

2009-10

Academic Catalog



Wittenberg University

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Academic Catalog 3

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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

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.

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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,

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

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.

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-

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 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

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

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

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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

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.

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.

B

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

Other Pre-Professional Programs

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,

Physics students at all levels use computers and specialized software to gather and analy

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

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.

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

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

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.

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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

[Education](#)

[Engineering](#)

[English](#)

[Environmental Studies](#)

[Geography](#)

[Geology](#)

[Health, Fitness & Sport](#)

[Physics](#)

[Political Science](#)

[Pre-Health](#)

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

[Psychology](#)

[Religion](#)

[Russian and Central Eurasian Program](#)

[Service Learning](#)

[Sociology](#)

[Theatre & Dance](#)

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.

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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.

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

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/

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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

may enroll on either a degree or a non-degree basis, the latter status being normally limited to 24

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-

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.

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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

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

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.

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 Profe

Music

Elmer

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

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 sci

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

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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

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

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.

Denison University

balance and evaluated in terms of educational objectives. In athletics this means, among other

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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.

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

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

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

Standards of Academic Progress

Students are advised to complete 25 percent (32 to 33 semester hours) of the requirements in academic courses for t Tm /F2 (de) 0.(rogre) 0.2 (e) 0. dur2(i) 0.ng 2 (e) 0.2 (a) 0.(o c) 0.h (n) ITJ ET Q q 0.2.

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

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 24 287.2852 126.96cm BT 5JTJ ET1

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.

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.

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.