Dr. Woodrow Wilson Prize for Excellence in Management

The widow and children of Dr. Woodrow Wilson, professor emeritus of business administration, created this honor in 1994 to give annual financial awards to student(s) who major and excel in management. The selected student(s) receive a cash prize.

Mathematics and Computer Science

Norman E. Dodson Award

This award was established by Richard A. Little to honor Norman E. Dodson, associate professor emeritus of mathematics, a member of the Wittenberg University mathematics faculty from 1957 to 1975. The award is given annually for excellence in preparing to teach mathematics or computer science. Seniors are eligible.

Paul Hessler Award

This award was established in memory of Associate Professor Paul Hessler, a member of the Wittenberg mathematics faculty from 1969 to 1978. The award is given annually for outstanding achievement in mathematics or computer science. Juniors and seniors are eligible.

Richard A. Little Fund

This award was established by Richard A. Little, a 1960 graduate of Wittenberg, to honor his parents, Charles and Elsie Little. The income from this fund is used to reward worthy achievement in mathematics and computer science, and is given to students majoring in mathematics or computer science.

Sophomore Textbook Awards

These awards are given annually to sophomores majoring in mathematics or computer science in recognition of outstanding work during their first two years at Wittenberg. The award provides a \$100 credit toward the purchase of mathematics or computer science textbooks during the junior year.

Computer Science 250 Award

This award is given annually to the outstanding first-year student in the introductory computer science sequence, Computer Science 150 and 250.

Mathematics 202 Award

This award is given annually to the outstanding first-year student in the introductory calculus sequence, Mathematics 201 and 202.

Music

Elmer Blackmer Award

This award was established in memory of Professor Elmer Blackmer (1962-1974) and is presented to the music student who has shown outstanding achievement in music theory and music skills.

Jan Bender Memorial Award

This award was established in memory of Professor Jan Bender (1965-1975) and is awarded to the senior whose performance both academically and musically has been excellent and whose contributions to the department of music have been outstanding.

Philosophy

The Remsberg/Klive Award

Established in honor of Robert G. Remsberg (professor of philosophy 1940-1975) and Visvaldis V. Klive (professor of philosophy 1966-1994), this recognition is given to the outstanding senior philosophy major and includes a book award.

Physics

Weaver Prize

The Weaver Prize in Physics provides a \$200 award to the junior student who shows the greatest promise for a career in physics.

Arthur L. Lutz Award

The Arthur L. Lutz Award provides \$200 to a junior physics major who shows promise for a career in secondary physics education.

Political Science

Joe H. Bindley Scholarship

The Joe H. Bindley Scholarship, named for an emeritus professor of political science who is founding chair of the modern-day Political Science Department, recognizes an outstanding junior or senior political science major who has at least a 3.3 grade-point average, who demonstrates active leadership in the campus community, and who intends to pursue a course of study leading to law school, or who demonstrates an interest in American politics.

Jeffrey Y. Mao Award

The Jeffrey Y. Mao Award, named for an emeritus professor of political science, is given in recognition of outstanding scholarship in the discipline by a political science major who has attained junior status. The award acknowledges achievement in the liberal arts, service to the political science department and the university, and promise of significant contribution to society.

Psychology

Award for Professional Potential

The Award for Professional Potential honors a senior student in psychology who has demonstrated the potential to make a significant professional contribution.

Bethlehem Steel Award

The Bethlehem Steel Award recognizes an outstanding senior student in psychology for academic achievement and unique contributions to the psychology program.

Virgil E. Rahn Memorial Award

The Virgil E. Rahn Memorial Award honors an outstanding junior student in psychology for superior work in the discipline and promise as a future psychologist.

Religion

David Hartman Award

Each year a \$150 prize is awarded to the outstanding senior in the religion department. The award, given in memory of David Hartman, associate professor of religion, is based on academic performance, ability of the student to relate the study of religion to the liberal arts, and the student's contribution to the religion department and its program.

Russian Area Studies

The Russian Studies Award in Excellence

This award honors the outstanding graduating senior major in Russian Area Studies who shows promise of continuing involvement in the field and who possesses superior leadership skills.

Sociology

T. Edwin Boling Sociology Scholarship Award

Named in honor of the late T. Edwin Boling, who was a member of the department of sociology for 27 years, this award is given to the outstanding senior sociology major who shows strong promise as a practitioner of the discipline.

Women's Studies

The Women's Studies Writing award, sponsored by the Women's Studies Program, is presented for outstanding writing in any area of Women's Studies.

GENERAL PRIZES AND AWARDS

Alma Mater

This is the highest honor bestowed upon a woman at Wittenberg. Students, faculty or staff members may nominate a junior woman. A special screening committee selects five nominations for final consideration. A campus-wide election determines which nominee is selected to

represent Wittenberg. The Alma Mater must possess depth of character and show consistent leadership, service and concern for the college community.

Alma Lux

This is the highest honor bestowed upon a male at Wittenberg. Students, faculty members, and staff may nominate a junior male. A special screening committee selects five nominations for final consideration. A campus-wide election determines which nominee is selected to represent Wittenberg. The Alma Lux must possess depth of character and show consistent leadership, service, and concern for the college community. This award was instituted in 2003.

Broadwell Chinn Endowed Achievement Award

This award was endowed by Dr. George D. and Gertrude Holmes Wilson '24, in memory of Mr. Broadwell Chinn, the first African-American student at Wittenberg. The fund annually provides a monetary award to the African-American junior student with the highest cumulative grade-point average.

Heimtraut Dietrich Award

This award, established in 1981, is in remembrance of Heimtraut Dietrich, who served Wittenberg as administrator and teacher through her commitment to excellence and a caring for others, attributes that found their source in her steadfast Christian faith. It is presented to the student who best exemplifies the dedication to serve and assist others through a commitment of faith.

M. Alice Geiger Award

This award was instituted in 1974 to commemorate the 100th anniversary of women at Wittenberg. The award recognizes a senior woman for a specific, outstanding contribution to the performing or literary arts, athletics, extracurricular leadership, new programming, special academic pursuit, or special representation. The student's contribution may have been made at any time during her college career.

Global Awareness Award

This award, established in 1992, recognizes a graduating senior whose varied activities have contributed significantly to international understanding on campus.

Martin Luther King, Jr., Award

This award, instituted in 1981, recognizes two outstanding African-American seniors, a man and a woman, who have been positive examples to members of the African-American community and the University during their college careers. Consideration is given to those students who have pursued a challenging course of study, exhibited upstanding character in and outside the classroom, displayed leadership, good citizenship, and an orientation toward service to others, and exhibited a positive attitude toward higher education in general and an interest in furthering the ideal of African-American achievement at Wittenberg.

John F. Mitchell Award

This award, named for the first valedictorian at Wittenberg, was instituted in 1979. It recognizes

a senior man who represents the liberal arts tradition: a highly respected, good student who is a positive force in academic, cultural and social aspects of the campus. He exemplifies an open mind, understanding, reliability and wide range of interests.

Presidential Scholars

Presidential Scholars are the junior students having the 12 top grade-point averages of their class through at least the preceding five semesters.

HONOR SOCIETIES

Alpha Lambda Delta

Alpha Lambda Delta is a national honor society that seeks to recognize and encourage scholarship among first-year women. Selection is based entirely on achieving a 3.5 grade-point average for fall semester of the first year. Tapping, or notification of membership, occurs in the spring semester.

Phi Eta Sigma

Phi Eta Sigma is a national honor society that seeks to recognize and encourage scholarship among first-year men. Selection is based entirely on achieving a 3.5 grade-point average for fall semester of the first year. Tapping, or notification of membership, occurs in the spring semester.

Ivy Ring

Ivy Ring is a junior women's service honorary. Members are chosen in the spring of their sophomore year on the basis of their contributions to the Wittenberg campus and to the community through the quality of their academic work and their participation in extracurricular activities.

Pick and Pen

Pick and Pen is a junior honorary emphasizing leadership, service and scholarship. Members are tapped during the spring semester of their sophomore year.

Omicron Delta Kappa

Omicron Delta Kappa is a national leadership honor society recognizing leadership in scholarship, athletics, university publications, cultural life and student affairs. Members are tapped during the spring semester of their junior year.

Order of Omega

Order of Omega is a national leadership honor society recognizing leaders in fraternities or sororities who exemplify scholarship, leadership and service. Members are tapped in the spring semester of their senior year.

Mortar Board

Mortar Board is a national senior honorary recognizing scholarship, leadership and service. Candidates must have a 3.3 grade-point average and excel in both curricular and extracurricular leadership and service to the Wittenberg community. Mortar Board is particularly concerned with advancing the status of women in society.

Phi Beta Kappa

Founded at the College of William and Mary in 1776, Phi Beta Kappa is the oldest and most prestigious of the national honor societies. Students are normally elected as seniors or in special cases as juniors. They must be majoring in one of the liberal arts or sciences, have a high grade-point average, have taken a variety of courses across the liberal arts spectrum, and have demonstrated a knowledge of mathematics and a foreign language appropriate to a liberal arts education.

Chi Alpha Sigma

Chi Alpha Sigma is a national college athlete honor society founded in 1996. Members must be of junior class standing, have a 3.4 or higher cumulative grade-point average, be of good moral character, and have earned a letter in a varsity intercollegiate sport.

DEPARTMENTAL HONOR SOCIETIES

Biology, Beta Beta Beta

Communication, Lambda Pi Eta

East Asian Studies, Epsilon Alpha Sigma

Economics, Omicron Delta Epsilon

Education, the Wittenberg Education Honorary

English, Sigma Tau Delta

Foreign Languages, Sigma Delta Epsilon

French, Phi Sigma Iota

Geography, Gamma Theta Upsilon

German, Delta Phi Alpha

History, Phi Alpha Theta

Management and Economics, Tau Pi Phi

Philosophy, Phi Sigma Tau

Political Science, Pi Sigma Alpha

Psychology, Psi Chi

Sociology, Alpha Kappa Delta

SCHOOL OF COMMUNITY EDUCATION

Alpha Sigma Lambda

Wittenberg houses the Eta Sigma chapter of this national honorary society for adult students. Criteria for selection are: adult/non-traditional status, completion of at least 24 semester hours at Wittenberg with at least 50 percent being outside a single discipline, and a cumulative GPA in the top 10 percent of SCE students at this credit level. Induction is held annually.

Excellence in Liberal Studies Award

Eligibility requires a major in liberal studies and completion of at least 44 Wittenberg semester hours, preferably over the most recent three calendar years. The Community Education Committee bestows the award on the student who, in its judgment, most fully embodies high academic achievement and realization of the principles of the liberal studies program. The person selected receives a plaque and a gift that celebrates the student's connection to the University.

Student Life

Wittenberg is not a 9 a.m. - 3 p.m., Monday through Friday school. Classes meet an average of only 15-20 hours a week. And even with eight hours of sleep every night, that still leaves 92 hours a week (or more than 13 hours a day) for eating, studying, doing laundry and getting involved in a lot of activities with your friends.

The Student Development mission at Wittenberg University is to strive to develop leaders who act morally, think critically, and serve others. Student Development seeks to incorporate the in and out of classroom experiences by offering a variety of academic clubs, student organizations, fraternity and sorority experiences, honor and recognition societies, student government, media opportunities, and other groups. Of course each one of these organizations requires management and leadership. The number of organizations and the relatively small number of students in each result in virtually all students gaining leadership experience while at Wittenberg. These experiences translate into professional abilities such as the development of motivational, organizational, participatory and management skills.

And getting involved is what student life at Wittenberg is all about. Wittenberg is known nationwide for having one of the most active student bodies of any university in America.

Clubs

Wittenberg has more than 135 different clubs that provide a base for student involvement, and new organizations spring up regularly to meet the changing interests of our students. A student activities booklet, published annually, describes each club and organization.

Current groups include Voices, Caving Club, Hockey Club, WUSO radio station, East Asian Studies Club, Marketing Club, sports clubs, Pre-med and Pre-law associations, Weaver Chapel Association, Jewish Culture Club, Hispanic Culture Club, American International Association, History Club, Habitat for Humanity, Conservation Club, Primetime, Thinker's Club and many others.

The Concerned Black Student (CBS) organization operates the Black Culture House, a center for students to relax and socialize. Originally, CBS was created for African-American students but now offers cultural awareness to all Wittenberg students.

Student Publications

Wittenberg students publish *The Wittenberg Torch*, a weekly newspaper; *The Witt*, the annual yearbook; *The Wittenberg Review of Literature and Art*, a literary magazine; *Spectrum*, a journal of crosscurricular essays; and the *East Asian Studies Journal*; the *History Journal*, a *Political Science Journal*; and *Pholeos*, a journal of student research published by the Wittenberg

University Speleological Society. In addition, the Student Senate supports most of these academic publications.

Departmental Organizations

Each academic department at the university has a club, honor society, or association to serve student interests. There also are forums for discussion, social activities and professional advising.

Honor Societies

Honor societies at Wittenberg include Phi Eta Sigma and Alpha Lambda Delta for first-year students; Ivy Ring and Pick and Pen for juniors; and Mortar Board and Omicron Delta Kappa for seniors. Wittenberg is also one of the only 242 colleges that has a chapter of Phi Beta Kappa, the preeminent honor society for students in colleges of liberal arts and sciences.

Student Government

Students participate actively in all forms and levels of campus government. The Wittenberg Student Senate, with an annual budget of more than \$250,000, serves as a liaison among students, administration and faculty. Under the authority of the university faculty, it can recommend policies pertaining to student social activities, organizations, residential and disciplinary regulations, and other aspects of campus life. In addition, it provides for the election and selection of student members to various policy and task committees of the faculty and the board of directors. Eight members of the Student Senate have voting privileges on faculty issues.

The Residence Hall Association (RHA) is the active governing body for students who live in campus residence halls. The elected officers and a representative from each of the eight halls assist in developing a residence hall environment that is both stimulating and beneficial to Wittenberg students. The RHA program also provides events, activities and programs within each hall. The group works collaboratively with all the halls for specialty programming on issues of safety, college transition, resources, stress relief, holiday and social events, bowling nights, and movie nights.

Union Board

A large number of students are involved in Union Board, an organization that plans various cultural, social and recreational programs for the Wittenberg community. Each week it schedules programs and entertainment including lectures, concerts, dances, movies, coffeehouses and comedians. Union Board annually sponsors Little Sibs Weekend, Homecoming concerts, New Student Days events, and Witt Fest.

Benham-Pence Student Center

The Benham-Pence Student Center is the center of campus social life. Students meet in the lounge or lobby, check email in the Cyber Cafe, cash a check in the service center, buy books and supplies in the bookstore, pick up their mail, or attend a meeting.

Meals are served in the student center dining room and Post 95 (snack bar). Meal plan options allow students to select the programs that best suit their personal lifestyles. Post 95 is a place to visit with friends, discuss assignments, enjoy a Coke or a pizza, or just relax.

Intramurals

The intramural program offers year-round activities for men and women. Students may participate in 27 different sports, including badminton, basketball, billiards, flag football, floor hockey, Frisbee golf, racquetball, soccer, softball, table tennis, tennis, volleyball, walleyball and many others. Approximately 60 percent of our students participate in at least one intramural sport. In intramurals, enthusiasm and staying in shape are the crucial ingredients, not necessarily talent.

Intercollegiate Athletics

Wittenberg has a long history of outstanding athletics and for fielding winning teams in many different sports. Even as our academic programs have gained nationwide visibility and stature, the athletic programs have continued their success.

The Department of Athletics is committed to the pursuit of academic and athletic excellence. Our primary goal is to provide the opportunity for students to experience the personal challenge and enjoyment of high-level competition along with their academic endeavors. The 11 men's and 12 women's varsity teams enjoy 30 percent participation from the student body.

We also take great pride in the number of Wittenberg student athletes who have been named Academic All-America throughout the years.

Men's Varsity Sports

Intercollegiate teams for men are available in these 11 sports:

Baseball

Basketball

Cross Country

Football

Golf

Indoor Track

Lacrosse

Outdoor Track

Soccer

Swimming & Diving

Tennis

Nationally, Wittenberg has won championships in football and basketball in the National Collegiate Athletic Association's Division III. An impressive number of Wittenberg student athletes have been named All-America.

Women's Varsity Sports

Intercollegiate teams for women are available in these 12 sports:

Basketball

Cross Country

Field Hockey

Golf

Indoor Track

Lacrosse

Outdoor Track

Soccer

Softball

Swimming & Diving

Tennis

Volleyball

Titles won by Wittenberg women athletes range from state tennis and field hockey championships to a national first-place finish in the high jump in track and field. Recent Tiger All-Americans have been named in field hockey, basketball, lacrosse, swimming, tennis, soccer, volleyball, and track and field.

NCAA Division III

Wittenberg is a member of the North Coast Athletic Conference — a NCAA Division III conference. This conference brings a group of institutions that share common commitment to academic quality and to the conduct of athletics to support their educational purposes.

Conference members include:

Allegheny College

College of Wooster

Denison University

Earlham College

Hiram College

Kenyon College

Oberlin College

Ohio Wesleyan University

Wabash College

Wittenberg University

Athletic Facilities

Wittenberg's athletic facilities are among the finest in the nation. They include the main Health, Physical Education and Recreation Center, completed in 1982, with a main unit that can be configured as three full-sized basketball courts, three volleyball courts, or three tennis courts. A second unit houses six handball courts and a 25-meter by 25- yard swimming pool with a separate diving well, and one-meter and three-meter diving boards.

The facilities also boast a 6,000-square foot Fitness Center, equipped with free weights, nautilus and aerobic equipment. Edwards- Maurer Field, one of only 12 artificial turf playing fields in NCAA Division III, is the home to field hockey, men's and women's lacrosse, and football, and was completed in 1993. Also completed in 1993 is Earl Morris Track, a 400-meter, world-class facility. The state-of-the-art David and Georgiana Albright Tennis Courts were completed in 1997. Other facilities include the Bill Edwards intramural and soccer fields and the Betty Dillahunt softball field.

Club Sports

The level of competition in a club sport is as intense as it is in intercollegiate athletics. Participants in club sports play against colleges in the Midwest. Club sports include men's and women's rugby, ice hockey, men's volleyball, cricket, archery, cycling, women's golf, and men's and women's crew. Club sports allow participants the thrill of competition without the time commitment of intercollegiate athletics. Club sports depend upon the athlete to provide more than talent; they require a commitment to joyous competition.

Policy on University Athletics

Wittenberg's first concern is for the strength and integrity of the academic program. Beyond that, Wittenberg believes that there is a place for many extracurricular activities, including sound athletic programs. All facets of the university's co-curriculum, however, must be kept in proper

balance and evaluated in terms of educational objectives. In athletics this means, among other considerations, wide participation by all students, both men and women, in many different sports and activities, both intercollegiate and intramural, and an appropriate emphasis on and provision for recreational sports and less formally organized play.

For men's and women's intercollegiate sports, Wittenberg University will compete in the North Coast Athletic Conference, which includes traditional rivals, and with colleges and universities whose academic character and size make them similar to Wittenberg. Our aim will be to participate competitively within our conference, rather than to build our program around the goal of winning national championships. This aim does not exclude playing a few strong nonconference teams or participating in a post-season tournament when, from time to time, the relative strength of our team within our conference qualifies us to represent the conference in such competition.

Our formula for competition will consist of including on our teams only student-athletes who combine an interest in academic scholarship with a keen desire and a proven ability for intercollegiate athletic competition with similar students at comparable institutions. Wittenberg shall provide such men and women with excellent coaches, appropriate equipment, and adequate facilities on the basis of equality and without discrimination of any kind, including discrimination by individual sports, race, or gender.

Academic Policies and Procedures

Academic Advising

A faculty adviser is assigned to each entering student. This faculty member is also the instructor in one of the student's first semester courses. The adviser is available to explain program options and planning, to discuss graduation requirements, and to assist with pre-registration. Every student is urged to consult an adviser during each semester to review the student's program, progress and plans.

Although the student may request a change of adviser at any time, generally the student retains the adviser until declaring a major. At that time the student requests an adviser in the department in which the major is declared. Each department assists its junior and senior advisees in planning their programs of study.

The advice of the faculty adviser does not constitute a promise or a contract ensuring a student's graduation on schedule or the completion of specific requirements. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Declaration of Major

To ensure the student's in-depth understanding of at least one area of knowledge, the requirements for a departmental or major concentration must be fulfilled.

To satisfy this requirement, the student must select not later than the end of the Spring semester of the sophomore year a department or program in which to concentrate. Early declaration is possible (and encouraged) for majors that require a carefully planned program of study. Registration for the junior year is not permitted until a major declaration has been filed with the Registrar's Office. Declaration of the major is made through the Department Chair and by filing with the Registrar.

Amount of Work to Be Carried

A normal load is 16 hours per semester. A student must carry 12 semester hours to be full-time. Full-time tuition covers 12 through 19 semester hours. A student who wishes to carry more than 19 semester hours must request permission to overload by petitioning the Assistant Provost for Academic Services. The 20th credit triggers the first percredit overload charge, with each additional credit generating an additional fee.

Registration

A student is expected to register for the next semester during the designated registration period. The registration dates are published in the University Calendar and the Master Schedule each

semester. Under certain circumstances, approved by the Registrar, a student may register during the first week of classes. The university reserves the right to cancel classes having low enrollments at the end of the registration period.

Change of Registration

A student may add/drop normal 15-week courses according to the following schedule:

Adds are permitted only during the first week of the semester.

Drops without penalty are permitted through the fifth week of the semester.

Drops with a grade of “W” are permitted through the 10th week of the semester. All drops/withdrawals after this date appear on the student transcript with a grade of “F.” (However, first-year students in the first semester of their enrollment, not including transfer students, may withdraw late from one course and receive the mark of W for that course, through the last official day of classes. The petition for late withdrawal must be signed by the instructor for the course and the student’s faculty adviser. Students should submit the withdrawal to the Office of the Registrar, not later than the last official day of classes.)

Note: Courses that meet for fewer than 15 weeks have different deadlines. Please consult the Master Schedule for appropriate dates.

All changes must be filed with the Registrar’s Office on an Add/Drop form before the specified dates. Credit or grades may not be adjusted on the academic record unless the appropriate forms have been correctly filed before the deadline. Changes of registration that occur after the first day of the semester do not qualify a student for a refund of tuition or overload fees.

Auditing Courses

Auditing courses is permitted if a petition to audit is first approved by the professor whose course it is to be audited and then by the Registrar’s Office. The student must also agree in writing not to expect credit for the audited course at any future time. The student is not required to take examinations and is not given a grade (instead of a grade, the mark of "L" will appear on the student's transcript). Verification of auditor’s status must be confirmed by the instructor of the course prior to entry on the student’s permanent record. Permission to Audit forms are available in the Registrar’s Office. A traditional student who audits a course is billed for one credit of overload fee for the course.

Repeating Courses

If a student repeats a course, the credit value and grade received from the last registration is used to compute the grade point average. Only the credits earned from the last registration count toward the graduation requirement of 130 semester hours, major requirements, or other requirements. A student’s transcript shows both the original grade for the course and the grade

earned when the course was repeated. Only academic work that has been taken at Wittenberg is repeatable and it can be repeated only with a Wittenberg course.

Degree Audit

A degree audit is a computerized review of each student's course transcript matched against the university's requirements for a degree. Except for progress in some majors and residency requirements, it tells the student's standing relative to graduation at a given moment. A degree audit is available online. Other than faculty advisers and university officials, third parties cannot receive copies. An audit is a planning aid only. Its accuracy is not guaranteed, and it cannot be considered a promise or a contract between the university and the student. The student is responsible for reporting printed audit errors to the Registrar. The responsibility for understanding and meeting degree requirements rests entirely with the student.

Transferring Courses

Credit for course work taken at any institution accredited by an agency approved by the U.S. Department of Education, including distance-learning courses, may be applied toward the completion of a Wittenberg program, subject to review by the Registrar, the Director of General Education, and/or the Chair of the Department in which the credit is requested.

Transfer credit from semester system institutions is evaluated and placed onto the academic record on a 1:1 ratio, e.g., three semester hours are evaluated as three semester hours on the academic record.

Transfer credit from quarter system institutions is evaluated and converted to semester hours on .67:1 ratio, e.g. four quarter hours are evaluated as 2.68 semester hours on the academic record.

The Registrar, in consultation with the Director of General Education, determines how, or whether, transfer credits may satisfy general education requirements. The Department Chair determines how, or whether, transfer credits may satisfy requirements in the department's major and minor programs. The student may be asked to present a portfolio of work, syllabi, or other materials to assist with this determination and to establish placement in a major or minor program. At least 50 percent of the credits required for a major program must be taken in residence.

In applying transfer credits to general education requirements, three semester hours are sufficient to fulfill a four -semester-hour requirement. This rule can apply to major requirements if prior approval has been granted by the Department Chair.

Although the grades granted for the transfer work appear on the transcript, they are not calculated into the GPA.

An enrolled student who completes a course at another institution in mathematics, computer science, or statistics (including Management 210 and Psychology 107) will receive transfer credit at Wittenberg only if the student has met the prerequisites for the course at Wittenberg.

Course work to be taken through international education programs sponsored either by Wittenberg University or by other accredited institutions must be approved by the Office of International Education at Wittenberg prior to enrollment in the program.

Grades are reported for all study abroad programs (including affiliated domestic programs) as they are transmitted to the Registrar. The grades are shown on the transcript but not calculated in the GPA.

Transfer credit is not accepted for courses in which the content has already been included in previous credit on the record. Transfer credit is also not accepted for a course taken at an institution affiliated with the Southwestern Ohio Council for Higher Education if the course is available at Wittenberg.

Also, work taken at another institution does not count under the repeat rule; i.e., the grade earned at the other institution does not replace the grade earned at Wittenberg.

Advanced Placement (AP)

Superior students have the option of receiving advanced placement. Advanced placement is generally based on scores received on standardized examinations in such subjects as English, foreign languages and mathematics. Advanced placement and credit are granted for a grade of 4 or 5 on any Advanced Placement Examination of the College Entrance Examination Board (CEEB). Based on departmental recommendations, advanced placement and/or credit is granted for a grade of 3. Neither placement nor credit is granted for a grade of 2 or 1.

International Baccalaureate

The International Baccalaureate (IB) is an internationally recognized program that enables students to follow a special curriculum and take specific examinations to fulfill secondary school graduation requirements. Students may earn advanced placement for IB Higher Level examinations on which they earn scores of five, six, or seven. To receive credit, students should submit IB transcripts to the Admissions Office.

Notification of placement and/or credit is made soon after a student's arrival on campus.

Internship and Independent Studies

A student may earn credits by participating in internship opportunities or independent studies supervised by a faculty member. In order to participate in either of these opportunities, the student must have completed the sophomore year and be in good academic standing with a cumulative grade point average of 2.000 or better. The student must fill out the appropriate form with the supervising faculty member, secure all necessary signatures and submit the form by the

semester deadline for adding courses. Independent Study forms are taken to the office of the Assistant Provost for Academic Services for final approval. Internship agreement proposals are approved in the office of the Assistant Provost for Off-Campus Programs. A student must register for an internship experience during the period the internship is completed. Credit will not be granted for an internship completed in a prior semester. A total of 16 semester hours of credit through a combination of internships, independent study, and/or senior thesis is permitted. A maximum of eight hours of internship credit is possible.

Placing Out

A student may request to place out of any required course or any prerequisite course in the curriculum by taking and passing an examination. To gain permission to take the examination, the student should present reasonable evidence of preparation to the department responsible for the course.

Credit by Examination

A student may also acquire credit by examination. However, a student may not receive credit for any course that includes content for which a grade has already been received (including NC or F) or that was audited officially or unofficially.

The chair of the department and the instructor of the course in which credit is to be earned must approve the student's petition to attempt credit by examination. The petition must also be approved by the Assistant Provost for Academic Services. After all approvals are granted, the student must then pay the appropriate fee (cost of one overload credit) before taking the exam. The grade for the examination appears on the student's transcript.

Cross-Registration

A student registered for 12 or more credits may cross-register for a course offered by a member of the Southwestern Ohio Council for Higher Education (SOCHE). The student may register only for courses that are not offered at Wittenberg. There is no additional billing as long as the student's total credits for the semester remain below 20. Registration forms are available in the Registrar's Office.

The Class Day

A typical four-semester-hour class meets three hours per week, normally in one of three patterns: three 1-hour (MWF), two 1.5-hour (TTh), or one three-hour period. A few classes may be held on a daily basis. Some schedule additional laboratory periods.

Attendance

Each Wittenberg student is expected to attend class except for reasons of ill health, of travel mishaps, or of illness or death in the family. From time to time legitimate educational activities or participation in university-sponsored co-curricular activities may result in student absences. In

such cases, the faculty or staff members planning these activities should weigh carefully their educational benefits.

A student's absence from class due to any of these circumstances is considered excused. Nonetheless, each student is expected to meet the academic responsibilities for each course, even though excused from class. Faculty members are expected to cooperate in helping the student to meet these responsibilities.

The Health and Counseling Center provides written verification of illness only when the university physician orders hospitalization or strict bed rest for a specific affliction.

The following procedures are to be followed for excused absences:

In each case, the student should tell the appropriate faculty members the circumstances of the absence and should request assistance in meeting academic responsibilities. This should be done before the absence, if possible.

Faculty or staff members sponsoring group activities should submit the names of the participating students to the Assistant Provost for Academic Services, who provides all faculty with a roster of the persons involved, explains the reason for the absence and identifies the date(s) on which the students are to be absent.

A student or faculty member may ask either the Dean of Students or the Assistant Provost for Academic Services to clarify the circumstances of an absence and to verify that the absence is excused.

Grading System

The letter grades A, B, C, D, NC (No Credit), S (Satisfactory), and F are awarded by instructors and describe the student's performance relative to the expectations of completed course work. The first four grades may be further described by the use of a plus (+) or a minus (-) sign to indicate a greater or lower level of achievement for that letter grade. Marks of I (incomplete), L (audited course work), X (satisfactory, course in progress), NR (no report), W (withdrawal), and XF (failure due to academic dishonesty) may also be given under appropriate circumstances.

Grade- Point Average

For the letter grades A, B, C, D, including any related pluses or minuses, and for the grade F, the Registrar determines a grade-point average by dividing the total number of quality points earned (semester hours for each graded course times the quality-point factor for the grade awarded) by the number of graded semester hours attempted. The following chart gives the quality points for each grade. The semester and cumulative grade-point averages reflect only course work so graded and are the averages used to determine scholastic standing, certification for selected honors, qualifications for graduation and other actions based upon a grade-point average.

Description	Grade	Quality Points
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Outstanding performance	A+	4.000
	A	4.000
	A-	3.667
Good performance	B+	3.333
	B	3.000
	B-	2.667
Adequate performance	C+	2.333
	C	2.000
	C-	1.667
Marginal performance	D+	1.333
	D	1.000
	D-	0.667
Failure	F	0.000
	XF	0.000

Mark	Descriptor
S	Satisfactory, Credit Earned
NC	No Credit
I	Incomplete
X	Satisfactory, Work in Progress
L	Audited Course
NR	No Report
W	Withdrawn
XF	Failure due to Academic Dishonesty

Significance of Grades and Marks

Grades in the A range indicate outstanding performance characterized by distinguished achievement in all aspects of the course.

Grades in the B range indicate good performance characterized by a high level of achievement in major aspects of the course.

Grades in the C range indicate adequate performance demonstrating a basic understanding of the subject.

Grades in the D range indicate marginal performance characterized by recognizable deficiencies but still deserving credit.

A grade of F indicates failure to meet the minimum standards of the course. No academic credit is given for course work so graded, even though the grade is calculated into the grade-point average.

A grade of XF is assigned as a sanction for academic dishonesty. It is recorded on the student's transcript with the notation "failure due to academic dishonesty." The grade of XF is treated in the same way as the grade of F for the purposes of grade point average, course repeatability, and the determination of academic standing.

The marks S (Satisfactory) and NC (No Credit) are used in several circumstances:

An academic department or program may determine to use the S and NC marks for selected curricular offerings for all registered students in a course, subject to faculty approval.

The Pass/Fail Option

A student may elect one course a semester under the Pass/Fail Option, provided that the student is registered for a minimum of 15 semester hours in the case of traditional students, and 12 semester hours in the case of adult/non-traditional students. The election is to be made during the third week of the semester by completing the appropriate form available in the Registrar's Office. That a student has exercised this option for a course is known to only the Registrar, who converts the regular grade awarded to an S or NC mark. The S mark replaces all grades from C- to A+ inclusive; the NC replaces all grades from D+ to F inclusive. Neither the S nor the NC mark has any impact on the semester or the cumulative grade-point averages. Once elected, the Pass/Fail Option cannot be changed, nor can there be a subsequent reconversion of the grade. Students should be aware that graduate and professional schools are increasingly counting an S mark as a C when evaluating transcripts. Restrictions regarding this option are:

If a student registers for a departmentally determined Pass/Fail course that is weighted at three or more semester hours, the student can make no other Pass/Fail course selection during that semester.

A student may not elect the Pass/Fail Option in course work of declared major programs.

This option may be used for courses related to the major program only at the discretion of the chair of the major department.

In case a student changes the declared major in which one or more courses have already been completed with a mark of S, such courses may be counted toward the requirements of the new major only with the written approval of the chair of the new department, a communication to be forwarded to the Registrar.

A Pass/Fail course with the mark of NC is not counted toward the minimum number of credits required for graduation.

The mark I (Incomplete) is given only at the end of a semester in which course work has not been completed because of illness or other circumstances beyond the control of the student. The mark of I must be removed no later than the end of the eighth week of the next semester or it automatically becomes an F or NC (No Credit).

The mark X (Satisfactory, Course work in Progress) is given only at the end of a semester for certain kinds of course work that may properly carry over more than one semester. The X is replaced by a final grade at the end of the grading period in which the work involved is completed.

The mark L (Audited Course) is given to those students who, by petitioning the instructor and the Registrar's Office, have gained permission to audit a course.

The mark NR (No Report) indicates that a grade report is missing or has been left blank. The mark is replaced by the appropriate grade when the Registrar has been officially notified of a change.

The mark W (Withdrawal) indicates that a student, after filing a Change of Registration form with the Registrar's Office, has officially withdrawn from a course after the fifth week of the semester and before the beginning of the 11th week of the semester. This mark is also used when a student is suspended during the course of a semester for other than academic reasons. First-year students in the first semester of their enrollment may withdraw late from one course and receive the mark of W for that course, through the last official day of classes. The petition for late withdrawal must be signed by the instructor for the course and the student's faculty adviser. Students should submit the withdrawal to the Office of the Registrar, not later than the last official day of classes.

Notification of Grades

At the end of each semester, a grade report is available online or can be requested from the Registrar.

Transcripts

A permanent academic record is maintained by the Registrar's Office for each student who registers at Wittenberg.

Wittenberg student records are administered in accordance with the Family Privacy Act of 1974.

An official transcript of the academic record is available only upon the signed, written request of the student. A telephone request cannot be accepted. The request must be accompanied by a payment of \$3 per copy. Only official copies can be furnished. Normally, a transcript request is filled within three to five working days after receipt, though a longer time may be required at the

end of each semester. An official transcript can be released only if the student's account is clear of outstanding balances and university holds.

General Academic Standards

The successful completion of 130 semester hours is a requirement for graduation.

Cumulative grade-point averages of 2.000 for all work completed at Wittenberg University and of 2.000 for all course work used to meet the requirements of declared major and minor programs are requisites for graduation.

At least 50 percent of the semester hours for all course work and 50 percent of the semester hours for course work in the major are to be completed while in residence at Wittenberg University. The student must be in residence for at least one of the last two semesters.

The student is to maintain an acceptable rate of progress toward meeting both the cumulative grade average and the total semester hours required for graduation as defined in the standards for academic progress.

Student Classification

A student is classified according to the number of semester hours successfully completed: sophomore standing is achieved with the successful completion of 32 semester hours; junior standing, 64 semester hours; and senior standing, 96 semester hours.

Eligibility for the Dean's List

At the end of each Fall and Spring semester, a Dean's List announces the names of students who have earned a grade point average of at least 3.500 for a minimum of 12 graded semester hours. A traditional student who completes 12 or more graded semester hours over the summer session, with a GPA of at least 3.500 is also eligible for the Dean's List. Further, students so honored may not have received a grade of F, NC (No Credit) or I (Incomplete) for the semester and may not have been under disciplinary probation or suspension any time during the semester. Parents receive copies of the letters of notification. See below for criteria applying to adult / non-traditional students.

Eligibility for Academic Honors

As a result of distinguished academic performance throughout their undergraduate education, graduating students may receive their degrees with academic honors. Students are awarded academic honors as follows: when the final grade-point average is between 3.500 and 3.699, the degree is conferred *cum laude*; between 3.700 and 3.799, *magna cum laude*, and between 3.800 and 4.00 *summa cum laude*.

Standards of Academic Progress

Students are advised to complete 25 percent (32 to 33 semester hours) of the requirements in academic courses for the degree during each academic year. To meet acceptable academic standards, the student regularly enrolled as a degree candidate must accomplish the following:

Achieve a minimum cumulative grade-point average of

1.667 at the end of the first semester,

1.750 at the end of the second semester,

1.850 at the end of the third semester, and

2.000 at the end of the fourth semester and thereafter.

Note: The Board of Academic Standards may send informal letters of warning or concern to students when the grade-point average or status shows signs of falling below acceptable levels.

At the end of the fourth semester and each semester thereafter, maintain a grade-point average of 2.000 or better.

Earn at least:

24 semester hours by the end of the second semester,

52 semester hours by the end of the fourth semester, and

80 semester hours by the end of the sixth semester.

Note: This rate of accumulating successfully completed semester hours is a minimum standard and, if followed, requires nine to 10 semesters of acceptable academic work to meet the expectations for graduation.

Academic Probation

A student is placed on academic probation when judged to be making less than satisfactory progress toward graduation:

When the semester grade-point average or the cumulative grade-point average falls below stated minimums.

When the rate of course completion falls below stated minimums.

A student is removed from academic probation when the semester and cumulative grade-point averages and the rate of course completion reach stated minimums. A student on academic probation may not receive a letter of good academic standing from the university.

Any student on academic probation must have the academic adviser's approval prior to adding, changing, or withdrawing from a class. Further, the student is to meet at least twice (in addition to the pre-registration conference) with the academic adviser during the semester to discuss current academic work and related matters. The adviser reports the nature of the discussion and recommendations considered to the Board of Academic Standards using the appropriate form. The forms are initially sent to the student, who is to take them to the adviser.

Academic Suspension

Academic suspension occurs at the end of an academic year (except in the case of gross disregard of academic standards and responsibilities) and involves the involuntary and immediate withdrawal of the student from Wittenberg University for at least one full semester. A student is suspended as a result of any one of the following circumstances:

A student fails to make sufficient progress toward meeting graduation requirements after being on probation for two or more consecutive semesters.

Grave academic difficulty during the first year may not be known until the end of the second semester. In such cases, the Board of Academic Standards may decide to suspend a student when the extent of academic deficiency warrants this action.

Failing to meet stipulations set by the Board. A suspension for a failure to meet stipulations may occur at the end of any semester.

For gross disregard of academic standards and responsibilities, defined here as earning a grade-point average below 1.000 for any semester, the Board of Academic Standards determines the status of the student after a review of the student's grades for the current semester and previous semesters and of the reports of the student's instructors. A suspension for gross academic disregard may occur at the end of any semester.

Appeal of Academic Suspension

The Board of Academic Standards does consider a timely letter of appeal from the academically suspended student but reverses its decision only when presented with new evidence of significant mitigating circumstances. The letter of appeal is to be typewritten and no more than two pages in length; it may include additional supportive information or give a corrective devised by the student. The Assistant Provost for Academic Services provides information regarding the appeal process. Should the appeal of academic suspension be granted, the Board of Academic Standards often stipulates a course of action specific to the student for the successful completion of future academic work. Should it be denied, the student may appeal further, but only in writing, to the Provost.

The communication to the Provost must demonstrate that the appeal did not receive a fair and an impartial hearing.

Re-admission after Academic Suspension

A student suspended for academic reasons may be re-admitted on probationary status after being away for at least one full semester (excluding summer semester) by filing an application for re-admission with the Director of Admission. A student on academic suspension may not receive a letter of good standing. It is the responsibility of the student to determine the readiness to return and accomplish academic work. The re-admitted student must strive toward being removed from the status of academic probation and must meet with minimal expectation of completing at least 12 semester hours with a semester grade-point average of 2.0.

To be readmitted a student must:

Submit a petition to the Board of Academic Standards, prior to the semester the student wishes to return, requesting that they be reinstated to Wittenberg and outlining their plan for successfully accomplishing academic work. Petitions may be submitted between October 1 and December 1 for spring reinstatement and between June 1 and August 1 for fall reinstatement.

Provide information about how the student used their time during the period of suspension, i.e., job, volunteer work, course work, or a combination thereof. Students may transfer in a maximum of 8 semester hours taken during the suspension period. Students are encouraged to consult with the Registrar prior to registering for courses to be taken while suspended from Wittenberg.

Provide supporting materials including:

a transcript for any coursework taken during the suspension period and/or

a reference letter from a supervisor (for work or volunteer experience undertaken during this time) and/or a faculty member.

documentation of the successful completion of any other stipulations placed on the student by the Board.

Academic Dismissal

If an academically suspended student is readmitted, continues to remain on academic probation and subsequently becomes liable for suspension a second time, academic dismissal results. Academic dismissal is a permanent separation from the University.

Academic Standards and Policies for Adult/Non-Traditional Students

For adult/non-traditional students, the university uses academic standards, policies, and credit requirements for academic progress and eligibility for the Dean's List which are keyed to the pace of enrollment typical of these students. The University publishes these policies in the

Faculty Manual and the School of Community Education Handbook for Adult/Non-Traditional Students.

Withdrawal During Semester

A student who wishes to withdraw from the university during a semester must apply for permission to withdraw in good standing. A withdrawal during semester form is available at the Registrar's Office. When the withdrawal form is completed, the student should have an exit interview with a member of the Student Development staff before leaving campus.

The date of withdrawal determines the grades to be received for the courses in which the student has been enrolled:

one-five weeks: — Without Grade or Credit

six-10 weeks: — W(Withdrawn)

11-15 weeks: — F

It is the student's responsibility to petition the Assistant Provost for Academic Services if there are circumstances that would warrant a waiver of the above policy.

Pro-rated board refunds are available through the last day the student is in residence. This refund is contingent upon surrender of the meal ID card to the meal plan coordinator, a formal check-out with the residential hall coordinator, and an exit interview with a staff member in the Office of Student Development.

Tuition charges and charges for applied music lessons are refunded according to the following schedule:

one week or less — 90 percent refund

two weeks or less — 80 percent refund

three weeks or less — 60 percent refund

four weeks or less — 40 percent refund

five weeks or less — 20 percent refund

more than five weeks — no refund

A student suspended or dismissed from the university for infringement of university regulations is allowed no financial refund of any kind for that semester.

Policies and procedures are different for the School of Community Education. Students withdrawing from SCE should contact the SCE Dean's Office for additional information.

End of Semester Withdrawal

A student who withdraws at the end of any semester is required to apply for permission to withdraw in good standing. The form is available at the Registrar's Office. An exit interview

with a member of the Student Development staff is required. The student who is interrupting attendance to study abroad or to participate in a special program may request a leave of absence.

Re-admission

Any person who has withdrawn from the college or has been asked to withdraw is eligible to apply for re-admission upon completion of a formal application for re-admission. An application form may be obtained from the Registrar's Office. The completed application must be received by at least four weeks before the beginning of the semester in which the person wishes to re-enter the college.

An adult/non-traditional student who is absent from Wittenberg for two calendar years or longer must apply for re-admission. The student is subject to the academic requirements in force at the time of return. In extraordinary cases a student may appeal to the Registrar for continuation according to older requirements.

Campus Security

Wittenberg University is committed to providing a safe living and learning environment for its students, faculty, staff, and visitors. As part of the university's overall effort to provide important information about personal safety to the campus community, a campus security report is published annually. This publication is prepared in compliance with the requirements of the Federal Crime Awareness and Campus Security Act of 1990. The report is available electronically via the Police and Security link listed under the Services/Facilities heading on either the Fac/Staff or Current Students link on the university's homepage. You may also request a paper copy of this report from the Campus Police and Security Department.

The following policy statements and information are included:

Current campus policies regarding procedures and facilities for reporting crimes and emergencies and the university's response to such reports;

Current law-enforcement policies, including the authority of security personnel and policies encouraging the reporting of crimes;

A description of the type and frequency of programs to inform the campus community about security procedures;

A description of crime prevention programs;

Statistics on the reports of certain crimes and arrests;

The policy for monitoring and recording off-campus crime through local police agencies;

The university's policy on the possession, use, and sale of alcohol, as well as the policy regarding illegal drugs;

A description of drug or alcohol abuse education programs; and

The policy regarding programs to prevent sex offenses and procedures to follow when a sex offense occurs.

Career Planning, Graduate School Placement & Job Placement

For most students, a major goal of undergraduate education is preparation for launching a successful career or going on to medical, law, or graduate school. Here at Wittenberg we recognize the importance of finding that first professional position or of gaining admission to the graduate school of your choice, so we provide an extensive array of resources and support services to help you succeed.

Career Planning

Planning a career is a lifelong journey. Studies by career planning experts predict that those in the generation now in college will experience an average of six career changes in their adult lives. The jobs we hold often define a large part of who we are, making wise career choices among the most important decisions of our lives.

Effective career planning melds personal interests, abilities and values with solid information about the work world. It requires making choices from an amazing array of alternatives, based on the best information available. This is best done after some “reality-testing” of tentative career choices via internships and other experiences. The Wittenberg student has the advantage of a career center both sophisticated in the use of technology and small enough to offer personalized career consulting and networking support.

Develop a Four-Year Plan

During their first year students hear about Wittenberg’s *Power of Experience* program. In a one-hour presentation, the Off-Campus Programs' staff introduces new students to the concept of building a Power Portfolio to maximize opportunities for personal and career growth during their four years at Wittenberg. A variety of carefully selected experiences will maximize this growth as well as create potential for a successful job search and graduate school admission:

college activities and leadership roles

internships and research projects

study abroad

part-time/summer/holiday jobs

community service/volunteer work.

Students are encouraged to make appointments with the Career Center staff, or a faculty adviser, who will assist them in developing a sense of career direction and determining the fields of study and experiences that might best prepare them for their target career fields. Personality, interest,

and skill testing is available to assist students in making choices, including DISCOVER – a career guidance program that is free to all Wittenberg students and easily accessible via the Career Center's web site.

Enhance Understanding of Career Options

The Career Center web site and the Patmos Career Library feature information about local and national internship sites, career fields, graduate schools, job search tools, starting salary averages, and employers who typically recruit on college campuses. A popular resource is the Witt Major Sheets, which are organized by academic major and list the job titles of graduates one, five, and ten years after they leave Wittenberg.

Although information about many career fields is just a click away, a deeper understanding of one's options is generally best developed through discussions with people about their work and periodic reflection of one's experiences that have tested skills, provided exposure to interest areas, or heightened awareness about work place values. Students can make connections via the Tiger Career Advisers Network (TCAN), which is an online database of alumni, parents, and friends of Wittenberg who have volunteered to field questions about their careers from students. Additionally, alumni also return to campus throughout the year to speak at Alumni Careers Day and other programs geared toward educating students about career options or assisting them with their internship or job searches.

Career consulting is available through all four years at Wittenberg, to assist students with the reflection process and to help them reach or revise the goals established their first year when completing the Power Portfolio.

Gain Experience and Learn How to Market Yourself

By making strategic choices of campus and summer employment, internships, volunteer work, and research and independent study projects, students gain the powerful experiences that give them that all-important edge in the job market or in graduate school acceptance. As part of the Power Portfolio experience, the Career Center directs students to campus, community, state and other resources that help them identify the experiences that can set them apart from the crowd of job seekers or grad school applicants.

How does one capture his/her key experiences to effectively promote him/herself on a resumé and during an interview for employment or an internship? These are challenges that many students face. The Career Center assists students by offering the following workshops each semester: *Preparing Resumés: Write Until You Get it Right* and *Interview Success Factors: Managing First Impressions and Closing the Sale*. Students can then sharpen their self-promotions skills by taking advantage of our resumé critique and mock interview services. Videotaping is an option during mock interviews.

Identify First Job Opportunities and Convert Them into Careers

The Career Center offers effective job search training through small group workshops, videotapes, and on-line resources to prepare students for the most current trends in assertive job search skills. This training is supported by:

a strong on-campus interviewing program

a computerized resumé referral system

a Campus Recruiter – an online service for accessing job and internship postings

alumni contacts who, through the Tiger Career Advisors Network, who assist students in accessing job leads that may never be advertised

e-mail updates of emerging job and graduate school opportunities

Graduate School Placement

For students who plan to pursue a master's or doctorate degree, Wittenberg is an ideal place to prepare for continued studies. Strong programs in the arts and sciences, skill-based general education requirements, and research experiences make the Wittenberg graduate attractive to top graduate and professional programs. In addition to graduate school advisers in each academic department, students can discuss graduate school plans with the Career Center staff and investigate options using the center's library and web resources. Additionally, the Career Center hosts a graduate school planning program to assist students in understanding the application process, test preparation, and fellowship and assistantship opportunities. The Center also provides individual critiques of graduate school essays and offers a credentials service to keep reference letters on file – this is especially helpful for those students who plan on applying to graduate programs after graduation.

Medical and Law School Placement

Wittenberg faculty offer individual advising to assist students in making the transition to professional school, and they bring special knowledge, medical and law school contacts, and a detailed understanding of admission requirements to help you in your search for the right school. With their help, you can begin planning an appropriate course of study - right from your first year of college.

Pre-Theology

The student interested in a career in ministry, whether ordained or lay ministry as a youth worker, social worker, diaconal minister, or other vocation, can benefit from a pre-theological course of studies. Any major can be appropriate, with supporting classes in religion, philosophy, history, languages, English, and other disciplines. Advising for students interested in pre-theological studies at Wittenberg is provided principally by the University's Pastors.

A word about our philosophy...

The Career Center strives to make available to all students, regardless of major, the widest possible range of professional career-related services. From career consulting to job search assistance, seeking out and using our services is the responsibility of each student. Our role is one of coaching and teaching – beginning in a student's first year – those skills necessary to make the many career transitions a student will face in a lifetime.