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Bulletin of Wheaton College 1988-89

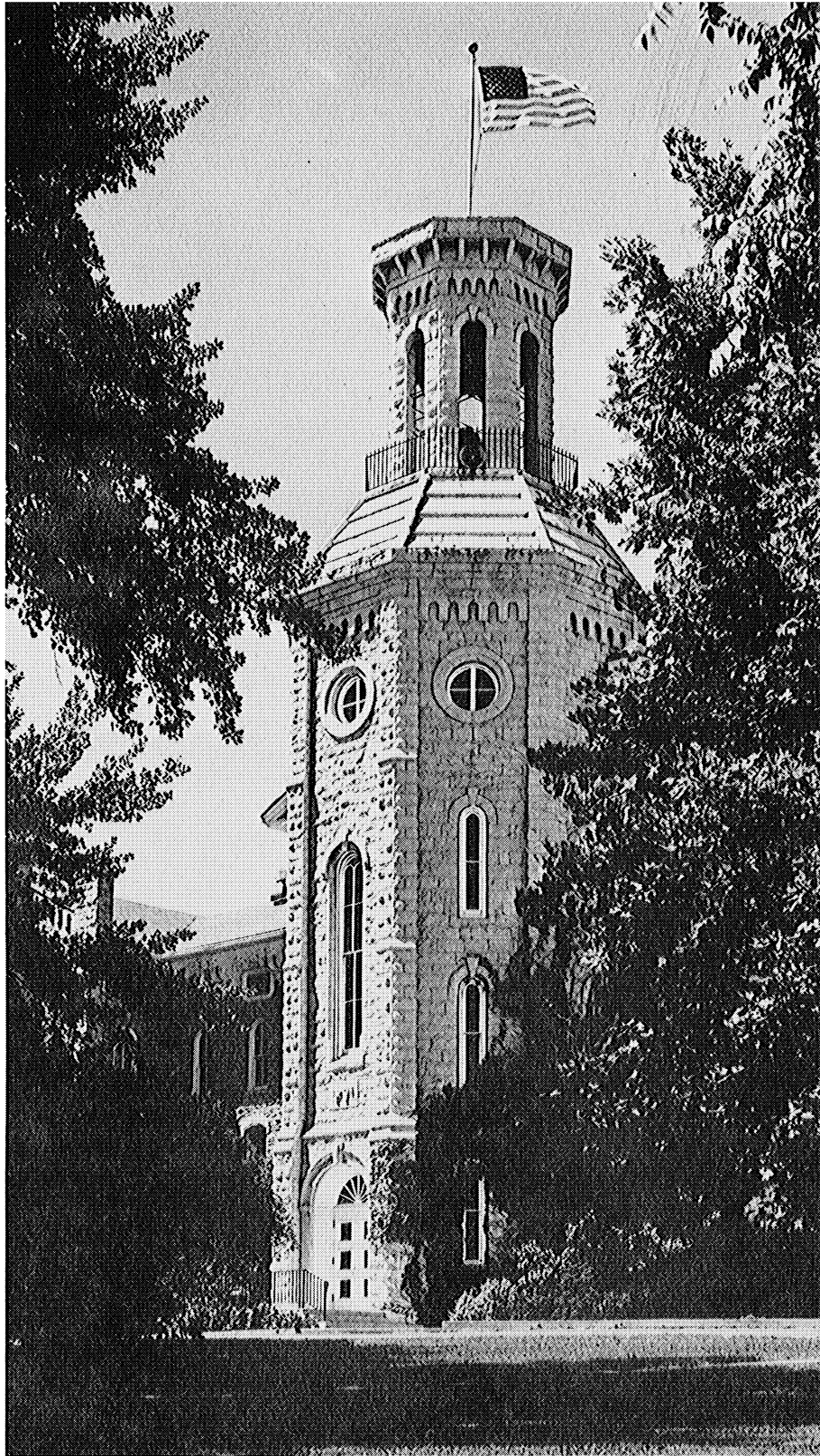
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FOR CHRIST
AND
HIS KINGDOM
1927



Wheaton in profile.

You get an immediate sense that something exciting is taking place here. At times, it is quiet and peaceful, at other times it is bustling and alive with students and teachers hurrying along. You begin to sense a purpose, a confidence, a spirit of enthusiasm on the part of those walking past you talking animatedly with their companions.

As you take your first walk around Wheaton's 80 acres, your attention is drawn to the buildings that dot its campus. Some of them, more than 100 years old, silently speak of tradition and stability. Some of them are so new that you can almost feel the future and its promise as you walk through their shiny glass doors.

You get the feeling that this is more than a little bit of what a college is supposed to look and feel like. You begin to feel the potential, the excitement, and the purpose one associates with people who are growing—as students, as people, and as Christians.

Wheaton College. A college where the exciting process called "higher education" is alive and well. And flourishing.



College Mission

The institutional mission statement expresses the stable and enduring identity of Wheaton College in terms of our reason for existence and our role in society and the church. All the purposes, goals, and activities of the College are guided by this mission.

Wheaton College exists to help build the

church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education. This mission expresses our commitment to do all things "For Christ and His Kingdom."

Educational Purpose

Committed to the principle that truth is revealed by God through Christ "in Whom are hid all the treasures of wisdom and knowledge," Wheaton College seeks to relate Christian liberal arts education to the needs of contemporary society. The curricular approach is designed to combine faith and learning in order to produce a

biblical perspective needed to relate Christian experience to the demands of those needs.

The founders of the College and their successors have consistently maintained that academic excellence and evangelical Christian faith and practice are essential to that purpose.

Educational Aims

Undergraduate Program

The undergraduate program at Wheaton is intended:

- To enable students to apprehend truth in their study of Scripture, of nature, and of humanity; to appreciate beauty and order in God's creation and human creativity in the arts and sciences, and to apply those insights to the pursuit of righteousness in the life of both the individual and society.
- To provide a liberal arts education that acquaints students with the organized fields of learning in the context of a Christian view of nature, of humanity, and of culture through the study of both biblical and general revelation.
- To assist students to respect, understand, and evaluate the thoughts of others, to express their thoughts clearly and effectively, and to cultivate the life-long habit of learning.
- To make available opportunity for concentration and research in one field of learning and to lay foundations for career, graduate, and professional training.
- To help students understand the meaning of life and their service to society, family, and the church, and to prepare them for the responsible use of their freedom and ability by virtue of their commitment to Jesus Christ as Savior and Lord.
- To encourage students to develop priorities and practices that will contribute to their well-being and effectiveness physically, psychologically,

socially, and spiritually.

These aims are implemented through carefully planned programs and activities. Because the Scriptures are the integrating core for a Christian liberal arts education, all students takes courses in biblical studies, so that they may understand more fully the bearing of Christian faith on life and thought.

The College endeavors to maintain high academic standards by encouraging faculty excellence both in teaching and in other scholarly activity, and by encouraging students in independent study, analytic thinking, and the quest for excellence.

Although primarily a liberal arts college, Wheaton provides pre-professional study in education, liberal arts-engineering, and liberal arts-nursing. The Conservatory of Music offers training in performance, music education, and composition.

Both secular and religious leaders recognize the importance of a Christian liberal arts education as a preparation for careers in such fields as business and government. When integrated with a committed Christian faith, the broadly-based knowledge and the training in analysis and in communication skills of such an undergraduate education prepare the individual for life-long learning and service, as well as for a variety of careers.

Graduate Program

The graduate program seeks to relate Christian education to the needs of contemporary society. The curricular approach is designed to combine faith and learning in order to produce a biblical perspective needed to relate Christian experience to the demands of those needs.

Its mission is to provide academic and professional preparation that will enable the committed Christian student to formulate and articulate a biblical and global understanding of life and min-

istry and to apply it to his service for Christ and His kingdom.

The emphasis of the graduate program throughout its history has been on practical scholarship—scholarship totally rooted in the final authority of the Scriptures but practical so that educated and trained Christian leaders are equipped to relate to the real needs of people today.

Graduate studies at Wheaton College lead to a Master of Arts degree in the six areas of Biblical and Theological Studies, Communications, Clinical Psychology, Educational Ministries, Interdisciplinary Studies, and Missions/Intercultural Studies.

A non-degree Certificate of Advanced Biblical Studies program is available for students seeking to develop their biblical background at the graduate level without pursuing the full M.A. program. A certificate program is also available in Chinese Studies.

The doctrinal statement of Wheaton College, adopted in 1926 and reaffirmed annually by its board of trustees, faculty, and staff, provides a summary of biblical doctrine that is consonant with evangelical Christianity. The statement accordingly reaffirms salient features of the historic creeds, thereby identifying the College not only with the Scriptures but also with the Reformers and the evangelical movement of more recent years.

The statement also defines the biblical perspective which informs a Wheaton education. These doctrines of the church cast light on the study of nature and man, as well as on man's culture.

- We believe in the Scriptures of the Old and New Testaments as verbally inspired by God and inerrant in the original writing, and that they are of supreme and final authority in faith and life.
- We believe in one God, eternally existing in three persons: Father, Son, and Holy Spirit.
- We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary, and is true God and true man.
- We believe that man was created in the image of God; that he sinned and thereby incurred not only physical death but also that spiritual death

which is separation from God, and that all human beings are born with a sinful nature and that those who reach moral responsibility become sinners in thought, word, and deed. (By this statement we affirm our belief that man was created by a direct act of God in His image, not from previously existing creatures, and that all of mankind sinned in Adam and Eve, the historical parents of the entire human race.)

- We believe that the Lord Jesus Christ died for our sins, according to the Scriptures, as a representative and substitutionary sacrifice; and that all who believe in Him are justified on the ground of His shed blood.
- We believe in the resurrection of the crucified body of our Lord, in His ascension into heaven, and in His present life there for us as High Priest and Advocate.
- We believe in "that blessed hope," the personal, premillennial, and imminent return of our Lord and Savior, Jesus Christ.
- We believe that all who receive by faith the Lord Jesus Christ are born again of the Holy Spirit and thereby become children of God.
- We believe in the bodily resurrection of the just and unjust, the everlasting blessedness of the saved and the everlasting punishment of the lost.

Statement of Faith

Forerunner of Wheaton College was Illinois Institute, a preparatory school established in 1852 on the present campus site, by the Wesleyan Methodists. Assets were transferred to a new board of trustees who appointed Jonathan Blanchard to begin a new Christian liberal arts college, which opened on January 9, 1860. The school was renamed Wheaton College in recognition of a gift of land from Warren L. Wheaton, a pioneer of the city. Blanchard, a spokesman for Christian higher education and a crusader for social reform, brought twelve years of administrative experience as head of Knox College to his position as first president of Wheaton.

During its 128 year history, Wheaton has had but six presidents, an indication of continuing stable leadership. Charles Albert Blanchard succeeded his father in 1882, serving 43 years until

his death in 1925. He insisted on a distinctively Christian emphasis in the face of rising rationalism and modernism. James Oliver Buswell, Jr., served from 1926 to 1940, a period which saw significant growth in enrollment and assets. V. Raymond Edman, president from 1940 to 1965, extended Wheaton's influence worldwide as educator, author, and traveler. He served as chancellor until his death in 1967.

Hudson T. Armerding served as the fifth president from 1965 to 1982. His administration was characterized by growth and a commitment to a continuing academic excellence and fidelity to the historic truths of the Christian faith and an emphasis on the integration of faith and learning.

J. Richard Chase was inaugurated as the sixth president in September, 1982.

Heritage

A residential, coeducational, Christian liberal arts college, Wheaton is owned and operated by a self-perpetuating board incorporated in the state of Illinois as "The Trustees of Wheaton College."

Interdenominational in constituency, the student body of over 2200 undergraduates and 300 graduate students annually represents most of the 50 states, some 44 countries, and about 30 church denominations. Seventy percent of the students

Status

come from outside Illinois.

The Wheaton faculty of approximately 150 members, about 80 percent with earned doctorates, comes from a variety of colleges and universities both in the United States and abroad. As active Christians, they are personally interested in the spiritual and intellectual development of their students.

Wheaton offers courses leading to the Bache-

lor of Arts, Bachelor of Science, and the Master of Arts degrees. The Conservatory of Music offers the Bachelor of Music and Bachelor of Music Education degrees. The College is a member of the North Central Association of Colleges and Secondary Schools and is accredited by the National Council for Accreditation of Teacher Education. The Conservatory is a member of the National Association of Schools of Music.

Location

Wheaton's 80-acre campus is located in a residential suburb of 45,000 population, 25 miles west of Chicago.

The educational and cultural features of the Chicago metropolitan area are readily available to students. The performing arts, large museums, libraries, other educational institutions, and government activities are among the opportunities for observation and research. In science, Argonne National Laboratory in Argonne, the Fermi National Accelerator Laboratory in Batavia, and Morton Arboretum in Lisle are included in facili-

ties close to Wheaton.

Other college-owned campuses include the 50-acre Black Hills Science Station near Rapid City, South Dakota, for field studies in geology and biology; and Honey Rock Camp, a youth counseling and leadership development laboratory in northern Wisconsin.

Overseas programs are scheduled during the summer in England, Latin America, Europe, the Far East, and Middle East for studies in the social sciences, languages, literature, archaeology, and Bible.

Academic Facilities

Blanchard Hall, Wheaton's "Old Main," is a four-story structure of native limestone distinguished by its tower, the center of campus traditions. It houses administrative offices, faculty offices, and classrooms.

Edman Memorial Chapel, with seating capacity of 2400, is the center for chapel services, concerts, and other cultural events. It is equipped with a four-manual Schantz pipe organ. Also included are classrooms, lounge facilities, and Wurdack Chapel seating 100.

McAlister Conservatory of Music Building provides offices, studios, classrooms, a rehearsal hall, and practice rooms for the Conservatory of Music.

Orlinda Childs Pierce Memorial Chapel has an auditorium seating 900 and provides a recital hall, classrooms, and organ practice facilities.

Breyer Chemistry Building provides classrooms and laboratories for chemistry and geology.

Armerding Hall provides classrooms and laboratories for the biology, computer science, physics, and mathematics departments.

Schell Hall has classrooms and general administrative offices.

Adams Hall provides classrooms, studios and administrative space for the art department in addition to the bookstore on the lower level.

Centennial Gymnasium provides seating for 3000 for varsity basketball and other indoor athletic events for physical education.

Attached to Centennial Gymnasium is the Chrouser Fitness Center which includes a 35-meter, eight-lane swimming pool, an exercise physiology laboratory and other supporting areas to help students, faculty and staff develop lifelong personal fitness and health programs.

Edward A. Coray Alumni Gymnasium has facilities for physical education and for archaeology.

Jenks Hall houses classrooms, the Department of Education offices, the Career Development Center, and facilities for college dramatic classes and productions.

Anderson Commons is a beautiful modern dining facility completed in 1988. It seats 800 for student dining, up to 150 for staff/faculty dining, plus other private dining areas for special meetings.

The Billy Graham Center

The Billy Graham Center serves to promote the cause of world evangelization by conducting research and training programs in evangelism and missions. The Museum houses over 20,000 square feet of permanent exhibits dedicated to the message and history of evangelism in America. Temporary exhibits are mounted each season which reflect a wide range of evangelical interest and concern. The Museum collection of over 15,000 objects is particularly strong in graphic materials

related to 19th century American Christianity. The collection is open to researchers by appointments.

The Graham Center Library has over 150,000 items focusing on evangelism, missions, revivalism, and related topics. These include historical works, biographies, cultural studies, primary sources, and scholarly research results. A periodical collection of over 600 titles contains missiological literature, regional theological jour-

nals, denominational history magazines, and publications of mission agencies and evangelistic organizations.

The Archives of the Billy Graham Center is a unique resource for students and researchers working in church history, missiology, communications, evangelism, and many other fields. The more than 400 collections contain documents of North American Protestant nondenominational missions and evangelism history. This includes the materials of organizations, such as Africa Inland Mission, Youth for Christ, Prison Fellowship, the

Billy Graham Evangelistic Association; individuals such as Billy Sunday, R. A. Torrey, Hudson Taylor, Corrie Ten Boom; oral history interviews; and the records of evangelical congresses.

Also located in the building are the Barrows auditorium (seating 500), Graduate School classrooms and offices, the College Advancement and Admissions Departments, and the recently completed Communications Resource Center, which includes radio and television studios, and audio and video production facilities.

Library

The libraries have a collection of over 620,800 items comprising books, records, scores, audio-visuals and curriculum materials. Buswell Library is a selective depository for U.S. government documents. In addition, there are collections of health and development materials, college catalogs, and pamphlets. Complete files of the *New York Times*, *London Times*, and *Congressional Record* are available on microfilm. The periodical collection includes 1,809 current titles.

Reference services include individual and classroom library instruction, computerized information retrieval, and interlibrary loan (ILL). Through ILL the library provides access to a broad range of materials across the country and around the world. Interlibrary loan is provided through the library's participation in the following library networks: LIBRAS, a consortium of sixteen Chicago metropolitan area college libraries; Association of Chicago Theological Schools; Illinet, the Illinois libraries system; and OCLC, an international computerized network of over 4,000 libraries. Books and articles are quickly received through a statewide van delivery system, telefax machine or the U.S. mail. The LIBRAS consortium has the added advantage of allowing students and faculty to directly check out materials from the sixteen member libraries. Students and faculty have access to many other libraries in the Chicago area including the John Crerar Library and the other libraries of the University of Chicago. The libraries seek to maximize the benefit from resources held locally and in other libraries.

The Peter Stam Music Collection holds over

6,230 records, 7,800 scores, and 425 music education titles. In addition, the education curriculum library has 4,900 titles with other material supporting the teacher education program.

The special collections area contains the papers and publications of the College Presidents as well as the personal libraries of President Edman and the Blanchards. It also houses the Alumni-Faculty Collection, The J. P. Free Collection, The J. B. Russell Textbook Collection, The National Christian Association Library, The John Danforth Nutting Mormon Collection, and The William S. Akin Collection of 18th and 19th Century Literature. It also includes the collections of many prominent people: Frederick Buechner, Richard Crabb, Harold "Red" Grange, Madeleine L'Engle, Everett Mitchell, Malcolm Muggeridge, Lottie Holman O'Neill, Betsy Palmer, Hans Rookmaaker, Stephen Schofield, Robert Siegal, Norman Stone, Kenneth Taylor, and Gerald Weeks.

Media Services provides audiovisual equipment for classroom and/or personal use by faculty, staff, and students. Such equipment as overhead and slide projectors, tape recorders, record players, and video record and playback units can be checked out. Many production services are available to the campus such as transparencies, slides, and ditto masters. The department also houses a dry mount press, a production photocopy machine, and a darkroom. Audio and video productions are serviced through the Communication Resources Center.

The Marion E. Wade Center

The Marion E. Wade Center is a special collection of the books and papers of seven British authors: Owen Barfield, G. K. Chesterton, C. S. Lewis, George MacDonald, Dorothy L. Sayers, J. R. R. Tolkien, and Charles Williams. Known for their impact on contemporary literature and Christian thought, these authors produced over four hundred books. The Center itself houses over

10,000 volumes including first editions and critical works. Other holdings are letters, manuscripts, audio and video tapes, artwork, dissertations, periodicals, and related materials. An international study center, the Wade Center was established in 1965 by Dr. Clyde S. Kilby, and later named after Marion E. Wade, founder of The ServiceMaster Company.

Laboratories

In addition to laboratories for general and advanced work in the various science departments, there are laboratories for individual student research projects. Specialized facilities and modern equipment include: a transmission and a scanning electron microscope, controlled environment rooms, greenhouse, animal quarters, radioisotope storage cave, refrigerated ultracentrifuge liquid scintillation spectrometer, observatory dome with a fourteen-inch reflecting telescope, several eight-inch and smaller portable telescopes, the Perry Mastodon exhibit; infrared and VIS-UV spectrophotometers, spectrofluorimeter, atomic absorption spectrophotometer; a nuclear magnetic resonance instrument, an x-ray diffractometer, gas chromatographs and high performance liquid chromatographs.

The College maintains three computer labs for the support of faculty and students. The Blanchard Micro Lab, located in Blanchard Hall, is equipped with 25 IBM PC-compatible microcomputers connected to printers via a communications network. This Lab is used extensively by students for word processing and other micro-

computer applications. The Armerding Computer Lab, located on the first floor of Armerding Hall, is used for instruction in computer science and for student access to minicomputers and mainframes. The Graduate Micro Lab, located in the Billy Graham Center, is equipped with microcomputers, and is available to faculty and graduate students.

Outdoor observational and experimental work can be taken in summer courses in biology and geology offered at the Black Hills Science Station located on an attractive 50-acre campus near Rapid City, South Dakota.

Other laboratories provide for education, foreign languages, and psychology. The Media Services is equipped to serve the needs of all instructional departments.

The Wilderness Learning Center in northern Wisconsin provides leadership and internship experiences in Camp Programming and Outdoor Education on a year-round basis. Honey Rock/High Road courses help students develop leadership capabilities.



Steven H. Park



Steven H. Park



Pamela Ritke

Student life.

Two thousand energetic young people who have gone away to college cannot be expected to spend all of their time studying. Not surprising, perhaps, but true nonetheless.

Similarly, Wheaton College is principally concerned with learning, rather than studying. The college focuses on learning to allow students to realize their potential academically and spiritually. That kind of learning cannot come from studies alone, but must include being involved in life itself.

So the campus fairly whirls with sports, arts, ministries, student organizations, concerts, college journalism, and special events of almost every size, shape, color and degree. It is a world of activities where Wheaton students are busy practicing their arts, achieving personal goals, developing relationships, fine-tuning natural talents, sharing their faith, and experiencing college life to its fullest.

It is within that context that study becomes learning. Education truly takes place in learning to work with others, learning to balance work and play, learning to win and lose, and learning to apply lessons to real life situations.

Steven H. Park



Stephen L. Sonheim

Student Activities

The full and diverse Activities Calendar provides many relaxing, enjoyable, and fun-filled opportunities. Students build relationships while attending various concerts, carefully selected films, square dances, roller skating parties, campus-wide recreational activities, theatre productions, and banquets.

There are numerous student-run campus organizations which meet the wide and diverse needs of students. These organizations and clubs provide opportunities for both involvement and leadership experiences for interested students.

The Memorial Student Center is the home of

many of the offices and services for the student body. These include the College Post Office, the STUPE (the student-operated snack shop), TV Room, the Student Activities Office, Student Government, College Union, Travel Bureau, BRIDGE, the Chaplain's Office, the Office of Christian Outreach, the *Record* (college newspaper), Attic Apparels (crazy clothes resource center), lounges, and meeting rooms.

The Graduate Student Development Office is located in the Graham Center. Various activities including chapel for graduate students are coordinated through this office.

Student Government

Student Government is a liaison between the College and the student body. It ensures a student voice in institutional affairs and provides significant leadership opportunity for students. Student Government has representation on every commit-

tee in the College. Student Government brings the current concerns of the student body to the administration. Blood drives, refrigerator rental, and book sales are a few annual events Student Government operates.

College Union

The College Union is a student-run organization which plans and directs cultural, social, and recreational activities such as concerts, films, and many special events. Services include the Travel

Bureau (campus travel agency) and the STUPE (student-operated snack shop)—the fun "meeting place" for good food and relaxation.

Worship and Service

Chapel services provide opportunity for worship, edification, and fellowship. Speakers and programs from the faculty, student body, and all parts of the world highlight these gatherings. Attendance is required of all regular undergraduate students. Graduate School chapel meets in the Graham Center and is periodically combined with the undergraduates. The chapel program is under the direction of the Chaplain of the College. The Chaplain serves as pastor for the campus and is available to assist in the spiritual growth of students and staff. Also, there are Discipleship Small Groups open to any student.

The Office of Christian Outreach provides five major areas of ministry:

1. *Missions*. The Student Missionary Project (assisting missionaries throughout the world), National City Ministries (a wholistic ministry to American urban centers), and Youth Hostel

Ministry (evangelism directed toward youth traveling in Europe) provide training and service during a student's summer. These ministries involve many students each year.

2. *Christian Service Council*. Under student direction, over forty ministries including tutoring, youth work, mental institutions, jails, and convalescent homes in the Chicagoland area are provided during the school year. An extension of these ministries is provided through associated ministries.
3. *Individual ministries*. Opportunities for students to serve in local churches.
4. *World Christian Fellowship*. Campus missions fellowship sponsoring Bible studies, group meetings, prayer times, and world awareness.
5. *Missions in Focus*. Yearly missions conference with keynote speaker, seminars, and mission representatives.

Music

The Men's Glee Club and the Women's Chorus, the Concert Choir, the Symphony Orchestra, and the Concert Band give concerts in Wheaton and the Chicago area and make annual tours to other sections of the United States and Canada. The Conservatory of Music presents recitals by its own performance majors as well as

visiting artists.

The Artist Series features major performing artists, vocal groups, and symphony orchestras throughout the year.

The Conservatory faculty exemplifies the integration of teaching and performing with its own annual faculty recital series.

Speech

An extensive program of co-curricular and extracurricular activities sponsored by the Communications Department includes intercollegiate and intramural debate, oratory, extemporaneous speaking, and oral interpretation. Frequent recitals are sponsored in oral interpretation and reader's theater. All-school plays are produced for the

College and community, with tryouts open to all students.

Radio broadcasting experience is provided by WETN, the campus FM radio station. Closed circuit television activities and workshops are also available.

Athletics

Wheaton sponsors 19 intercollegiate sports as a member of the National Collegiate Athletic Association (NCAA), Division III, and the College Conference of Illinois and Wisconsin (CCIW). Wheaton competes in accordance with the policies of these associations and those formulated by the College Faculty Committee on Intercollegiate Athletics.

Intercollegiate competition for men includes: baseball, basketball, cross country, football, golf, soccer, swimming, tennis, indoor and outdoor track, and wrestling.

Intercollegiate competition for women in-

cludes: basketball, cross country, softball, swimming, tennis, indoor and outdoor track, and volleyball.

Wheaton, with school colors of royal blue and orange, competes under the nickname of "Crusaders."

Athletic facilities include: Centennial Gymnasium and Field, Coray Alumni Gymnasium, Ruth B. Leedy Field, McCully Field (football), East McCully Field (soccer), Lawson Field (baseball), Oury Track, Chrouser Fitness Center, and the Crusader weight room.

Intramural/Recreational Sports

The intramural/recreational sports program offers many activities to the college community

including individual, dual, and team sports as well as jogging, swimming, and weight training.

Club Sports

Club sports are student-sponsored athletic groups which compete against other club teams in the area. Current teams include women's indoor

field hockey, men's ice hockey, men's lacrosse, women's soccer, and men's volleyball.

Publications

The College, through the efforts of the student body, publishes three major works. Positions on the staff of these publications are open to all

students as an excellent experience. The *Record* is a weekly newspaper, the *Kodon* is the college literary magazine, and the *Tower* is our yearbook.

Multicultural Students

Beginning with Jonathan Blanchard's vision of a place where students representing diverse ethnic backgrounds could receive a quality education, the multicultural students continue to be a part of the Wheaton College campus.

Both the Office of Multicultural Students and a student organization called BRIDGE (Building Relationships in Discipleship, Growth, and Experience) work together to promote unity on

the campus as a whole. Their main goals are to support multicultural students and missionary kids on campus, to promote interaction between campus groups, and to assist those students who wish to be more ethnically and culturally aware. The major way BRIDGE accomplishes these things is by coordinating campus activities that relate to different cultural backgrounds in order to "BRIDGE" the gap.

International Students

International students are an important part of the College community. The International Student Fellowship meets regularly for fellowship and for programs of interest to the whole campus.

The Director of International Student Services is committed to help international students become fully functioning members of the college community; to understand and respond to the

special needs of international students; to assist international students develop personally, intellectually, and spiritually in ways that fit them culturally; to call for and create opportunities for the unique contributions of international students to the college community; and to assist faculty, staff, and administrators of the college to better understand the special needs and contributions of international students.

The International Student Office, located on the second floor of the Billy Graham Center, attempts to meet the needs and concerns of all international students on campus. A varied pro-

gram of cultural, social, spiritual, and academic activities is planned to give students maximum assistance in adjusting to life in the United States. Opportunities are provided for students to interact regularly with other internationals as well as American students. Applicants having any questions are encouraged to correspond with the Director of International Student Services, who maintains correspondence with each student accepted. A week of special orientation is required for international students who come from other than the North American continent.

Special Interest Groups

Auxiliary clubs on the campus include departmental organizations; pre-professional study groups; hobby groups; regional, international, and

denominational fellowships; mission groups; and prayer fellowships.

Special Graduate School Programs

Special programs for graduate students include developmental seminars in the areas of in-

terpersonal skills, financial planning, marriage enrichment, and career planning.

Graduate Student Organizations

Graduate Student Organizations provide ongoing opportunities for academic, spiritual and social enrichment.

Graduate Student Council, elected annually, represents the student body in planning and organizing activities throughout the year. The president of the council also serves as a member of the Graduate Faculty Senate.

Theological Society is an organization of graduate students primarily in the Theological Studies division. The Society seeks to promote theological learning and to provide a framework for fellowship.

Psychological Society is an organization of graduate students primarily in the Psychological Studies division. It provides encouragement and fellowship for the students as well as providing

opportunities to develop skills and direction in counseling. The Society seeks to promote a fuller integration of biblical truth and psychology. Special speakers, workshops, and seminars are held throughout the year and a newsletter is published.

Grad Wives Fellowship is open to all wives of graduate students. Regular meetings are held in various homes throughout the College community and opportunity is given for sharing, fellowship and prayer with other student and faculty wives.

Student Missions Fellowship is open to all graduate students interested in missions. The monthly meetings include fellowship and sharing on vital issues in missions today. The group is also involved in many cross-cultural ministries in the Wheaton area.

Statement of Responsibilities

The goal of campus life at Wheaton College is to be a Christian educational community. While living and learning in such a community bring privileges, they also carry responsibilities. Students, by virtue of their enrollment at the College, agree to accept the responsibilities of membership in the college community.

Purposes. The purposes of this statement of responsibilities include cultivating a campus atmosphere in which moral and spiritual growth can thrive, integrating lifestyle with Christian principles and devotion to Christ, removing things that distract students from their calling as Christian scholars, and encouraging members of the college

community to see that living Christianly is based on conscious choices rather than mere acceptance of prevailing practices in society at large.

The statements made below regarding biblical principles and Christian lifestyle are foundational. They identify the essentials of our Christian life and should remain the desire of those who affiliate with Wheaton College.

In addition, the college concerns help to create the kind of Christian learning environment desired by Wheaton College.

Biblical Principles. The Bible establishes basic principles for Christian character and behavior. These include the following:

1. *The Lordship of Christ* over all of life and thought. This involves a life of faith in wholehearted obedience to the moral teaching of the Bible and careful stewardship in all of life.
2. The responsibility to *love God* with our whole being and to *love our neighbor as ourselves*. Unselfish love should be the motive in all decisions, actions, and relationships.
3. The responsibility to *pursue righteousness* and *practice justice and mercy* to everyone.
4. The need to *exercise our freedom responsibly* within the framework of God's Word, with loving regard for the sensitivities of others.
5. Participation in the *worship* and activities of the church, which forms a necessary context for Christian living.

Christian Lifestyle. Christian lifestyle is expected of all members of the college community. It consists of practicing Christian virtues and avoiding attitudes and actions that the Bible condemns as sinful. Christian virtues that members of the College are expected to exhibit include humility, honesty, a forgiving spirit, faith, hope, and love.

Attitudes that the Bible condemns as morally wrong include greed, jealousy, pride, lust, bitterness, uncontrolled anger, and prejudice based on

race, sex, or socio-economic status. While these attitudes are difficult to detect, they are as subject to the judgment of God as are outward forms of sin. The Bible also condemns such practices as drunkenness, stealing, profanity, unfair discrimination, dishonesty, occult practices, illegal activities, and sexual sins such as pre-marital sex, adultery, and homosexual behavior.

Responsible freedom implies stewardship of mind, body, time, abilities, and funds. It also requires thoughtful Christian choices in matters of entertainment, associations, and the use of Sunday.

College Concerns. In addition to the moral standards prescribed in the Bible, the College has chosen to adopt rules that foster the kind of campus atmosphere that Wheaton College desires. These rules embody such foundational Christian principles as self-control, avoidance of harmful practices, and sensitivity to the heritage and practices of other Christians. The College requires members of its community to abstain from gambling, the illegal use of drugs, most forms of social dancing, and the use of tobacco and alcoholic beverages.

Students are accountable for adhering to these rules while enrolled in either a semester or summer program or while officially representing the College.

Undergraduate degree students are required to attend chapel and are responsible to keep a record of their attendance. Twelve unexcused absences are allowed each semester.

Students exceeding the total number of allowable unexcused absences will be placed on chapel probation. These students may not participate in extracurricular activities without special

recommendation of a Dean of Student Development. Students will not be permitted to register for the following semester if they overcut chapel during the semester they are on probation. Students on chapel probation a second time during their enrollment at Wheaton are subject to dismissal.

Chapel Attendance

Disciplinary Action

Conduct

One or more of the following measures will be taken with an errant student:

Warning — A statement of the regulation with an official warning concerning future behavior.

Probation — A status allowing the student to remain on campus with particular conditions specified. (Students who are on academic or chapel probation cannot participate in extracurricular activities without special permission of a Dean of Student Development.)

Suspension — An involuntary separation of the student from the College for a specified length of time.

Withdrawal — The student is permitted to withdraw without privilege of returning until a time specified by the Deans.

Expulsion — A permanent separation of the student from the College with an appropriate notation on the student's record of the reasons for such termination.

For additional information on disciplinary procedures and appeal process, refer to the Student Handbook and the Office of Student Development.

Living Arrangements

Housing

All undergraduate students are required to live in college-assigned housing. The residence halls provide living/learning experiences by which the College hopes to provide enrichment of the whole educational process.

Student housing is administered through the Student Development Office. College residence halls include Carolyn McManis Hall and Alice Evans Hall, with accommodations for 280 students; Williston Hall, 72 women; Corrine R. Smith Hall, 187 women; James Edward Elliot Hall and Nathanael Saint Hall, 54 students each; Herman A. Fischer, Jr., Hall, 570 students; Traber Hall, housing 243 students; and several smaller residences.

College residence halls and houses are closed between semesters beginning at 4:00 p.m. the day following the last scheduled class examination until 3:00 p.m. the Saturday before classes begin. At spring vacation, the residence halls close at 10:00 a.m. the day after classes end and open at 3:00 p.m. the Saturday before classes begin.

New students are not assigned to rooms until

all their credentials have been received and they have been admitted. One-half of the room rent is charged if the student cancels housing less than one month before classes for the next term begin.

Standard double rooms are furnished with bunk beds, dressers, study desks, and closet space. A limited number of single rooms are available. Students must supply their own linens, blankets, pillows, towels, and lamps.

There is limited storage space, and though the College is willing to make provision for some storage while the student is registered and during vacation terms, it cannot accept responsibility for damage or theft.

The College assists, insofar as possible, graduate and married students in finding housing. Some 140 college-owned, furnished apartments, located near the campus, are available to married and single graduate and undergraduate students. Information and rental application forms are available from the Assistant to the Dean of Students for Housing.

Food Service

The Anderson Commons provides cafeteria service and seating for 800. Well-balanced meals offer menu variety for individual tastes. Twenty meals a week are served. Students living in college dormitories are required to take their meals in the Dining Hall. Several meal plan options are available to upperclassmen and graduate students.

Freshmen are required to take the full 20-meal plan, which is the best buy. Meal tickets for returning students coincide with the dormitory openings for each semester. A snack and fountain service is available in the Memorial Student Center.

Student Motor Vehicle Policy

All motor vehicles must be registered at the Physical Plant. A parking fee is charged. There are a limited number of parking spaces available. Parking permits are issued on a "first come, first served" basis by class: graduate students and seniors first, juniors second, and sophomores third.

Freshman students are ineligible to register a car unless they commute from home. Freshmen who own or need a car for work must make arrangements in the community (off-campus) for parking.

Family Rights and Privacy Act

Wheaton College is in compliance with the Family Educational Rights and Privacy Act which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file com-

plaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Wheaton College to comply with provisions of the Act.

Wheaton College has adopted a policy which explains in detail the procedures used for compliance with provisions of the Act. Copies of the policy are available in the Registrar's Office.

Student Services

Counseling Services

The Counseling Center offers counseling services to undergraduate and graduate students and their spouses. Counselors are available to assist

with personal concerns, future planning, and study skills. Professional psychological counseling is available to those who need this service.

Drug Awareness and Prevention Program

To address the issue of how Wheaton students may be directly or indirectly involved or affected by drug and/or alcohol abuse at some point in their lives, the Student Development Office sponsors a Drug Awareness and Prevention Program.

Through this program, educational information is distributed via literature, films, speakers, and dorm activities to help students recognize the symptoms and effects of chemical use, as well as resources available for help.

Health Service

The Health Service, with both out-patient facilities and rooms for in-patients, provides care to students and their spouses during illness and also a program of disease prevention.

While college is in session, registered nurses are in attendance or on call on 24-hour active duty. There are regular clinic hours on week days and emergency care is available 24 hours a day. The services of the college physician are available on a regular basis. During the summer term, services are available on a modified basis.

Each applicant is required to complete a Health Questionnaire.

The College has supplementary medical insurance for all undergraduates and makes available additional major medical insurance at the beginning of each semester. Graduate students may be a part of the insurance plan by requesting it at the Health Service. All international students are required to carry the total medical policy covering themselves and their families.

Career Development Center

The Career Development Center assists students in relating academic pursuits, personal interests, skills and values to career goals. Students are urged to initiate and follow through on career planning activities periodically throughout their four years of college. The Center houses a career and job hunting library. Individual counseling and a variety of career workshops are provided to assist students in their career planning and job hunting. The Center also maintains information regarding internships and cooperates with academic departments in making such information available. The Center regularly receives information concerning specific job openings and assists students in conducting a job search. Graduate school information

is also available.

Wheaton Career Consultant Network is available with over 800 consultants as of the summer of 1987. The consultants are composed of Wheaton alumni, parents, and friends of the College who are willing to advise Wheaton students and alumni about their career fields via phone, job site visits, or in writing.

The Assistant Dean for Graduate Student Development cooperates with the Career Development Center to aid graduate students in locating employment opportunities, conducting skills inventories, and searching out further graduate programs.

Student Employment

Assistance is available to all students in securing part-time positions either on or off campus

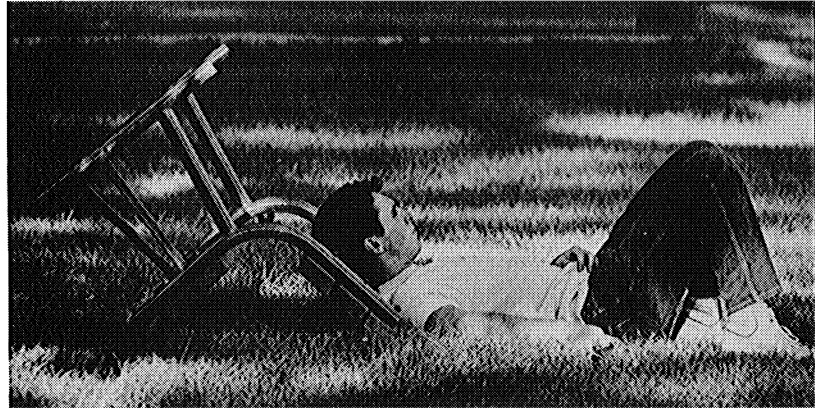
through the Student Employment Office (part of the Career Development Center).

Other Services

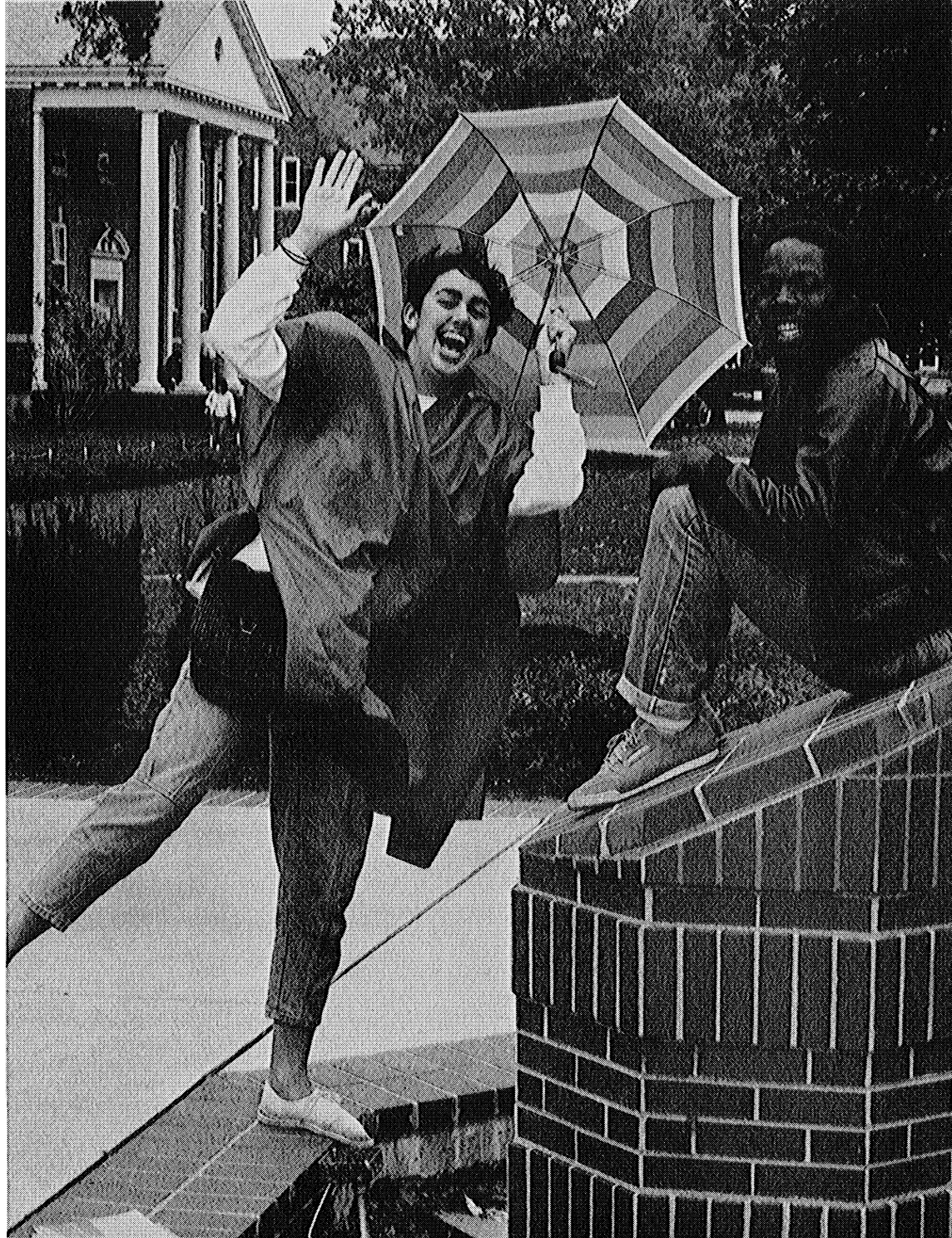
For the convenience of students, the College operates a post office, a bookstore, a duplicating

service, a locker service, and transportation facilities for field trips and Christian Service.

Stephen L. Sonheim



Katie Romka



Undergraduate admissions.

The students that make up Wheaton College are a diverse group. From most states and several foreign countries, they bring to the campus an interesting blend of culture, history, tradition, and social experience.

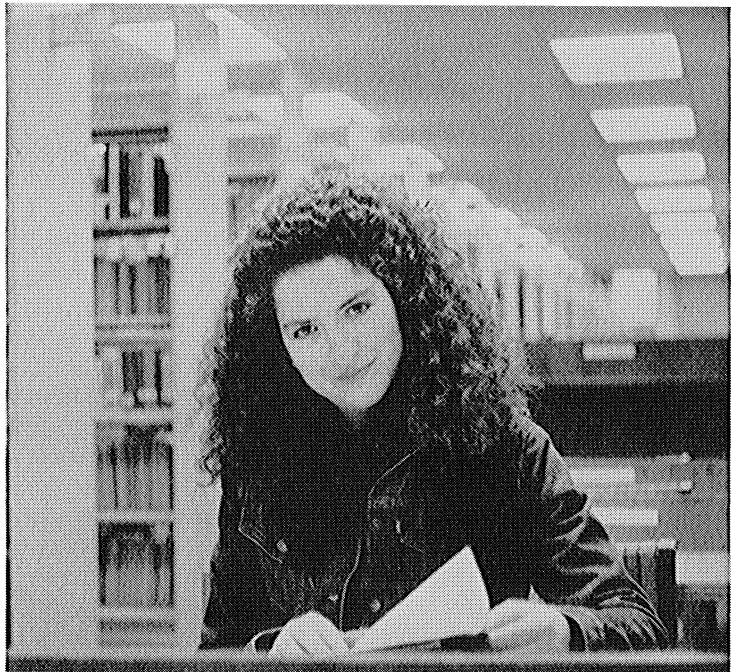
As you might expect, they are a group of good students. The 2,200 member student body has in it some of the brightest students attending college anywhere in the country. Becoming part of that group is an exciting achievement for any freshman.

Wheaton's students find that an impressive group of adjectives begin to follow them around. Words like bright, talented, intelligent, promising, committed, hard-working are often used to describe our students. Interestingly, they are the same adjectives we use when we talk to people about the kind of students we seek.

Once a college has its mission defined, its buildings built, the faculty selected, a campus, a library, a row of dorms, an administration—it becomes the people who come here to study. At Wheaton, these people, these students, have become our proudest achievement.



Pamela Ritke



Daun Stewart

Entrance Requirements

From among the applicants each year, there are those selected who evidence a vital Christian experience, moral character, personal integrity, social concern, academic ability, and the desire to pursue a liberal arts education as defined in the aims and objectives of the College.

These qualities are evaluated by considering each applicant's academic record, autobiographical statements, test scores, recommendations, interview reports, and participation in extracurricular activities.

lar activities.

Wheaton is committed to achieving a balanced ratio of men and women and also to a fair representation of multi-cultural students. Alumni children, as well as children of faculty and staff, may receive preference provided that they meet all of the stated admissions standards. The Athletic Department sometimes may designate outstanding athletes for special consideration.

Secondary School Record

An applicant must be a graduate of an approved secondary school with a minimum of 16 acceptable units, must have at least a B average, and have achieved a rank equivalent to the upper half of the graduating class.

Of the 16 units, 13 must be earned in the academic areas of English, social studies, mathematics, science, and foreign language. (Applicants will be expected to have completed two years of foreign language.)

No units are granted for health and activity

courses such as physical education, choir, band, driver education, but a maximum of 3 units for vocational subjects is allowed. One unit of computer science may be counted toward the 16 units.

The GED and the international baccalaureate are also acceptable for admission.

Because of the growing use of computers in college courses it is strongly recommended that students have an opportunity to develop good typing skills before entering college.

Entrance Tests

Satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board (SAT) or the American College Testing

Assessment Program (ACT) are required of all applicants to the freshman class.

Recommendations

The following are required:

1. Recommendation by high school principal, guidance counselor, or teacher.
2. Recommendation by pastor or youth director.
3. Recommendation by a professional acquaintance/employer (college applicants only). Recommendations by two professional musicians (conservatory applicants only).

Forms are designed to reflect honestly and forthrightly an applicant's ability, personality traits, emotional stability, Christian character, leadership, and extracurricular activities.

NOTE: Wheaton College does not accept recommendation forms from the "Common Application." All recommendations must be completed on forms issued in the Wheaton College application packet.

Interview

Applicants living within 300 miles of Wheaton are expected to visit the campus for an interview. Arrangements can be made for an off-campus or telephone interview with an admissions

representative for those living a greater distance. Applicants residing outside the United States or Canada are not required to have an interview.

Statement of Responsibilities

All students enrolling in Wheaton College will be required to sign the Statement of Responsibilities listed in this catalog.

Application Procedures Freshmen

Admissions Information

A student must complete the following steps to be considered for admission to Wheaton for the freshman class:

1. File a completed application form. This form should be received in the Admissions Office according to the following schedule (a \$30.00 non-refundable application fee must accompany the application):

Application Deadlines

<i>Application</i>	<i>Notification</i>
Fall Semester:	
December 1	January 1-February 15
February 15	February 15-April 15
*June 1	*June 1-July 15
Spring Semester:	
October 1	October 1-December 1
Summer (Full Time):	
February 15	February 15-April 15

*Conservatory applications only.

The exact time of notification within the periods will depend upon the time the application file is complete. An application file is considered complete when all credentials have been received, and an interview conducted.

Applications may be submitted after the deadline dates, but we cannot guarantee that they will be given equal consideration with those submitted on time.

2. Request the secondary school to send an official transcript of credits, including the rank in class at the end of the junior year. The transcript must include work through the junior

year and contain the ninth grade record. Schools which do not rank should send the student's grade point average (G.P.A.). **Applicants should not send transcripts themselves.**

3. Request recommendation from high school counselor, principal, or teacher.
4. Arrange with the pastor or youth director to send a recommendation.
5. Arrange with a professional acquaintance or employer to send a recommendation.
6. Take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and have the score reports sent to the Admissions Office. The application for admission may be submitted before taking the tests.
7. Arrange to visit the campus, if possible, for a personal interview with an Admissions Office representative. In scheduling an interview on campus, a student should write or telephone for an appointment at least two weeks in advance.
8. The reply date on all summer or fall acceptances is May 1, at which time the student must submit an advance deposit. (See section on advance deposit.)
9. Accepted students must request a final official transcript from their school as soon as possible, reflecting senior year credits, grades, final class rank, and statement of graduation. **Accepted students should not send final transcripts themselves.**
10. A satisfactory health report must be submitted before enrollment.

Conservatory of Music

Applicants to the Conservatory of Music should refer to the section in this catalog on the Conservatory of Music. Additional requirements

for admission and procedure for applying to the Conservatory will be found in that section.

Transfer Students

Due to our present enrollment situation, there are very few openings for transfer students. Applicants are encouraged to apply early because admission is quite competitive.

In order for an applicant to be considered as a transfer student he/she should have completed a minimum of one year at another higher education institution, should have at least a "B" average and be in good standing at the school last attended. Credit is granted for work of satisfactory grade (C) taken in accredited schools, provided courses apply toward the Wheaton program. Junior college students may transfer up to two years (62 semester hours) of credit. A maximum of 30 semester hours of accredited work earned by correspondence or extension may be applied toward Wheaton requirements.

Students applying for transfer to Wheaton must complete the following steps:

1. File a completed application form. These forms should be received in the Admissions Office according to the following schedule (a \$30.00 non-refundable application fee must accompany the application):

Application Deadlines

<i>Application</i>	<i>Notification</i>
Fall Semester:	
March 1	March 1-May 1
Spring Semester:	
October 1	October 1-December 1
Summer (Full Time):	
April 1	February 15-May 1

Admission to transfer students is offered on a rolling basis, with notification being sent when the application file is complete, and an interview conducted. Applications may be submitted after the deadline dates, but they cannot be guaranteed equal consideration.

2. Request the secondary school to send transcript of credits, including a statement of graduation and the rank in class at the end of the senior year. **Applicants should not send transcripts themselves.**
3. Request transcripts of all previous college work.
4. Have a transfer reference form completed by a teacher or faculty adviser at the previous college.
5. Arrange with the pastor or youth director to send a recommendation.
6. Arrange with a professional acquaintance or employer to send a recommendation.
7. Have the SAT or ACT scores forwarded to

Wheaton if the test has been taken. Students who have spent at least one year in another college are not required to repeat an admissions test.

8. Arrange to visit the campus, if possible, for a personal interview with an Admissions Office representative. In scheduling an interview on campus, a student should write or telephone for an appointment at least two weeks in advance.
9. Send the required advance deposit by the date stated in the admission letter, if accepted. The reply date for summer and fall acceptances will be 30 days after the date of admission, but will not be prior to May 1 (see section on advance deposit).
10. Submit final transcripts of college work as soon as completed. Accepted students should not send final transcripts themselves.
11. Submit a satisfactory health report with the College Health Service before enrollment.

Test Information

1. SAT or ACT scores must be submitted. These tests should be taken in the spring of the junior year or in the fall of the senior year. Full information concerning application for the examination, cost, dates of tests, and location of test centers should be obtained from the high school counselor.

2. The Achievement Tests of the College Board Admissions Testing Program are required of all accepted students for placement and competency measurement (see Competency). Full information for application for these tests should be obtained from the high school guidance counselor.

Competency

Although the College Board Achievement Tests are not used in the admissions process, achievement test scores are needed for all accepted students to establish competency in the areas of foreign languages and mathematics. Competency in speech may be established through a test administered on campus during the first semester of study. Competency in writing will be determined by the ACT English test score or the SAT (TSWE) test score.

The College Board Admissions Testing Program Achievement tests in Foreign Languages and Mathematics Level I or II have pertinency in academic planning for the freshman year and students should arrange to take them when administered some time during the senior year, preferably no later than May. For further information on competency, see the Degree Requirements section of this catalog.

Early Notification

Students who wish to receive early notification must have their application in the Admissions Office by December 1.

Those applicants who desire consideration

under this plan should take the SAT or ACT no later than November of their senior year in high school; the April or June test dates of the preceding year are preferable.

Early Admission

Students who are in an accelerated program in high school and who can complete all requirements for the diploma in three years may be considered for *early admission*. To qualify, the student must meet the following conditions:

1. Satisfy all Wheaton's requirements for admission, including the 16 units of course work and

assurance that a diploma will be granted by the high school.

2. Demonstrate exceptional academic ability as evidenced by grades and test scores.
3. Display sufficient maturity to perform at the college level.

International Students

Qualified international students of high scholastic standing are invited to apply for admission to the College. The following requirements apply to international students and U.S. resident aliens whose native language is not English.

Three test scores are required. The tests and our minimum requirements are outlined below.

TOEFL (Test of English as a Foreign Language)	550
TSE (Test of Spoken English)	2.0
TWE (Test of Written English)	4

This test is included in certain administrations of the TOEFL Scores must be no more than two years old. Exceptions will be made in the following instances **only**:

1. The student is a citizen of Great Britain, Australia, Canada, or the British West Indies and is a native speaker of English.
2. The student has studied in one of the countries mentioned above, or in the U.S., within the **past three years** and has a good academic record at the school attended.
3. The student has a recent TOEFL score (less than two years old). In this case the student will not be required to retake the TOEFL/TWE. Special arrangements may be made to take a written exam. The TSE may also be required at the discretion of the Admissions Office.

For information on the TOEFL write to: Test of English as a Foreign Language, CN 6151, Princeton, NJ 08541-6151, U.S.A. For information on the TSE write to: Test of Spoken English, CN 6157, Princeton, NJ 08541-6157, U.S.A.

In order for the applicant to receive the Certificate of Eligibility (Immigration form I-20) required by all foreign students entering the United States, the following conditions must be met:

1. The applicant must be formally admitted to the college as a full-time student.
2. The applicant must demonstrate adequate financial support for the entire length of study.
3. An applicant with dependents must show that he has adequate resources for the support of his dependents. We normally expect spouses to accompany their wives or husbands who have been accepted for study at the College or Conservatory or Music. Where this is impractical we will consider exceptions based on a written explanation from the admitted student.
4. Except for Canadians, foreign applicants outside the continental United States whose sponsors are not U.S. citizens will be required to submit an advance deposit for tuition and living expenses. Further inquiries may be directed to the Financial Aid Office.

When these conditions have been met, the Certificate of Eligibility (I-20) will be issued to the student. Under no circumstances should an applicant prepare to arrive in the United States until granted final acceptance and, where necessary, financial aid.

NOTE: Applications will be accepted from international students for **fall semester only**. The application deadline for undergraduate international applicants is **February 15**.

Advanced Placement — Credit by Examination

A student may be granted advanced placement or college credit on the basis of examination. Amount of credit and level of placement will be determined by the Registrar and the department chair in which the course is taught. Credit for advanced standing can be acquired by the following means:

1. Advanced Placement Program of the College

Board with scores of 3, 4 or 5.

2. College Level Examination Program (CLEP) with scores which place the student in at least the 75th percentile, in *some subject examinations*.
3. Department examinations which are administered by several of the academic departments at Wheaton.

Acceptance of Degrees and Credits

The College reserves the right to decide the acceptability and relevance of degrees and credits earned at other institutions. The Registrar of the

College is responsible for specifying the criteria and condition for the acceptance of such degrees and credits.

Advance Deposit

A non-refundable advance deposit of \$200 must be **submitted with the applicant's reply accepting admission** to the College or Conservatory of Music. This will be credited toward tuition when the student enrolls.

Deadlines for submitting the advance deposit are as follows:

Fall Semester:	May 1 for the College
	July 15 for the Conservatory of Music
Spring Semester:	December 1
Summer School:	April 15

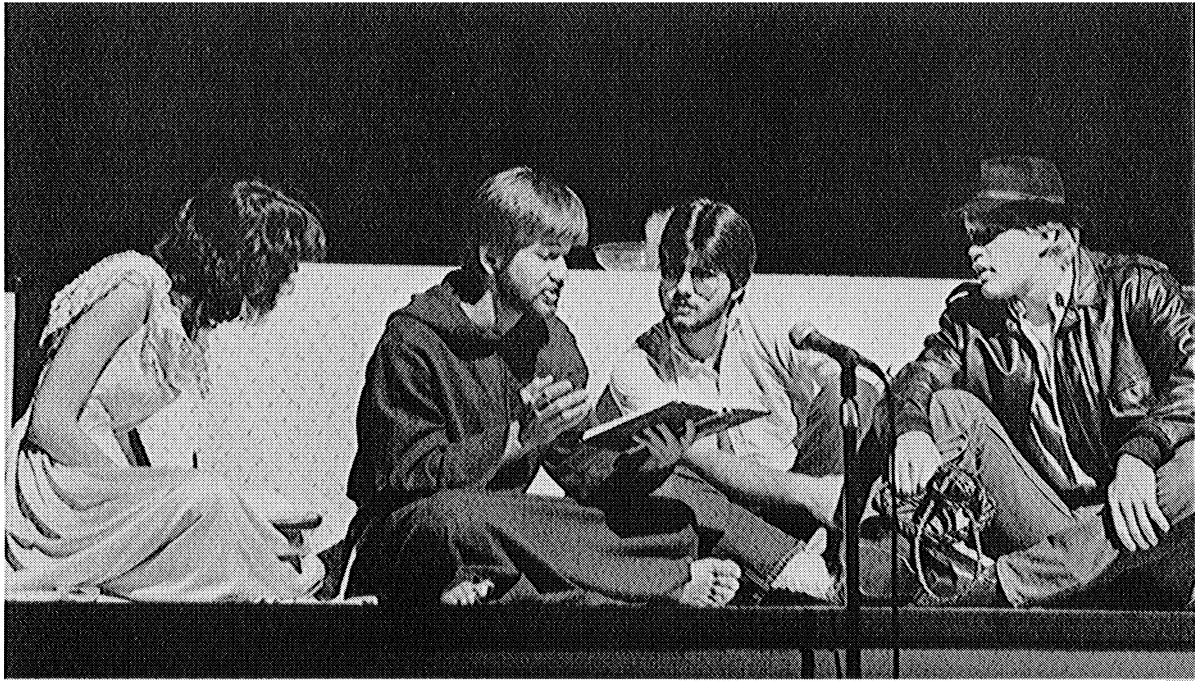
Readmission

If a matriculated student drops out of Wheaton for one semester or more and decides to return, a Supplementary Application must be submitted to the Admissions Office. An additional \$200 advance deposit will be required. If the student has attended another college since leaving Wheaton, a transcript of all courses taken must be sent to Wheaton.

If a student has not been enrolled for more than eight years and is readmitted into a degree program, the requirements listed in the catalog for

the year of readmission must be met for graduation. Students may petition departments to be allowed to use credits more than eight years old to meet requirements of the newer catalog.

NOTE: Students applying for readmission must meet the regular application deadlines. Readmission is not guaranteed, but is based on the number of openings in a given semester. Students are advised to submit the forms well in advance of their desired date of re-enrollment.



Steven H. Park

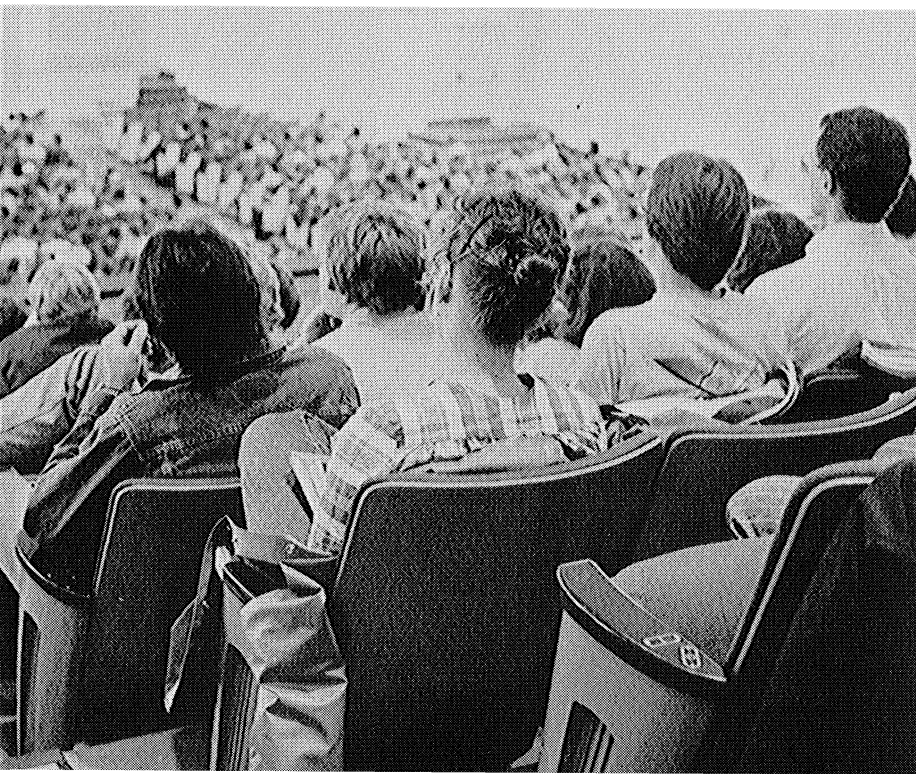


Undergraduate academic policies & programs.

At the heart of the educational world of Wheaton College is an intense commitment to teach students new ways to think and learn and expose them to new ideas. Such an approach on our part demands a corresponding commitment to rigorous study and hard work on the part of our students. From our perspective, it is apparent that the best students want this kind of education. They want to be tested, to be stretched, and to be asked to achieve levels of personal performance that they had previously regarded as unattainable.

The policies and programs at Wheaton reflect our intent to give students the highest quality education we can give. Performance standards are high because we expect students to work hard. Our academic programs are challenging because we expect most of our students to go on to graduate work or directly into leadership roles. And we want them to do well. Our special programs are wide-ranging because we believe that such experiences can be important to young people.

As an academic community, we believe in challenging our students. We do so because we believe in their ability and because we believe in their potential.



Brian Phillips

Academic Requirements

Upon satisfactory completion of the requirements for graduation, Wheaton College confers upon the student one of four degrees — Bachelor of Arts, Bachelor of Science, Bachelor of Music or Bachelor of Music Education. The Bachelor of Science degree is granted to majors in the sciences, mathematics, and physical education unless the student requests the Bachelor of Arts degree. Consult the Graduate School section of this catalog for Master of Arts degree requirements.

A student is subject to the requirements

listed in the catalog for the year in which the first enrollment occurred or to the requirements of a subsequent catalog under which the student is enrolled. All requirements must be met, however, under the same catalog. The college reserves the right to change academic policies and procedures during a student's time of enrollment.

A student who completes degree requirements in December, May or in the summer may participate in the annual May Commencement and will receive the diploma when all requirements are finished.

Graduation Requirements

The following requirements must be met for graduation:

1. Students must satisfactorily complete 124 semester hours. No more than 6 hours of physical education activity courses can be included in the 124 hours.
2. A cumulative grade point average of 2.00 must be maintained. A 2.00 average is also required for all courses applied toward a major with a maximum of 4 hours of D grades allowed toward a major.
3. A total of 36 semester hours must be earned in upper division courses - those numbered 300 and above.
4. At least 32 semester hours must be satisfactorily completed from Wheaton College. Irrespective of the total number of hours taken from Wheaton College, at least 12 of the last 20 hours earned toward the degree must be taken from Wheaton.
5. The requirements for one major must be satisfactorily completed. Specific requirements for majors are stated in the Academic Department and Courses section of this catalog. A maximum of 52 hours in a major, including supporting courses, may be applied toward the 124 needed for graduation. Transfer students must complete a minimum of 8 semester hours in their major from Wheaton College.
6. Students must satisfactorily meet all general education requirements in the areas of competency, Bible and Theology, other cultures, and area courses.
7. Some departments require that students in their major take comprehensive examinations as a part of their graduation requirements. Students whose major department requires a comprehensive examination should take it during the senior year.
8. An Application for Degree must be filed with the Registrar's Office by the beginning of the student's senior year.
9. Attendance at Commencement is required unless a written request to be absent is filed with the Registrar.

General Education Requirements

General Education Coordinator, Paul H. de Vries

These general education requirements apply to students in the Bachelor of Arts and Bachelor of Science degree programs except for students who are majoring in Elementary Education or who are completing secondary education teacher certification requirements along with their major (see Education Department section of this catalog for requirements). Requirements for Music degrees are listed in the Conservatory of Music section of this catalog. The credit hours listed for each requirement are based on Wheaton courses. Variations may occur when requirements are met through testing and/or with transfer credit.

Foreign Language Competency - 8 hours

Met by language proficiency at the Intermediate (201) level.

This requirement may be satisfied with the following courses for students with two years (through level 2) of the appropriate language in high school:

French 103, 201
Spanish 103, 201

German 103, 201

The foreign language requirement may be waived partially or in total if students demonstrate competency through a placement test. Students with more than two years of a language must take this test.

Students with less than two years of a language or those who elect to begin a new language will need to take an additional 4 hours of language and may meet the requirement through one of these sequences:

Chinese 301, 302, 401
 French 101, 102, 201
 German 101, 102, 201

Greek 101, 102, 201
 Hebrew 401, 402, 403
 Spanish 101, 102, 201

Students participating in Wheaton's overseas programs in French, German, or Spanish can substitute the 209 Intermediate course for 201.

Mathematics Competency - 2 hours

Met by taking Math 105, Finite Math or Math 115, College Algebra.

The mathematics requirement may be waived if students can demonstrate competency through appropriate tests. Students with low or no test scores should meet the requirement by taking 105.

Speech Competency - 2 hours

Met by taking one course from Communication 101, Public Speaking; 173, Introduction to Acting; 211, Argumentation and Debate; 213, Speech for the Elementary teacher; or 314, Oral Interpretation.

The speech requirement may be waived by demonstrating competency through a department examination.

Writing Competency - 4 hours

Met by taking English-Writing 103, Writing Effective Prose.

Based on placement tests, the writing requirement may be met by taking a 2-hour course, English-Writing 104, or the requirement may be waived (see Writing section under the English Department). Students taking 103 or 104 must pass the course with a grade of C or better. The writing requirement must be completed by the end of the sophomore year.

Bible and Theology - 14 hours

To be met as follows:

1. 2 hours - BI/TH 111, Theology of Culture
2. 4 hours - a) BI/TH 211, Old Testament Lit. and Interpretation; or
 b) Archaeology 211; or
 c) BI/TH 212, plus 2 hours from BI/TH 331-349 or BI/TH 431-449
3. 4 hours - a) BI/TH 213, New Testament Lit. and Interpretation; or
 b) BI/TH 214, plus 2 hours from Arch 314 or BI/TH 351-369, or 451-469.
4. 4 hours - a) BI/TH 315, Christian Thought; or
 b) BI/TH 316, plus 2 hours from BI/TH 371-389, or 471-489.

Note-BI/TH 317, 318 (8 hrs) may be substituted for any of the above except BI/TH 111.

(Transfer students see Transfer Credit section for Bible and Theology requirement.)

Other Cultures - 2 hours

Each student is required to take at least one 2-hour course related to the study of other cultures. The course is to be selected from the following courses: Anthropology 247, 256, 342, 343, 353, 361; Bible and Theology 319, 331, 482; Biology 381; Business/Economics 365; Chinese 401; Christian Education 311; Education 121; English Literature 201; History 102, 331, 334, 362, 373, 473; HNGR 112; Music HL 223; Philosophy 316; Physical Education 347; Psychology 235; Religious Studies 212, 214, 364-368; Sociology 337; Spanish 335.

Area Course Requirements - 39 hours

Some requirements may be partially or totally waived through appropriate test scores.

1. *Fine Arts - 4 hours* (2 hours music; 2 hours art)
 - a) Music HL 101, Intro to Music or Music HL 301, The Understanding of Music; plus
 - b) Art 101, Art Survey or Art 302, The Understanding of Art.
 - c) The requirement can also be met by taking Interdisciplinary Studies 321, Introduction to Music and Art (4-hour course). Note: Where appropriate and with department approval, the art requirement may be met by taking an art history course (262, 353, 354, 361, 362, 363, 364). Music HL 223, Survey of World Music, may be taken to meet the music requirement if the student, through examination, can demonstrate a background of Western Musical Culture.
2. *World History - 6 hours*
 History 101 (or 102), History of Civilization is recommended. The requirement may also be met by taking two 4-hour courses with one course from each of the following groups:
 - a) 331, 334, 343, 344, 362, and
 - b) 345, 346, 348, 349, 363, 373
3. *Literature - 6 hours*
 English-Lit 101 and 102 (or 201), Literature of the Western World (201, Non-Western Literature), are strongly recommended but the requirement may also be met by taking any 6 hours in literature (except Children's Literature).

Students who are not French, German, or Spanish majors may apply French 336, German 336, 337, and Spanish 336, 337 toward the literature requirement.

4. *Natural Science - 8 hours*

At least 4 hours must be in a laboratory science. At least one course must be in Biology or Geology, and at least one course must be in Chemistry, Physics, or Astronomy. Courses which apply:

Laboratory courses - Biology 101, 102, 201, 231, 232; Chemistry 201, 231, 232, 233; Geology 101, 102, 211, 212; Physics 221, 222, 231, 232. Non-Laboratory 2-hour courses - Astronomy 301, 302; Biology 203, 314; Chemistry 131, 202, 203, 204; Geology 308, 311, 312; Interdisciplinary Studies 311; Physics 101, 102, 105, 315.

5. *Philosophy - 4 hours*

Philosophy 101, Issues and World Views in Philosophy, is recommended. The requirement may also be met by taking Philosophy 215, Ethics, Law and Society; or 231, Science and Human Values. The requirement may also be met by taking 6 hours of other philosophy courses approved by the department.

6. *Physical Education - 3 hours*

a) PE 101, Foundations, is required of all students and is to be completed before other activity courses are taken.

b) Students not passing a water safety test in PE 101 must take an aquatics course as part of the 3 hours.

c) The remainder of the 3 hours must be taken from the PE activity courses numbered 102-265.

7. *Social Sciences - 8 hours*

Four hours are to be taken in two different disciplines. Courses which apply:

Recommended courses are Anthropology 216, Economics 211, Political Science 205, Psychology 101, and Sociology 215.

Other courses which will meet the requirement are Anthropology 353; Economics 448, 457; Christian Education 322; Political Science 235; Psychology 317; and Sociology 238, 252, 376, 385. Only one course from CE 322, Psych 101, and Psych 317 can be used toward this requirement. HNCR students meet this requirement with HNCR courses.

Competency, Advanced Placement/Credit

All prospective students are required to submit either ACT or SAT scores as a part of the admissions process. The English and mathematics scores from these tests may be used to meet part of the competency requirements for writing and mathematics.

The College Board Achievement Tests (Ach) are commonly used by students to waive college requirements although in most cases no college credit is given for them. Tests are available in writing, literature, biology, chemistry, physics, mathematics, six languages, American history, and European history. Normally students sign up for these examinations through their high school guidance counselor.

The Advanced Placement (AP) tests are given in the same areas as the Achievement tests but may be used to earn college credit. They are typically taken by students after studying an AP course in high school.

The College Level Examination Program (CLEP) offers subject tests in several areas and may be used to earn college credit. They are offered monthly at college test centers around the country.

More specific information concerning the scores that are needed to waive a course or receive credit is available from the Director of Freshman Advising at Wheaton College.

Transfer Credit

Wheaton College welcomes students who wish to transfer from another college. Most credits earned at another accredited college will transfer to Wheaton if the courses are applicable to a liberal arts program. Courses of a vocational or technical nature or courses in which a D grade was earned are not transferable. Courses taken at an unaccredited college may receive some credit with the approval of the Registrar. The college reserves the right to decide the acceptability and applicability of degrees and credits earned at other institutions. Grades for credits accepted for transfer courses are not used when determining a student's cumulative grade point average at Wheaton.

Students who transfer from a community college can transfer up to a *maximum of 62 semester hours of credit*. Courses taken at two-year colleges may not be used to satisfy Wheaton's upper division courses requirement.

A maximum of 30 semester hours of credit earned by correspondence or extension may be applied toward a degree. Such work should be taken only from well-recognized correspondence programs through accredited institutions. Students interested in taking correspondence courses should receive approval from the Registrar's Office before registering for the courses.

Accepting courses for transfer and applying

them toward degree requirements are separate considerations. Courses may transfer as elective credits but not be applicable to specific requirements. Transfer students are expected to meet all graduation requirements and general education requirements as listed in this section of the catalog. Students may be requested to supply specific course information for a department in order to establish equivalency. In some cases, students may be requested to take additional courses if the department determines that the necessary areas of study were not included.

If part of the foreign language requirement has been taken at another college, students may continue the language at a level recommended by the department. If courses have been taken from an accredited college in one language through at least one semester course or two quarter courses at the intermediate level, the language requirement is considered to be met.

Transfer students who apply credits earned elsewhere toward Wheaton's Bible and Theology requirement must meet the 14-hour requirement but may substitute another course for BI/TH 111. If no Bible and Theology courses are transferred to Wheaton, then sophomore transfers take 10 hours including BI/TH 211 or 212, BI/TH 213 or 214, and BI/TH 315. Junior transfers take 8 hours including BI/TH 212, BI/TH 214, and BI/TH 315. Senior transfers take 6 hours including BI/TH 212, 214, and 316.

Transfer students seeking Illinois teacher certification are expected to take all required 300 and 400 level education courses at Wheaton. Exceptions may be granted with departmental approval.

Courses that have been taken more than 8 years prior to transferring to Wheaton are subject to department approval for transfer if they are to be used to meet any general education, major, minor, or teacher education requirements.

Some students are definite in their choice of a major when entering college, although most students choose in the spring semester of the freshman year when registering for the sophomore program. Majors are available in a wide variety of disciplines.

Ancient Languages	Communications
Archaeology	Economics
Art	Education
Biblical Studies	Geological Studies
Biology	History
Business/Economics	History/Social Science
Chemistry	Interdisciplinary Studies
Christian Education	Liberal Arts-Engineering
Computer Science/ Mathematics	Liberal Arts-Nursing Literature

While not required for graduation, several departments offer academic minors which give students an opportunity to receive a concentration of course work in an area outside their major. A minor cannot be awarded in the same academic area as the student's major. It will also not be granted in an academic area which is part of an

Mathematics
Modern Languages-
French
German
Spanish
Music-
Composition
Education
Elective Studies
Ethnic Music Theory

There are programs designed to prepare students for medicine, dentistry, nursing, and other health professions. There also is a program available through the Military Science Department leading to a commission in the United States Army at graduation.

Academic Majors

General
History, Literature
Performance
Philosophy
Physical Education
Physics
Political Science
Psychology
Religious Studies
Sociology

Academic Information

Academic Minors

interdisciplinary major consisting of two academic areas. The same course cannot be counted for completion of both a major and a minor or for two different minors. Transfer students must complete a minimum of 8 semester hours from Wheaton College for a minor. A 2.00 GPA is required for all courses applied toward a minor.

Each freshman is assigned to a faculty adviser who helps in orientation to campus life and in personal or academic problems, including the choice of a major field. After deciding on a major

field of concentration, usually toward the end of the freshman year, the student is assigned to a departmental adviser, who offers assistance in academic and personal matters.

Faculty Advisers

Orientation

An orientation program is arranged at the beginning of each semester to acquaint new students with campus and with college life. It is imperative that incoming freshmen and transfer

students be present for orientation which includes sessions with faculty advisers and student leaders, testing, and informative programs.

Freshman Registration

During June, each incoming freshman receives through the mail a Programmed Guide for Freshman Registration with instructions for making an appropriate selection of fall semester courses. This information is then returned to the

College and schedules are prepared in advance of the student's arrival on campus. Freshman advisers are available during the time of orientation to assist students in making any needed revisions in their programs.

Advance Registration

Students who expect to enroll in the following semester must complete advance registration during the scheduled time. Financial accounts must be paid before students may advance register. Any student who, in the judgment of the administration of the College, does not recognize his/her

responsibilities in the academic community shall not be allowed to enroll in the following semester. If a student fails to meet academic qualifications for the current semester, the Registrar may cancel the advance registration when grades are reviewed.

Student Load

All regular resident students are expected to register for the full semester with a minimum of 12 credit hours. A student must be registered for at least 12 hours to be considered a full-time student.

A normal load is 4 full semester courses (or 3 full courses and 1 quad course in each half of the semester) plus a physical education activity course.

No more than 4 quad courses (2 in each half of the semester) may be permitted in a 16 hour

schedule. No more than 5 quad courses (3 in one half of the semester, 2 in the other half) may be permitted in an 18 hour schedule.

A student may enroll in an 18 hour schedule (including a physical education activity course) without special permission. However, students wishing to take over 18 hours must have the Registrar's approval. Students without a 3.0 cumulative grade point average should not seek such approval.

Adding and Dropping Courses

All schedule changes must be made through the Registrar's Office and no schedule change is complete until it has been submitted to the Registrar's Office by the prescribed deadline date.

Full semester courses may be added only during the first two weeks of the semester; quad courses may be added only during the first week of that quad. Courses may be dropped during the first three weeks of the semester without grade penalty. After the third week, all courses dropped will be recorded as W (withdrew).

Full semester courses may not be dropped

after the twelfth week except for serious illness. Quad courses may not be dropped after the sixth week of the course.

Full refund is allowed for any difference in tuition charges due to reduced load when such a drop takes place during the first week; 90% refund is allowed for differences in tuition charges the second week; no refund is allowed thereafter.

An adviser's signature is required on drop and add forms at all times for freshmen and sophomores and after the second week of the semester for juniors and seniors.

Pass-Fail Privilege

Juniors and seniors may enroll in elective courses on a pass-fail grading basis. Such work may not include courses in one's major, minor, general education, or teacher certification requirements. Only 4 hours in any one term may be taken pass-fail (excluding those courses taught on a pass-fail basis only) and the total number of pass-fail courses may not exceed 16 hours. In order to receive a pass "P" grade, a student must receive a

regular grade of C- or better. Therefore, the possible grades for a pass/fail course are P, D, or F.

A pass/fail request form should be filed at the time of registration. It cannot be filed after the 12th week for a semester course or the 6th week of a quad course. Once the 12th week (or 6th week) is past, the pass/fail option cannot be changed back to a regular letter grade option.

Repeating Courses

Students may repeat courses in which a D or F grade is received. Only one course in which a C- or above is received may be repeated. Any appeal from this limit should be directed to the Petitions Subcommittee of the Educational Policies and Curriculum Committee. No course shall be re-

peated after a subsequent course (i.e. one for which the first is a prerequisite). With repeated courses, only the second grade will count in the grade point average but the original grade and course will remain on the student's academic record.

Audit

Any student carrying a full academic schedule (12 or more semester hours) may audit one course without charge by filing an approved audit application at the Registrar's Office. No credit is

given for courses audited and the course is not recorded on the student's permanent academic record. Part-time students register for audits in the same way they register for credit courses.

Withdrawal

Any student finding it necessary to withdraw from college must complete the withdrawal process and turn the completed withdrawal form in to the Registrar's Office. The form should be initiated at the Student Development Office in writing and must be signed by various college officials prior to completion. Students withdrawing after the third week will have W (withdrew) grades recorded for their courses.

A student who leaves the college during the

semester without obtaining permission to withdraw will be administratively withdrawn and may forfeit all fees or deposits paid to the college.

If a student is asked to withdraw or is dismissed for disciplinary reasons, grades of "W" will be recorded on the transcript for courses in which the student is enrolled. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

Deferred Enrollment

Any student who will not be housed or enrolled in classes on campus for one semester may make application for deferred enrollment for a professional internship or practicum, study abroad program, or Consortium enrollment. All such requests must be obtained and submitted to the Registrar's Office as part of a student's advance registration. If such approval is given, the stu-

dent's enrollment status is maintained for that term and the student may return after the deferred enrollment semester without applying to the Admissions Office. If not qualified for deferred enrollment, a student must complete the withdrawal form and file a supplemental application for readmission through the Admissions Office.

Class Attendance

Regular class attendance is expected of all students. When attendance is voluntary, it is with the understanding that students are responsible for

all course material in each of their classes. Students should be familiar with the attendance requirements of each of their instructors.

Examinations

Final examinations must be taken as scheduled. No student is required, however, to take more than two examinations a day unless carrying five courses. Arrangements for any change of examination in such cases should be made with the instructor involved no later than the Friday before examinations begin. Evening and late afternoon classes have examinations at their last regular class

session unless otherwise announced.

If the department requires a comprehensive exam, seniors passing their senior comprehensive exam may be excused from their major courses final examinations for that semester if a grade of B has been maintained in the course and if the professor of the course gives approval.

Classification of Students

Freshman— 1-29 credits earned
 Sophomore— 30-59 credits earned
 Junior— 60-89 credits earned

Senior— 90 plus credits earned
 Special— Students who have not been accepted for a regular degree program

Grading System

Ten grades are given for passing work, with significance as follows: A, distinctive; A-, B+, B, superior; B-, C+, C, acceptable; C- and D, inadequate; P, satisfactory, no grade assigned.

The grade of F is given for unacceptable work. No credit is earned except by repeating the course. The failure remains on the permanent record of the student.

Courses officially dropped during the first three weeks of the term are not recorded. After that time the student will receive a W (withdrew) grade for all courses which are dropped. The grade does not affect the student's grade point average.

Grade Points are granted on the following basis:

A 4 grade points per hour
 A- 3.7 grade points per hour
 B+ 3.3 grade points per hour

B 3 grade points per hour
 B- 2.7 grade points per hour
 C+ 2.3 grade points per hour
 C 2 grade points per hour
 C- 1.7 grade points per hour
 D 1 grade point per hour
 F 0 grade points per hour
 P Pass, (C- or better); not computed in grade point average

A student should resolve any questions about grades as soon as possible after grades have been received. A student has 4 months from the day grades are issued to question the grade earned. After that date grades will be considered final. Within the 4-month period, a grievance by the student should be resolved with the instructor of the course.

Incomplete Grades

An *incomplete grade (INC)* may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. An incomplete grade must be made up by the end of the sixth week from the end of the semester or summer session in which it was received. At the time the incomplete grade is given, the professor must submit an incomplete grade card which will indicate the grade that the student should receive if the incomplete is not finished by the sixth week. The six-week time limit may be extended only by special permission of the Registrar and approval of the instructor. Students must submit a request for

an extension before the six-week time limit is up. In no case may an incomplete be extended beyond six months from the end of the semester. An incomplete grade will not affect the student's grade point average.

In-Progress (IP) grades will be given when work cannot be completed by the end of a semester for course work such as an Independent Study (395, 495), Internship (396, 496, 497), or Practicum (498). The completion deadline for finishing the work in order to receive a grade will lie with the professor. The grade will not affect the student's grade point average.

Integrity of Scholarship

A community of teachers and students recognizes the principles of truth and honesty as being absolutely essential. It is expected that these principles will be rigorously followed in all academic endeavors including the preparation of class reports and papers, and in taking examinations. This assumes that all work will be done without

unauthorized aids by the person who purports to do the work. Cheating in any form may be considered sufficient grounds for suspension from the College. A copy of a more detailed academic honesty policy is available from the Student Development Office.

Scholastic Honors

To encourage scholarship and culture, the following scholastic honors are recognized at Wheaton College:

DEAN'S LIST HONORS. Awarded each semester to students carrying 12 or more hours and

making an average of 3.5 or higher.

HONOR SCHOLARSHIPS. Honor scholarships, providing \$1,500 toward the following year's tuition, are granted to students earning the highest grade point average in the freshman, soph-

omore, and junior classes, respectively. To qualify, a minimum year average of 3.8 must be earned with a 16 credit hour load each semester.

GRADUATION HONORS. Academically outstanding seniors receive graduation honors. To

graduate cum laude, a student must have earned at least a 3.5 grade point average at Wheaton; magna cum laude, at least a 3.7 average; and summa cum laude, a grade point average of 3.85.

Honor Societies

WHEATON COLLEGE SCHOLASTIC HONOR SOCIETY. The faculty each year selects a limited number of students for membership in the Scholastic Honor Society. Selection is made on the basis of high scholarship, Christian maturity, and general promise. Students selected are given the honor key or pin as a badge of membership.

ALPHA KAPPA DELTA, the national sociology honor society is open to students of sociology (majors and minors) in recognition of high achievement. The name of the honorary denotes its purpose: social research for the purpose of service. AKD sponsors meetings and activities for interested students.

ETA BETA RHO is a national honor society for the recognition of outstanding ability and attainment in the Hebrew language and literature.

LAMBDA ALPHA, Illinois Beta Chapter is a national honor society for the recognition of and promotion of excellence in the study of anthropology. It is open to Sociology/Anthropology majors and Anthropology minors.

LAMBDA IOTA-TAU is a national honor society for the recognition and promotion of excellence in the study of English and foreign literature.

OMICRON DELTA EPSILON is a national honor society for the recognition and promotion

of excellence in the study of economics.

PHI SIGMA TAU, Illinois Beta Chapter, is open to students who have a live interest in philosophy and who have done superior work in at least two philosophy courses. Its varied program includes off-campus speakers as well as the discussion of papers prepared by members.

PI GAMMA MU, the Illinois Eta Chapter, is open to students having high standings in subjects in the social science field.

PI KAPPA DELTA is a national honor society in forensics to provide recognition for achievement in the speech arts with emphasis on intercollegiate competition in debate, individual public speaking, and oral interpretation. Opportunity is provided for the student to advance through five ranks of achievement.

PSI CHI is the national honor society in psychology. An affiliate of the American Psychological Association, its purpose is to encourage, stimulate, and maintain scholarship in the science of psychology.

SIGMA PI SIGMA is a national honorary physics society. The standards for membership in the local chapter are high scholarship, a life consistent with the ideals of Wheaton College and a genuine interest in physics. Any student taking a second upper-division physics course may be considered for membership.

Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester and at the end of summer school. The following policy will be used to determine academic status.

Academic Warning — When a student's grade point average for a semester is below 2.00 but the cumulative average is above the academic status scale requirement, the student will be placed on academic warning for the following semester. This action is not recorded on the student's academic record.

Academic Probation — When a student's cumulative grade point average falls below the appropriate level of good standing on the academic status scale, the student will be placed on academic probation for the following semester. Any full-time student who fails to pass 12 semester hours or to make a 1.25 average in any semester may be placed on academic probation. Any part-

Academic Probation/Dismissal

time student (enrolled for less than 12 credits during a semester) who fails to pass three-fourths (3/4) of the credits in which he/she was enrolled or to make a 1.25 average in any semester may be placed on academic probation. Academic probation status is recorded on the student's record. Students on academic probation cannot participate in intercollegiate athletics. Continued participation in other extracurricular activities shall be subject to the approval of the Student Development Office.

Academic Status Scale

Hours Attempted*	Good Standing
1-19	1.70
20-39	1.80
40-59	1.90
60-above	2.00

*Including transfer credits

Continuation of Academic Probation — If for the probationary semester the student's grade point average is above the academic status scale but the cumulative average is still below the

academic status scale, the student may be continued on academic probation.

Removal from Academic Probation — A student will be removed from academic probation at the end of the semester when the cumulative grade point average meets the academic status scale.

Academic Dismissal — A student on academic probation whose grade point average for the probationary semester is below the academic status scale is subject to academic dismissal. Full-time students whose cumulative grade point average meets the academic status scale but who fail to pass 12 hours for two consecutive semesters are also subject to academic dismissal. Part-time students who fail to pass three-fourths (3/4) of the total credits attempted at Wheaton College are also subject to academic dismissal. Students dismissed may apply for readmission after one year has elapsed. When applying for readmission, the student will be asked to present evidence of potential academic success.

Appealing Academic Dismissal — A student who wishes to request an exception to a dismissal status must do so within three days from the time

the dismissal notification (written or verbal) is received. The student must file a written petition with the Registrar's Office stating the reasons for the appeal. The appeal will be acted on by the Petitions Committee of the College.

Financial Aid Status — Students must maintain satisfactory academic progress in order to receive financial aid. When a student is placed on academic probation status, financial aid will still be awarded. When a student qualifies for academic dismissal, financial aid will not be awarded. If, therefore, a student appeals a dismissal status and the appeal is granted, the student will be allowed to enroll on a probation status but cannot receive financial aid.

If a student who has been dismissed applies at a later date for readmission and the application is granted, the student will enroll on a probation status but will not be eligible for financial aid until the dismissal conditions have been remedied. The normal expectation is that the dismissal conditions would be remedied at another acceptable college by repeating courses in which low grades were received at Wheaton.

Academic Transcripts

All requests for academic transcripts must be made in writing to the Office of the Registrar. Transcripts will not be released to currently en-

rolled students and former students who have not paid their college bills in full or who are delinquent in loan repayments.

Pre-Professional Programs Assistance Health Professions

The Health Professions Committee, comprised of members of the Science and other departments, works closely with students who are interested in any of the health fields. Career information and counseling are provided to assist students in selecting courses, preparing for required admissions tests, and applying for admission to professional schools. All students interested in a health profession should initiate contact with the Health Professions adviser early in their studies.

Pre-Law

Wheaton, following the advice of most law schools today, offers no prescribed pre-law curriculum. Instead, students are urged to take full advantage of the opportunity for a broad liberal arts education. This means self-tailoring a rigorous program which will develop a student's cognitive faculties for analysis, reading comprehension, and written and oral expression. A diligent student will find such an education attainable in virtually

In its recommendations, the Health Professions Committee considers academic ability and personal qualities such as maturity, motivation, leadership, breadth of interests, and potential for personal growth. Each student is given the opportunity for an internship experience and is required to prepare a self-evaluation. See the Science Area Programs section of this catalog for additional information.

any major through careful course selection.

Although the absence of a required curriculum allows pre-law students to pursue a broad education, students often have little exposure to their future occupational field. Wheaton helps these students by having pre-law advisers available for counsel, offering several law oriented courses each year, hosting speakers from the legal field, and providing internship experiences.

Experiential Learning At Wheaton College

Special Programs

In addition to the on-campus coursework available, the College has several off-campus programs affording experiential education opportunities. These programs complement the activities of the traditional classroom experience with its focus on reading, writing, and research, by providing exposure to environments, peoples, and resources not available on campus. Each program maintains the standards of excellence in the College's liberal arts curriculum, while extending the learning be-

yond the classroom and campus community. Most programs involve on-campus preparation for field experiences prior to entering the actual field site. Students interested in these experiential programs are encouraged to inquire about them early in their academic planning to ensure timely involvement and appropriate academic credit. Refer to departmental course listings to identify internship, practicum and other field experience courses.

Honey Rock/High Road

High Road Wilderness Program

Recognizing that students have a desire for challenging experiences and self-discovery, the College has made available a two and one-half week wilderness adventure experience on a voluntary basis since 1969. Although freshmen and transfers are particularly encouraged to enroll in the special program preceding fall orientation, upperclassmen and graduate students may participate in this credit course each May.

This program, based at the College's Honey Rock Camp in northern Wisconsin, provides a rugged, leadership development experience designed to test one's inner strength, provide self-discovery, strengthen interpersonal skills, and bring about personal growth, especially in rela-

tionship with Jesus Christ. The following activities provide the medium for learning: backpacking, biking, canoeing, rappelling, rock climbing, running, ropes course, solo experience, service project, required reading including study of Scripture, keeping a journal, and group dialogue.

Two hours or four hours of credit are granted for this intensive course, which is both academic and experiential in nature. Freshmen are granted 2 hours of Social Science credit. Four hours of credit for Adult High Road courses is offered in Physical Education, Educational Ministries, or Christian Education.

Honey Rock Camp

Located at Wheaton College's Northwoods Campus in Wisconsin, the Honey Rock/High Road experiential learning programs provide unique opportunities for leadership development and ministry. The programs operate year-round and provide a wide diversity of enriching experiences for students and interns. The student programs include the Wilderness Leadership Practicum, Summer Leadership School, Outdoor Education Program, and Winter Ministries Practicum.

The summer semester is offered with up to 15

hours of credit available in Physical Education, Christian Education, Education, Bible, Environmental Science, Psychology and in graduate work within the department of Educational Ministries. The Winter Ministries Practicum is offered spring semester and up to ten hours of credit are available. Participants plan and implement retreat programs. Internships are offered in Economics/Business, Art, Education, and Communications, as well as Psychology, Christian Education, and Physical Education.

Human Needs and Global Resources

The Human Needs and Global Resources (HNGR) Program focuses on theories and problems of holistic (spiritual, physical, psychological, etc.) development in the Third World from a multi-disciplinary perspective. The program con-

sists of on-campus coursework and a six-month internship with an organization involved in holistic development work in the Third World. For additional information see the Human Needs and Global Resources section of this catalog.

Army Reserve Officer Training Corps (ROTC)

Service in the government of the United States is a worthy calling, deserving due consideration by those persons entering the secular marketplace. An understanding of Government service as represented by the Army ROTC program is considered to be a valuable supplement to the Wheaton College curriculum and is supportive of

the aims of the college. In order to benefit from the on-campus government presentation, it is recommended that students, preferably during their freshman year, complete one or more courses in Military Science. For additional information see the Military Science section of this catalog.

Black Hills

At the Wheaton College Science Station in the Black Hills, South Dakota, a summer program of studies is conducted in biology, botany, ecology, geology, and zoology providing 8-10 semester

hours of academic credit. Programs are designed for any students to meet their general education requirement as well as for advanced students in biology and geology majors.

Aspen

Wheaton-in-Aspen (Colorado) offers a unique experience for students in the Conservatory of Music. Regular course work is supplemented by the resources of the Aspen Music Festival, one of the world's busiest summer music centers. Celebrated artists from around the world

perform in more than 60 concerts, as well as master classes and open rehearsals. A variety of cultural events and weekly hikes into the surrounding alpine country contribute to an unusually rich environment for learning. Eight semester hours of credit may be earned.

East Asia

This eight-week summer program is an interdisciplinary area study of the peoples and cultures of East Asia: Chinese, Japanese, and Korean. The study focuses on the historical, social, and religious aspects of East Asian civilization. The academic work is supported by numerous field trips

and guest lecturers during visits to Taiwan, the People's Republic of China, South Korea, Japan, and Hawaii. Class work, interdisciplinary study, and field trips are offered in the areas of history, religions, and political science.

England

Wheaton-in-England is a summer program located at St. Anne's College, of the University of Oxford, where, after a preliminary period on campus at Wheaton and several days in London, participants live and study English literature. Students may acquaint themselves with the British

people and culture through regular field trips and excursions to cities and historical sites around England and by attending local churches and gatherings. Facilities and lectures of Oxford University are integrated with courses taught by faculty of Wheaton's Department of English.

France

Summer study in France is sponsored by the Department of Foreign Languages. Courses are offered in French language, literature and civilization for both language majors and non-majors. Language courses are taught by native French

professors. Cultural visits and courses center on Paris, the Loire Valley, Provence and Normandy. Short internships with Christian organizations may be arranged.

Germany

Summer study in Germany is sponsored by the Department of Foreign Languages. This program provides courses in German language, literature and civilization for both language majors and non-majors. All language courses are taught by

native German professors. Academic work is located in Cologne and Stuttgart and is supported by field trips to Amsterdam, Aachen, Bonn, Heidelberg, Ludwigsburg, the Black Forest and the Swiss Alps.

Holy Lands

The Wheaton in the Holy Lands Program is conducted by the Department of Biblical Studies of Wheaton College and the theological faculty of the Graduate School in cooperation with the Institute of Holy Land Studies in Jerusalem.

Course work and field trips combine to make the study meaningful in areas of biblical and archaeological studies. Credit earned in the Institute of Holy Land Studies is granted by Wheaton College for work applicable to the Wheaton program.

International Study Program

This program is designed to give students a distinctive opportunity to study in an international and cross-cultural context. Courses are offered in the field of economics and political science. An essential purpose of the program is to facilitate the

integration of academic work with field travel in Western Europe along with opportunities for contact with European academic, governmental and business leaders.

Washington, D.C.

Wheaton-in-Washington is a summer program sponsored by the Department of Political Science. The program offers a combination of on-campus study at Wheaton and living in the nation's capital. The Washington experience in-

cludes briefings with leaders and learning about job opportunities on Capitol Hill, with interest groups, and government agencies. There is a close integration of classroom and field experience. Up to eight semester hours of credit may be earned.

Internships

As early as the sophomore year, students are encouraged to consider the possibility of completing an internship for academic credit towards their selected major. An internship is a work-related learning experience which is incorporated into a student's academic program. It gives the student an opportunity to integrate theoretical learning in a major area of study with actual work experience. It is intended to enhance your educational goals, expand your job skills, and guide your career decisions.

The internship may be completed for 2-8 credit hours under the supervision of a faculty adviser, an employer supervisor, and the assistance of the Coordinator of Internships. Involvement in an internship begins with attendance at a pre-internship seminar, offered early in the fall and

spring semesters. This seminar introduces students to the internship process at the College and assists students in planning for an internship. Students should plan to attend one of these seminars one to two semesters prior to enrollment in an academic internship. Support for identification and selection of internship sites is provided by the Coordinator of Internships, housed in the Career Development Center, and the individual academic departments. Participation in an internship includes the support of a mid-term seminar to ensure a successful work/learning experience and the opportunity to address ethical issues in the workplace. Individual academic departments should be consulted to determine other specific requirements of completing an internship.

Cooperative, Coalition and Consortium Programs

Cooperative programs are available in social science at American and Drew Universities, a European Seminar conducted by Gordon College, and an American Studies Program of the Christian College Coalition in Washington, D.C.

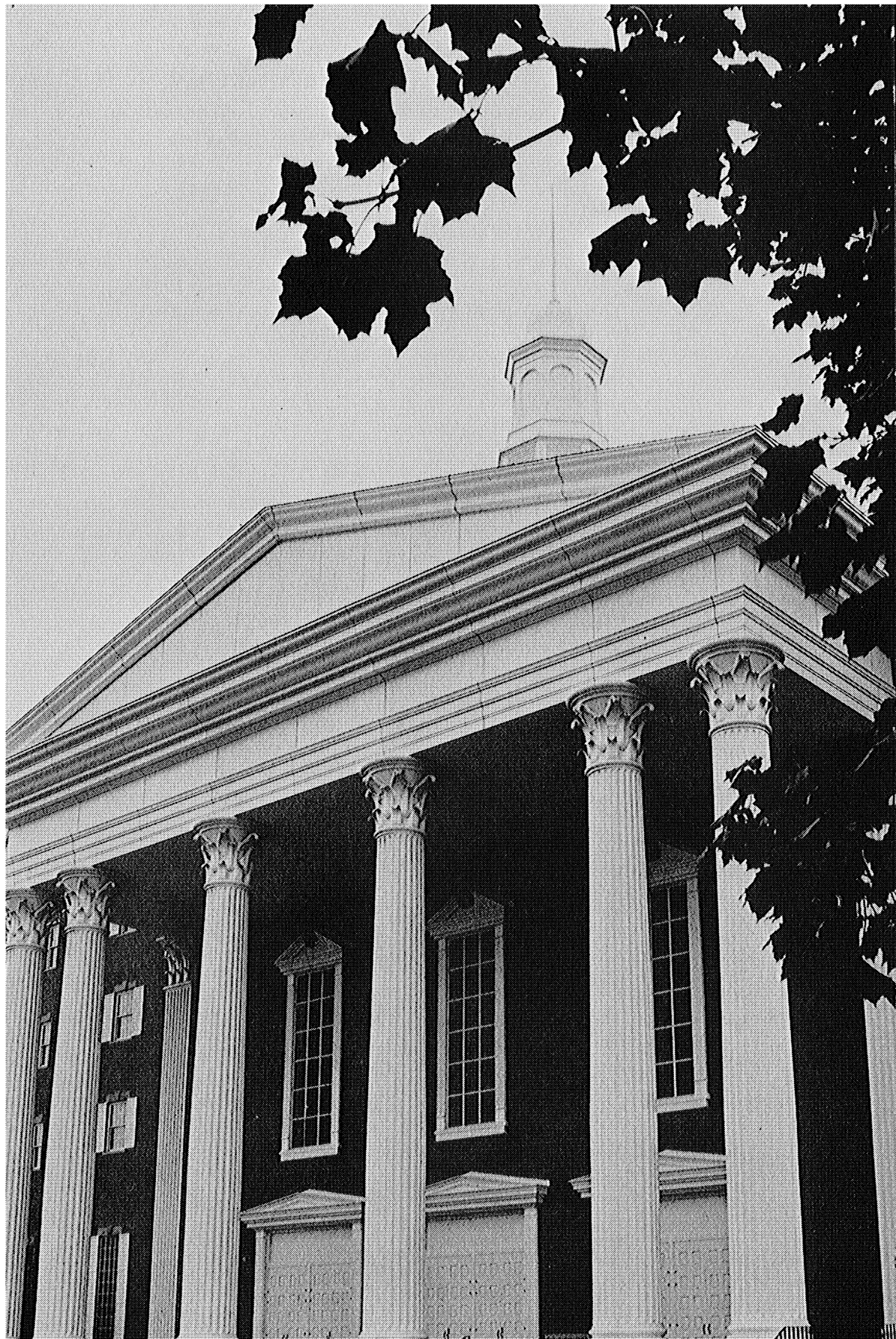
Wheaton is a member of the Christian College Consortium. The purpose of the Consortium is to provide for helpful sharing among the member colleges and the implementation of needed cooperative programs. Consortium programs are designed to reinforce the unique purposes of member institutions, with primary consideration given to the implications and imperatives of the Christian world and life view in higher education.

Consortium activities are planned to increase learning opportunities for students by bringing special programs to campus and by creating the opportunity for students to enroll with ease in

special programs at other Consortium colleges. The Registrar of each institution has information regarding the Consortium Visitor's Program.

The American Studies Program is sponsored by the Christian College Coalition in the nation's capitol. This work/study opportunity is based upon the principle of integrating faith, learning and living while participating in an academic seminar program. A wide variety of internship opportunities exists in the Washington area through this program. Contact the Registrar's Office for information.

Students can enroll in a fall semester community learning study program through the Oregon Extension of Houghton College which examines contemporary life and thought from a highly integrative, cross-disciplinary Christian perspective.



Graduate school admissions, academic policies and procedures.

A decision to continue your professional education beyond a bachelor's degree involves several important considerations. It indicates a commitment of significant time and resources, often at considerable sacrifice. At Wheaton we understand and appreciate that level of commitment. We are determined to meet the expectations of such a commitment by providing the best possible opportunities for intellectual stimulation and growth, professional training, and interaction with highly competent faculty. You'll join experienced professionals, recent college graduates, and internationals in practical programs which are founded upon Scripture and the process of integrating Christian principles with all learning and experiences.

The graduate programs at Wheaton reflect our desire to prepare students for responsible service and effective leadership. After graduation you will find that your practical professional studies will allow you to handle even the most difficult assignments and responsibilities with confidence and boldness. Your preparation at Wheaton will be an important step toward a future of rewarding challenges.

We expect our graduates to make a positive and high quality contribution to society. We, in turn, will work together with you in order to develop your potential to its fullest.



Stephen L. Southern



Graduate Education

Graduate studies at Wheaton College lead to a Master of Arts degree in six areas: Bible and Theology, Communications, Clinical Psychology, Educational Ministries, Interdisciplinary Studies, and Missions/Intercultural.

A non-degree Certificate of Advanced Bibli-

cal Studies program is available for students seeking to develop their biblical background at the graduate level without pursuing the full M.A. program. A certificate program in Chinese Studies is also available.

Graduate Admissions

Building from its historic liberal arts base, Wheaton College offers several graduate programs which aim at the professional education of its students. Regardless of their professional or academic focus, the graduate programs at Wheaton College endorse the importance of a broadly based liberal arts education as the optimal preparation for graduate study at the College.

Students who are selected for admission to Wheaton College Graduate School should evidence a vital Christian experience, personal integrity, social concern, and academic ability. The College seeks students who desire a commitment

to the educational outcomes valued by the graduate departments. These values include:

1. Commitment to the centrality of the Word of God.
2. Preparation in one of the distinct departmental disciplines.
3. Commitment to liberal arts study within the Christian evangelical framework.
4. Integration of the content (as well as the skills and attitudes) of the chosen discipline with theological foundations.
5. Sensitivity to the special needs of the evangelical community.

Admission Requirements

Applicants are required to have completed a bachelor's degree from a regionally accredited college or university at a level indicative of quality scholarship (a 2.75 grade point average on a 4.00 scale). Students from approved international colleges and universities are also required to have completed the equivalent of a U.S. bachelor's level degree program. Applicants from nonaccredited programs may be admitted on a special provisional basis with possible deficiencies and will be considered for full admission to degree program on an individual basis. Students who have not completed a bachelor's degree may also be considered for admission on a provisional basis. Each applicant's case will be considered on its own merits. All entering students must have facility adequate to complete graduate work with reading, writing, speaking and listening in English to begin their degree work.

Optimal preparation of graduate study at

Wheaton will be achieved by the student who has taken undergraduate course work in the Humanities, Social Sciences, Natural Sciences and Mathematics, and Foreign Languages. This type of course work forms the core of a liberal arts education. These liberal arts studies are recommended for all entering graduate students. The Theological Studies courses required of all students presuppose some basic exposure to the Humanities and Sciences.

Each of the departments of the Wheaton College Graduate School maintains its own requirements for admission beyond the completion of a U.S. bachelor's equivalent (see requirements for separate departments). Each of the graduate departments, however, recognizes alternative means of meeting their prerequisites. Individual evaluations of special cases will be based upon both formal and informal learning experiences.

Biblical Foundations

The central integrative element of the graduate program is a sound biblical foundation in all areas of study. Because of this emphasis, applicants are expected to demonstrate sufficient knowledge in the areas of Old Testament, New Testament, and Theology. Students can meet this requirement by courses taken in each area prior to matriculation, by passing proficiency exams dur-

ing registration week, or by taking the appropriate undergraduate quad-courses for Proficiency Enrollment in the first semester of residence. A student will not be admitted to candidacy status until this requirement is met. Further information is available upon request from the Graduate Admissions Office (312-260-5195).

Admission Procedure

In addition to the application for admission and a \$20.00 nonrefundable application fee, the following materials are required:

1. Official transcripts of all academic work taken since high school graduation.
2. Recommendations from the applicant's pastor, an employer or professional acquaintance, and an academic adviser or college professor under whose guidance the applicant has pursued studies.

3. Scores from the Graduate Record Examination general test. With the exception of those applying to the Communications program, GRE scores are not required from applicants already holding a post-graduate degree or whose baccalaureate degree was earned more than five years ago. All applicants to the Communications department are required to submit GRE scores. Information concerning this examination may be obtained by requesting the GRE

Bulletin from the Educational Testing Service, Box 955, Princeton, NJ 08540. In lieu of scores from the Graduate Record Examination, test scores may be submitted from Miller Analogies Test (MAT).

4. Applicants who are granted admission must confirm their acceptance by submitting an advance deposit (see section on Advance Deposit).

Application Deadlines

All applicants are encouraged to follow the calendar of deadlines. Exceptions to the following dates will be considered upon written request.

Fall Semester June 1
Spring Semester November 1

Summer School March 1
NOTE: Clinical Psychology majors are admitted only for the Fall, and the application deadline for this program is March 1.

Advance Deposit

A non-refundable advance deposit of \$100 must be submitted with the applicant's reply accepting admission to the Graduate School. This will be credited toward tuition when the student enrolls.

Deadlines for submitting the advance deposit are as follows:

Fall Semester: July 1
Spring Semester: December 1
Summer School: April 15

Classification of Students

Regular Students include all applicants who are admitted to the Graduate School for a degree program. Only regular graduate students may become candidates for a degree.

Special Students are those applicants who are not planning to work toward a degree. Only 12 hours taken as a special student can apply toward a degree if the student applies later as a regular degree student. The Graduate School is not obli-

gated in any way to accept a special student for degree status.

An Auditor is a student attending graduate classes for personal enrichment and not for academic credit. Auditors must file the appropriate application form with the Graduate Admissions office, register as an auditor and pay the audit fee. Audited courses are not included on a student's academic transcript.

International Students

Qualified international students of high scholastic standing are invited to apply for admission to the Graduate School. Applications (except for Canadians) will be accepted for the Fall semester only. Those applying for a Billy Graham Center Scholarship should submit an application for admission to the Graduate Admissions Office by January 1. The final deadline for international student applications is April 1.

The following requirements apply to all international students and to U.S. resident aliens whose native language is not English.

Three test scores are required. The tests and our minimum requirements are outlined below.

TOEFL (Test of English as a Foreign Language)	550
TSE (Test of Spoken English)	2.0
TWE (Test of Written English)	4

This test is included in certain administrations of the TOEFL

Scores must be no more than two years old. Exceptions will be made in the following instances **only**:

1. The student is a citizen of Great Britain, Australia, Canada, or the British West Indies and is a native speaker of English.
2. The student has studied in one of the countries mentioned above, or in the U.S., within the past three years and has a good academic record at the school attended.
3. The student has a recent TOEFL score (less than two years old). In this case the student will not be required to retake the TOEFL/TWE. Special arrangements may be made to take a written exam. The TSE may also be required at the discretion of the Admissions Office.

For information on the TOEFL, write to: Test of English as a Foreign Language, CN 6151, Princeton, NJ 08541-6151, USA. For information

on the TSE, write to: Test of Spoken English, CN 6157, Princeton, NJ 08541-6157, USA.

In order for the applicant to receive the Certificate of Eligibility (Immigration form I-20) required by all foreign students entering the United States, the **following conditions must be met:**

1. The applicant must be formally admitted to the Graduate School in a designated area of study.
2. The applicant must demonstrate adequate financial support for the entire length of study.
3. An applicant with dependents must show that adequate financial resources are available for the support of those dependents. We normally expect spouses to accompany their wives or

husbands who have been accepted for graduate study. Where this is impractical, we will consider exceptions based on a written explanation from the admitted student.

4. Except for Canadians, foreign applicants outside the continental United States whose sponsors are not U.S. citizens will be required to submit an advance deposit for tuition and living expenses. Further inquiries may be directed to the Financial Aid Office.

When these conditions have been met, the Certificate of Eligibility (I-20) will be issued to the student. Under no circumstances should an applicant prepare to arrive in the United States until granted final acceptance and, where necessary, financial aid.

Readmission

Students who have been absent from the Graduate School for one semester or more must file a supplemental application with the Graduate Admissions office for readmission. An additional \$100 advance deposit will be required. A student who has attended other institutions since leaving Wheaton must also submit transcripts of credit

earned. If a student reapplies to return to Wheaton after an absence of eight years or more, the requirements listed in the catalog for the year of readmission must be met for graduation. Credits taken at Wheaton or elsewhere more than eight years prior to readmission may not be allowed to apply toward degree requirements.

Academic Requirements

Upon satisfactory completion of the requirements for graduation, Wheaton College confers upon the student the degree of Master of Arts.

A student is subject to the requirements listed in the catalog for the year in which the first enrollment occurred or to the requirements of a subsequent catalog under which the student is enrolled. All requirements must be met, however, under the same catalog.

A student who completes degree requirements in December, May or in the summer may participate in the annual May Commencement and will receive the diploma when all requirements are finished.

In a graduate school setting, research is of

critical importance. The student is expected not only to reach a certain level of expertise in a chosen field of interest but also to contribute to the ever-expanding fund of knowledge that this field encompasses. The research involved in that contribution is to be of the highest order in terms of theory as well as technique, with excellence at every stage as its proximate and ultimate goals. It is only as such standards are applied and such results attained that the term "graduate" can be properly used to describe an educational experience. For this reason research projects, theses and internships are an integral part of the graduate program.

Graduation Requirements

The following requirements must be met for graduation.

1. A minimum of 6 semester hours must be taken in Bible and Theology courses. The courses are to be selected from the approved list noted later in this section of the catalog.
2. A cumulative grade point average of 3.00 must be maintained for all courses taken which apply toward the degree.
3. The requirements for courses for one specific graduate program must be satisfactorily completed. Specific requirements for the graduate programs are stated in the Academic Department and Courses section of this catalog.
4. At least 75% of the total hours required for a degree program must be taken from Wheaton

College. With department approval, up to 25% of the program can be graduate level transfer or extension credit, including courses taken from the Wheaton College extension program. Courses in which the grade was lower than B cannot be transferred. Grades from transferred courses are not used when determining a student's cumulative grade point average at Wheaton. Courses which were previously used toward another graduate degree cannot be transferred. Courses taken more than 8 years prior to enrollment at Wheaton may not be transferable. Students must complete their last semester of study at Wheaton.

5. Students must meet the Biblical Foundations requirements in Old Testament, New Testa-

ment and Theology. This requirement can be met by having previously taken overview courses in these areas, by taking and completing appropriate extension courses in these areas, by taking and completing appropriate extension courses prior to matriculation, by passing proficiency examinations given during orientation, or by taking the appropriate undergraduate quad courses during the first semester of residence. Detailed information concerning the proficiency requirement, including study suggestions, is available from the Graduate School Admissions Office.

6. Candidacy status must be attained by the time 20 or 28 hours toward the degree have been completed. See the candidacy section of this catalog for specific requirements.
7. Some programs require that a comprehensive examination must be taken and successfully passed.
8. An Application for Degree must be filed with the Registrar's Office according to announced deadline dates.
9. All work for the Master of Arts degree must be completed within five years from the date of entrance if done in regular academic sessions.

Candidacy

Students must submit an Approved Master's Degree Program form for candidacy status after 12 semester hours taken at Wheaton have been completed. Candidacy status must be attained by the time 28 total degree hours are completed for the Clinical Psychology, Educational Ministries, and Interdisciplinary Studies programs, and by the time 20 total degree hours are completed for all other programs. *Students who are not accepted into*

candidacy by that point in their program cannot register for additional degree courses without special permission.

To receive candidacy status students must have met the biblical foundations requirements, have completed all program deficiency and prerequisite courses, have at least a 3.00 grade point average, and have a recommendation from the department in which the program is being taken.

Biblical and Theological Studies Requirement

All students are required to take at least 6 semester hours from the following courses, one of which must be from Category I:

Category I (4-hour courses)

- 539 Old Testament Theology
- 547 Life and Teachings of Jesus
- 548 Life and Teachings of Paul
- 549 New Testament Theology
- 553 New Testament and Early Christian History
- 564 Principles of Interpretation
- 565 Christian Theology
- 569 Christian Traditions

- 576 Survey of Church History
- 581 The Reformation

Category II (2-hour courses)

- 535 Prophets and Prophecy
- 541 Old Testament Criticism
- 543 New Testament Criticism
- 567 Nature and Ministry of the Church
- 568 Theology of Communications
- 574 Contemporary Theology
- 561 Theology of Human Existence
- 562 Worship

Graduate programs leading to the Master of Arts degree are offered in six areas of study:

- Biblical and Theological Studies
- Communications
- Clinical Psychology
- Educational Ministries
- Interdisciplinary Studies
- Missions/Intercultural

Requirements, program concentrations, and course offerings for each of these programs are listed in the Academic Departments and Courses section of this catalog.

Graduate Programs

The graduate programs are arranged to allow maximum flexibility for each student to individualize a program to best meet the student's interests and goals. A student can develop a program in a variety of concentrations within these six broad areas of study.

In addition to the degree programs, a non-degree Certificate of Advanced Biblical Studies program is available for students seeking to develop their biblical background at the graduate level without pursuing the full M.A. program.

Academic Information

Orientation

To help incoming students make the adjustments that come with the beginning of graduate studies, the staff at the Wheaton Graduate School organizes a full calendar of orientation activities

each semester. These activities are designed to familiarize the student with the campus, faculty, and peers and to provide an atmosphere of Christian love and fellowship.

Registration

Students must be officially registered for all courses in which they receive credit. Admitted and readmitted students are to register on the

registration day indicated in the college calendar. After the official registration day, a late registration fee is charged to the student.

Advance Registration

Students who expect to enroll in subsequent semesters must complete advance registration dur-

ing the scheduled time. Financial accounts must be paid before students may advance register.

Schedule Changes

Schedule changes should be made during the first week of the semester. Full semester courses may be added through the second week of the semester with the instructor's approval. (For quad courses and other deadlines, see Registrar's Calendar.) Full semester and quad courses may be dropped without a grade during the first three weeks of the semester. After that time a student withdraws with a W grade. Full semester courses may be dropped through the 12th week of the

semester; quad courses through the 6th week.

To drop a course, each student must submit the appropriate form to the Registrar's Office. The student's transcript will indicate a grade of W (withdrew) for such withdrawals after the third week of classes. Students who do not officially drop classes will automatically be assigned a grade of F (failed) by the instructor. Refunds will be given according to the schedule listed in the Financial Information section of this catalog.

Thesis/Project

Candidates writing a thesis or creative project must sign up for this course in their last semester in residence and pay the appropriate fee. Registration to continue work on a project or thesis is required in each succeeding semester until

complete. A continuation fee is charged, payable at the beginning of each semester in the appropriate departmental office. If registration for a thesis/project is not kept active each term, a re-entry fee will be charged to reinstate the student.

Audits

Any student carrying a full-time academic schedule (12 or more semester hours) may audit one course without charge by filing an approved audit application at the Registrar's Office. No credit is given for audited courses and the courses are not recorded on the student's academic record. Part-time graduate students auditing graduate

courses are charged a special audit rate.

The audit privilege for a full-time graduate student may be used by the student's spouse if the student is not auditing a course. Application for a spouse audit is made through the Graduate Student Development Office.

Course Load

To be classified as a full-time student, a student must be enrolled for at least 12 hours per semester. A full-time load for a four-week summer session is considered to be a minimum of four hours. Students desiring to enroll in more than 16 hours per semester must have the approval of the department chair. Since many graduate students

work part-time or full-time, they should carefully consider their academic course load in relationship to the number of hours they must work. Students should consult with their adviser concerning the number of credit hours to register for each semester.

Advisers

The chair of the department, or a member of the faculty designated by the chair, will advise students concerning their program. Only those

courses approved by the student's adviser may be used toward the master's degree.

Grading System

Eight grades are given for passing work, with significance as follows: A, outstanding; A-, superior; B+, very good; B, satisfactory; B-, C+, C, acceptable but below average; P, satisfactory. B is the acceptable norm for graduate school study.

Grade points are granted on the following basis:

A 4 grade points per hour
A- 3.7 grade points per hour
B+ 3.3 grade points per hour
B 3 grade points per hour
B- 2.7 grade points per hour
C+ 2.3 grade points per hour

C 2 grade points per hour
F 0 grade points per hour
P Pass (B- or better); not computed in grade point average

A student should resolve any questions about grades as soon as possible after grades have been received. A student has 4 months from the day grades are issued to question the grade earned. After that date grades will be considered final. Within the 4-month period, a grievance by the student should be resolved with the instructor of the course.

Incomplete Grades

An *incomplete grade (INC)* may be assigned only for deficiencies as the result of illness or situations beyond the control of the student and not because of neglect on the part of the student. An incomplete grade must be made up by the end of the sixth week from the end of the semester or summer session in which it was received. At the time the incomplete is given, the professor will submit a grade that should be given if the incomplete is not finished by the sixth week. The six-

week time limit can be extended only by special permission of the Registrar and the instructor.

An *In-Progress (IP) grade* will be given when work cannot be completed by the end of a semester for non-classroom independent course work such as an Independent Study, Internship, Thesis or Creative Project. The completion deadline for finishing the work in order to receive a grade will lie with the professor. Incomplete grades will not affect the student's grade point average.

Pass/Fail

This privilege may be granted for general undergraduate deficiency courses, or elective courses not used for the M.A. degree. In each case the student will need the approval of an adviser and the instructor of the course before the pass/fail option is granted. Students entering with an undergraduate deficiency in Bible must take the courses for a letter grade. Although this work will

not be included in the student's grade point average if the letter "N" follows the catalog number, it will appear on the permanent record. Under the pass/fail option a student must receive a regular grade of B- or better in order to receive a pass "P" grade in a graduate course. Therefore, the possible grades for the course are P, C, or F.

Integrity of Scholarship

A community of teachers and students recognizes the principles of truth and honesty as being absolutely essential. It is expected that these principles will be rigorously followed in all academic endeavors including the preparation of class reports and papers, and in taking examinations. This assumes that all work will be done without

unauthorized aids by the person who purports to do the work. Cheating in any form may be considered sufficient grounds for suspension from the College. A copy of a more detailed academic honesty policy is available from the Student Development Office.

Graduation Awards

Each year several graduates are selected by various departments to receive special recognition for unusually meritorious achievement. The

awards take into consideration academic excellence, professional competence, and moral and spiritual character. The awards are:

The Mary and Lois LeBar Award in Educational Ministries
 McGlathery Award in Communications
 Norton Award in Missions/Intercultural Studies
 Rech Award in Psychological Studies
 Rebecca Price Award in Educational Ministries

Schultz Award in Old Testament Studies
 Tenney Award in New Testament Studies
 Theology, Church History Award
 Waterman Award in Old and New Testament Studies

Withdrawal from Graduate School

A student who leaves the Graduate School during an academic term must officially withdraw from all classes as well as secure approval from appropriate campus offices. Only those students who follow these procedures and return all appropriate documents to the Registrar will be classified as withdrawn in good standing. Withdrawal forms are obtained from the Graduate Student Development Office. For refund information see the Financial Information section of this catalog.

A student who leaves the college during the semester without obtaining permission to withdraw will be administratively withdrawn and may forfeit all fees or deposits paid to the college.

If a student is asked to withdraw or is dismissed for disciplinary reasons, grades of "W" will be recorded on the transcript for courses in which the student is enrolled. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

Academic Probation/Dismissal

Students are expected to pass enough hours and maintain a grade point average sufficient to be considered as making satisfactory academic progress. A student's academic status will be checked at the end of each semester and at the end of summer school.

When a student's cumulative grade point average falls below 3.00, the student will be placed on academic probation for the following semester of enrollment. Any student who fails to pass three-fourths of the credits in which he/she was enrolled may also be placed on probation.

During the probationary semester, the student must receive a semester grade point average of 3.00 or higher in order to be continued on probation. When the student's cumulative grade point average reaches 3.00, the probationary status will be removed.

If the student's semester grade point average for the probationary semester is below 3.00, the student is subject to academic dismissal. Students dismissed may apply for readmission after one year

has elapsed. A student who wishes to appeal a dismissal status must do so within three days from the time the dismissal notification is received.

Students must maintain satisfactory progress to receive financial aid. When a student qualifies for academic dismissal, financial aid cannot be awarded. If, therefore, a student appeals a dismissal status and the appeal is granted, the student will be allowed to enroll on a probation status but will not receive financial aid. If a student who has been dismissed applies at a later date for readmission and the application is granted, the student will enroll on probation status but will not be eligible for financial aid until the dismissal conditions have been remedied.

*Graduate students who still have athletic eligibility for an undergraduate athletic team cannot participate in intercollegiate athletics if they are on academic probation.

Academic Transcripts

All requests for academic transcripts must be made in writing to the Office of the Registrar. Transcripts will not be released to currently en-

rolled students and former students who have not paid their college bills in full or who are delinquent in loan repayments.

Extension and Continuing Education

The Extension and Continuing Education department offers a number of graduate-credit and non-credit courses through extension. Through carefully designed teaching packages, non-resident students may take graduate courses anywhere, anytime.

The courses are taught by current and former Wheaton College graduate faculty and can be used

to earn full graduate credit. Persons desiring to study the courses without receiving credit may purchase courses on a "materials only" basis. A limited number of credits earned by extension may be applied toward a master's degree at Wheaton College.

The course lectures are contained on audio cassette tapes. An instruction manual accompa-

nies these tapes. Required textbooks for the courses are available through the College bookstore. Students taking extension courses for credit will have assignments and examinations to complete and will receive a grade for the course when all assignments are completed.

Enrollment in an extension course does not imply admission to a Wheaton College graduate program.

The following courses are available by extension:

Management of Christian Organizations
 Audience Psychology and Behavior
 Principles of Survey Research
 Contextualization (Communicating the Gospel Cross-Culturally)
 Educational Planning for Cross-Cultural Ministries
 Principles of Community Development
 Theories and Principles of Counseling
 Hermeneutics (The Theory and Principles of Biblical Interpretation)
 Systematic Theology
 Life and Teaching of Jesus

Life and Teaching of Paul
 Old Testament Overview*
 New Testament Overview*
 Overview of Theology*
 Christianity and Marxism*

*Credit is not given for these overview courses.

For more information contact:
 Wheaton College
 Extension and Continuing Education
 Wheaton, IL 60187
 (312) 260-5944

Note: Once a student has matriculated into a degree program, extension courses cannot be taken for credit towards the degree unless special permission is granted. Extension courses cannot be used to meet the Biblical and Theological Studies graduation requirement. If permission is granted to apply credit from an extension course to a degree and the extension course is taken after the student has matriculated, regular Graduate School tuition rates must be paid instead of extension course rates.

Through cooperation with Daystar University College in Nairobi, Kenya, Wheaton College offers the Master of Arts degree to nationals and others who wish to pursue a degree in that setting. Daystar specializes in various programs and research projects related to communications. Stu-

dents enrolling in the master's program at Daystar can concentrate in Communications or Christian Ministries. For more information about this program, contact the Registrar's Office at Wheaton College.

**Daystar
 University
 College**



Nancy Darling



Academic departments and courses.

Very often, people who talk about small Christian colleges raise questions about the range of courses available. It seems as though one must always assume that a student's choices are limited in such an institution. We like those kinds of questions because we are proud of our answers.

At Wheaton, students choose from 34 undergraduate majors that range from archaeology to sociology and from six graduate majors. They are able to choose from a broad spectrum of study that includes pre-professional and professional training and instruction for virtually hundreds of occupations, ministries, careers, and vocations.

That range of courses and opportunities is supported by a dedicated, capable faculty who rank among the best that higher education has to offer. Collectively and individually, the professors at Wheaton rise to the challenge that is put before them—to give high quality education opportunity that is second to none.

Stephen L. Sonheim



Steven H. Park

Course Information

Numbering

100 and 200 level courses are primarily for freshmen and sophomores. 300 level courses are for juniors and are not open to freshmen without specific approval. 400 level courses are for seniors and are not open to freshmen. Courses numbered 300 and above are considered to be upper division courses. Graduate courses are numbered from 500-699. Undergraduate courses (300-499), with approval of the student's adviser and the instructor of

the course, can be applied toward a master's degree.

Courses ending in 1-9 are regularly offered courses; -94 courses are seminar courses; -95 courses are independent study; and -96 courses are internships. Courses ending in "0" are experimental courses and their descriptions are not in this catalog.

Credit and Term

All courses are 4 semester hours unless otherwise designated. Half-courses (Quads) usually meet for only half of the semester and carry 2 hours credit. Some half-courses are offered for the full semester and are designated as "lin" (linear).

The letter "X" indicates that a course is offered in another department and carries credit in either department. Courses offered in summer only are designated as Su. Courses offered in alternate years are also so indicated.

Department of Art

Chair, Associate Professor E. John Walford
Professor Steffler
Associate Professors Oren, Sheesley
Assistant Professor Caldwell

The Art Department aims to develop the intellect, stimulate the imagination, and promote artistic dexterity. It cultivates in students a knowledge of major works and significant artists and develops critical insights to the historical and cultural significance of the visual arts from a biblical perspective. It further aims to enable students to participate creatively and discerningly in the production of art, to develop an understanding of the principles which underlie great art, to stimulate other creative pursuits, and to develop aesthetic judgment. Studio courses are designed to develop proficiency through creative work in many media. Field trips, visiting artists and interdisciplinary activities supplement course instruction.

Art History courses 352, 353, 354, 361, 362, 363, 364 and 471 may be taken at any time but they are taught sequentially, spanning four semesters. Art majors should ideally follow the sequence chronologically.

The art survey, aesthetics, and history courses do not require drawing ability or active participation in studio work. Courses with no prerequisite are open to all students regardless of ability or previous training.

The Requirements for a Major in Art with a Studio Art Concentration are 48 hours including Art 101, 121, 122, 323, 352, 353 or 354, 361 or 362, 363, 364, 494; 20 hours in studio electives; participation in extracurricular art projects; attendance at seminars scheduled for art majors; and a public exhibition in the senior year. A department drawing test must be passed by the end of the third semester at Wheaton (transfers by the end of the first semester). Studio majors specifically concentrating in photography, film, and/

or video may take Art 325 in place of 352.

The studio electives are designed to allow a student either to experiment in a range of media or to build a concentration in a specific area such as painting and printmaking; graphics; photography, film, and video; ceramics and textiles; or other combinations as desired.

The Requirements for a Major in Art with an Art History Concentration are 36 hours including Art 101, 216x, 345x, 352, 353, 354, 361, 362, 363, 364, 471, 494; 6 hours of 495 and/or 496; one studio art course; and attendance at seminars scheduled for art majors. An alternate Art History Concentration requires 40 hours including Art 101, 216x, 352, 353, 354, 361, 362, 363, 364, 471, 494; 16 hours of supporting courses from other departments; and attendance at seminars scheduled for art majors. See the Art Department Prospectus for acceptable supporting courses. A reading knowledge of two foreign languages is recommended for students who anticipate graduate study.

The Requirements for a Major in Art with an Art Education Concentration are 32 hours including Art 101, 121, 122, 228, 322, 336, 363, 364; one course from Art 353, 354, 361, or 362; one 4-hour studio art elective; Art 495 for 2 hours or an additional 4-hour studio art elective; participation in a group art education majors' exhibition in the senior year; and attendance at seminars scheduled for art majors. In addition, students planning to teach art must meet the course requirements for teacher certification. See Professional Sequence Required for Secondary Education paragraph under the Education Department section of this catalog.

The Requirements for a Minor in Art are

20 hours as defined in the Department's Prospectus for Minors, which defines the following set of alternative course groupings: Art History; Painting/Drawing; Ceramics/Textiles; Graphic Design/

Photography; Printmaking/Photography; Photography/Film/Video; Drawing/Printmaking; and other specific combinations subject to prior departmental approval.

Art Courses

- 101. Art Survey.** Cultural survey of the visual arts. (2)
- 121. Drawing I.** Exercises in basic drawing techniques using various media.
- 122. Basic Design.** Basic problems in 2-dimensional design.
- 216x. Philosophy of Art.** Problems and perspectives concerning the nature of art and aesthetic experience, and the philosophical bases of art criticism. See Philosophy 216. (2)
- 222. Textiles I.** Studio processes alternating between a fibers or fabric emphasis. Processes include both on and off loom weaving techniques, fabric silk screen, surface design, and manipulation, with other traditional/contemporary textile techniques.
- 224. Photography I.** Initial studies in composition, technical mastery, advanced procedures. Emphasis on aesthetic and perceptual awareness, proficiency in the use of photographic media. Study of major works and significant photographers.
- 225. Printmaking (Intaglio).** Studio in printmaking aimed at development of skills and techniques related to etching and engraving. Alternate years. Offered 1989-90.
- 226. Printmaking (Lithography).** Studio in printmaking aimed at development of skills and techniques related to the planographic process. Alternate years. Offered 1988-89.
- 227. Painting I.** Exercises in the use of color to describe the reflection of light and shapes in space.
- 228. Ceramics I.** Development of skills and aesthetic problem-solving through the various construction methods of clay manufacture.
- 229. Graphic Design I.** Experimentation along with the development of skills in graphic presentation from the planning stage through the preparation of camera-ready copy for commercial printing. Prerequisite: Art 122 or consent of instructor.
- 302. The Understanding of Art.** The origin and development of the fine arts; the functional and aesthetic qualities of art. (2)
- 322. Art Education I.** Methods in art projects for students interested in teaching art on the elementary or secondary levels. Creative expression in varied media. Analysis of art and methods. (2)
- 323. Drawing II.** Life drawing.
- 324. Photography II.** Continuation of Art 224. Advanced procedures explored within the boundaries of sound photographic concepts and methods. Prerequisite: Art 224 or consent of instructor.
- 325. Film Theory and Criticism.** Consideration of classical and contemporary theories of the cinema, and an introduction to the critical analysis of film through readings and class screenings. (2)
- 326. Introduction to Film Production.** An introduction to the basic techniques of filmmaking, including the production of a short film from conception to completion by students. Prerequisite: Art 325 strongly recommended as foundation course. (2)
- 327. Painting II.** Individual and creative approach to composition and expression in a greater variety of subjects. Prerequisite: Art 227 or consent of instructor.
- 328. Ceramics II.** A continuation of Ceramics I with emphasis on advanced techniques and furthering an individual creative approach to clay manufacture. Prerequisite: Art 228 or consent of instructor.
- 329. Textiles II.** A continuation of Textiles I with emphasis on advanced techniques and problem solving, to extend individual directions in either on or off loom processes. Prerequisite: Art 222 or consent of instructor.
- 331. Drawing III.** Advanced problems in drawing. Emphasis on the human figure. Prerequisite: Art 323, or consent of instructor.
- 332. Graphic Design II.** Further exploration into the areas of graphic design with special emphasis on developing a professional portfolio. Prerequisite: Art 229.
- 333. Videofilm.** Concentration on the applied aesthetics of film-style video production, using the classical narrative model as a basis for individual student projects. Prerequisite: Communications 345 or Art 326. (2)
- 334. Editing Aesthetics and Technique.** Concentration on the aesthetics and practice of video/film editing. Student exercises focus on various aspects of dynamic and continuity-style editing, as well as the post-production of one major project. Prerequisite: Art 333. (2)
- 335x. Television Production.** See Communications 345.
- 336. Art Education II: Materials and Techniques.** Art materials and procedures for working with these materials is explored in this hands-on laboratory course. Designed particularly to familiarize the art education student with common supplies and equipment and the proper ways of handling these in making of art.
- 345x. Archaeology of the Classical World.** See Archaeology 345. (2)
- 352. Medieval Art: Early Christian to Gothic.** Painting, sculpture, architecture, and minor arts from early Christian catacombs to Gothic cathedrals, with a preview of Roman art. Study of the adaptation of Roman and other non-Christian cultural forms by the early Christian Byzantine and Celtic churches, the development of a Christian symbolic iconography, and the function of art as a religious and political vehicle, including its relation to Gothic scholasticism. (2)
- 353. Southern Renaissance Art.** Painting, sculpture, architecture and minor arts of the Italian Renaissance in the 14th-16th centuries. Study of developments from the spatial and narrative experiments of the Early Renaissance through the era of Leonardo, Raphael, and Michelangelo, to Venetian art and Mannerism. Problems relating to the growth of humanism, scientific naturalism, and the individualism of the artist. (2)
- 354. Northern Renaissance Art.** Painting, sculpture, architecture, and minor arts of Northern Europe in the 14th-16th centuries. Study of the rise of symbolic realism to the development of landscape, portraiture, genre and still-life, as well as of the influences of the Renaissance and Reformation on artists from Van Eyck to Durer and Pieter Bruegel. (2)
- 361. Dutch 17th Century Art.** Dutch painting and graphics of the 17th century. Consideration of the impact of the Reformation, political freedom, economic expansion and modern science on Rembrandt, Ruisdael, Vermeer and other specialists in landscape, still-life, portraiture, and genre painting. (2)
- 362. Baroque Art: 17th-18th Centuries.** Painting, sculpture, architecture and minor arts of 17th and 18th century Europe. Study of the consequences of the Reformation and the Counter-Reformation on the arts and the new role of art within the flourishing courts of an expansive European society. (2)
- 363. Nineteenth Century Art.** Painting, sculpture, architecture and minor arts. Study of the major artistic movements (Romanticism, Realism, Impressionism, Post-Impressionism and Symbolism) and the beginnings of a new architectural style, seen in the context of the social, technological and intellectual environment of the period. (2)
- 364. Twentieth Century Art.** Painting, sculpture, architecture and the minor arts. Study of the stylistic plurality of modern art and architecture considered in the light of modern philosophical trends, contemporary art theory, and a technological and pluralistic society. (2)
- 471. Studies in Art History.** In-depth study of some aspect of art history or art historical methodology. (2)
- 488x. Advanced Television Directing and Production.** See Communications 588.

- 494. Seminar.** An examination of selected current trends and problems in art vis-a-vis a Christian theology of creativity.
495. Independent Projects. Independent work in a selected field of art. Prerequisite: Consent of instructor. (1-4)
496. Internship. Art Department approval. (2,4,8)

Department of Bible, Theology, and Archaeology

Chair, Professor Norman R. Ericson
 Professors Bilezikian, Bullock, Elwell*, Jacobsen, Johnson, McRay*, Noll*, Scott*, Webber, Wolf*
 Associate Professors Hoerth, Hoffmeier, Lake
 Assistant Professors Gordon, Hill, Phillips*, Yarbrough
 *Denotes Graduate Faculty; others also teach graduate courses.

The Department of Bible, Theology and Archaeology offers both undergraduate (Bachelor of Arts) and graduate (Master of Arts) degree programs. Undergraduate majors are available in Archaeology, Biblical and Theological Studies, and Religious Studies. The graduate program in

Biblical and Theological Studies has concentrations and specialized studies in Biblical Studies, Christian History and Theology, and American Church History. In addition, the Department offers a non-degree Certificate of Advanced Biblical Studies at the graduate level.

Archaeology and Near Eastern Studies

Associate Professor Alfred J. Hoerth, Director
 Other instructors: D. Arnold, Hill, Hoffmeier, Kay, McRay, Rupprecht, Scott, Wolf

Archaeology seeks to expose one to the materials, methods, and tools for working on topics ranging from the roots of our western civilization to the grammatical, cultural, and historical interpretation of the Bible. Based on many disciplines, it seeks integration of human experiences of the past.

The Requirements for a Major are 36-38 hours in Archaeology, including Archaeology 211, 321, 343x or 344x, 345, 362, 363, 364, 412, 417, 418, 424; 361x or BI/TH 552, and BI/TH 554. Students majoring in archaeology should use Greek, Hebrew, German, or French to meet their

foreign language general education requirement.

Requirements for a Minor in Archaeology are 20 hours, including 4 hours selected from general education requirements in Bible (BI/TH 211, 212, 213, 214, or ARCH 211) and 16 hours selected from upper division courses in Archaeology. The department recommends a 16 hour concentration in either Old Testament (consisting of ARCH 321, 362, 363, 364, 417 or 418, and REL 362, 363, and 364) or New Testament (consisting of ARCH 314, 343x or 344x, 345, and BI/TH 552 and 554).

Biblical and Theological Studies

The Department offers a major in Biblical and Theological Studies to provide background for graduate work in either seminary or graduate school, in addition to offering a terminal degree. Both majors meet the undergraduate requirements suggested by the American Association of Theological Schools. However, students contemplating graduate studies should consult with the institution in which they are interested to be informed of any particular undergraduate courses needed. Students interested in an accelerated curriculum leading to the bachelor's and master's degrees should consult with their advisers regarding the prerequisites for the latter in the Wheaton Graduate School.

The Requirements for a Major in Biblical and Theological Studies are 40 hours. There is a core requirement of 24 hours, which includes BI/TH 111, 211 (or 212 plus 2 hours from BI/TH 331-349 or 431-449), 213 (or 214 plus 2 hours from Arch 314 or BI/TH 351-369, or 451-469), 372, 374, 375, 431, and 452. Archaeology 211

may be substituted for BI/TH 211 and Archaeology 314 may be substituted for BI/TH 214. The additional 16 hours of the major are to be taken in one of the following three tracks:

1. *Biblical Studies* - At least two courses in advanced Old Testament, two courses in advanced New Testament, and one upper division course in Archaeology.
2. *Theological Studies* - Six hours divided between advanced Old and New Testament, and 10 hours in advanced Christian Thought.
3. *Integrative Studies* - Four hours in advanced Old Testament and/or New Testament, and an approved 12-hour concentration from another major field of study.

Regardless of the track selected, majors are strongly urged to take at least one of the biblical languages.

Requirements for a Minor in Bible are 20 hours in Bible and Theology above the 100 level, including 12 hours in upper division courses.

Religious Studies

The Religious Studies major introduces students to the religious dimension of humanity. Attention is focused on the Judaeo-Christian tradition and the comparative study of the religions of the world and the methodologies by which these traditions are to be analyzed. The major is beneficial for a personal understanding of the religions which shape our global community, in preparation for international ministry, or as a foundation for graduate studies.

Requirements for a Major in Religious Studies are 36 hours including REL 212, 214; 321; 315x or 336x; and 494. The additional 22 hours of the major are to be taken in one of four tracks. The first track concentrates on comparative religious studies; the second and third tracks consist of a special collection of courses which focus on either the Religion of Israel and Judaism or on Christianity as a religion. A fourth track is available for students who wish to integrate religious studies with another major.

1. *World/Comparative Religions*. Select 22 hours from Religious Studies courses 315x or 336x,

316x, 361 through 368, and BI/TH 482, 547. Chinese is suggested to meet the foreign language requirement.

2. *Religion of Israel & Judaism*. Select 22 hours from Religious Studies courses REL 315x or 336x, 361, 362, 363, ARCH 321, 412, BI/TH 346, 348, 436, 531, 535, 552. Hebrew is recommended for the foreign language requirement.

3. *Christianity*. Select 22 hours from Religious Studies courses 315x or 336x, 382x, 388x, 391x, and BI/TH 372, 374, 471, 472, 474, 476, 484, 547, 548, 552, 553, 569, 576, 581. Greek or Latin are recommended to meet the foreign language requirement.

4. *Integrative*. Select 14 hours from the core courses, 10 hours from one of the above tracks, and 12 hours of approved courses from another major.

Requirements for a Minor in Religious Studies are 20 hours in Religious Studies courses, including REL 212, 214, 321, and 12 hours of upper division courses.

Biblical and Theological Studies Graduate Program

The Wheaton Biblical and Theological Studies graduate program provides both a theological base and methodological skills for doctoral work and for use in a variety of ministries. Among these are teaching, campus ministries, missions, evangelism, writing and research, administration, church and para-church groups, and lay persons in various fields. The concentrations in the Biblical and Theological Studies graduate program stress the concepts, principles, history, and methods of the theological disciplines. By contrast, theological seminary training is most appropriate for those who will work in professions directly tied to the pastoral ministry.

The program provides a scholarly, helpful, and understanding atmosphere in which students confront both traditional and contemporary interpretations and issues. It is committed to helping students formulate and articulate a biblical and global understanding of life and ministry in a setting committed to traditional biblical Chris-

tianity.

Admission to the program does not require a specific undergraduate major or prescribed set of courses. However, students are required to demonstrate sufficient knowledge in several areas. If such knowledge and proficiency cannot be demonstrated, additional undergraduate course work will be required. The areas of proficiency include:

(1) A basic knowledge of Bible and theology.

(2) General understanding of major events, developments, and intellectual features of western civilization.

(3) Equivalent of at least one year of college language study in a language other than the student's native tongue.

(4) Good skills in written and spoken English.

Other areas of proficiency will be required depending on which concentration is selected within Biblical and Theological Studies.

Accelerated M.A. Program

A student can earn a graduate degree as early as the fifth college year by taking graduate credit courses during the junior and senior year. Application should be made and approved during the junior year. Each semester the student may take up to half of a course load for graduate credit. The student will be given a graduate adviser, but will

retain the undergraduate adviser and be classified as an undergraduate until the bachelor's degree is earned. Earning a graduate degree by this method can have a distinct financial advantage. Courses taken toward this accelerated master's degree program cannot also be counted toward the student's bachelor's degree requirements.

Degree Requirements

The requirements for the Biblical and Theological Studies program leading to a Master of Arts degree are 32 semester hours, plus either a 4-hour thesis or 4 additional hours of courses, for a total of 36 hours. Students who do not write a thesis must pass a written comprehensive examination over material in their concentration. Most students will be expected to follow the 4 additional course hours option. Students desiring to write a thesis must petition, in writing, for the privilege. It is recommended that students who plan to pursue additional graduate work request the thesis

option. All students must attend an informal seminar on research methods.

Students must select one of three concentrations available. Most courses will be taken from 500 and 600 level courses in the Biblical and Theological Studies area. A limited number of elective courses may be taken in other graduate departments or from suitably enriched undergraduate 300 and 400 level courses with approval of the student's adviser. Each student works with an adviser to individualize a degree program based on the student's previous studies, interests, and goals.

Biblical Studies Concentration

Coordinator, J. Julius Scott (John R. McRay, New Testament; Herbert M. Wolf, Old Testament)

The Biblical Studies concentration offers specializations in General Bible, Old Testament, and New Testament. There are 20 hours of required courses taken from Biblical Theology (539 or 549) Critical Studies (541 and 641, or 551), Historical Studies (4 hours from 534, 537, 538, 552, 553), and Biblical Interpretation (631 and 635 or 645 and 646). Courses selected must be appropriate for the specialization. To complete the 36 hours, students take 12 hours of electives and either write a thesis or take 4 additional course hours and pass a comprehensive exam.

Students selecting this concentration will be working with either Biblical Hebrew or Greek. If students are unable to obtain this knowledge before enrolling in the program, it will be possible to take beginning courses at the start of their graduate work. Since this will add additional hours to the overall program, students who do not have previous language studies normally stay an additional semester to complete the degree. In some cases, beginning language courses can be completed by attending summer school.

Church History and Theology Concentration

Coordinator, Timothy R. Phillips

The Church History and Theology concentration offers specializations in general Theological Studies, Systematic Theology, and Church History. Depending on the specialization selected, 20-24 hours of courses are required in the areas of Biblical Theology, Historical Studies, Systematic Theology, and Specialized Topics. Additional electives and either a thesis or 4 additional course hours and a comprehensive exam will complete the required 36 hours for the degree.

1. *General Theological Studies* - Requires 4 hours from 539 or 549; 8 hours from 571, 572 or 576; 4 hours from 565 or 675; and 4 hours from 567, 585, or 669.

2. *Systematic Theology* - Requires 565, 571, 572, 675; 4 hours from 539, 549; and 4 hours of 669.

3. *Church History* - Requires 4 hours from 565, 675; 4 hours from 539, 549; 8 hours from 571, 572, 576; 683 and 4 hours in special topics 581, 585, 677, 687.

Students selecting the Systematic Theology specialization should have one or two undergraduate courses in philosophy or other experience in working with ideas as ideas. Students selecting the Church History specialization should have two or three undergraduate courses in history of civilization and, where appropriate, American history.

American Church History Concentration

Coordinator, Mark A. Noll

The American Church History concentration requires BI/TH 682 and 687. Students will also be expected to enroll in BI/TH 565, 576, 585, and 683 unless evidence is presented of previous course work or other qualifying experience in these areas of study. Electives and either a thesis or 4 additional course hours and a comprehensive exam will complete the 36 required hours.

The American Church History concentration is designed for students who desire an in-depth study of Christianity in America, especially the place and importance of Evangelicalism. It is supported by the Department of History and the Institute for the Study of American Evangelicalism which is an institute of the Billy Graham Center.

Certificate of Advanced Biblical Studies

Coordinator, J. Julius Scott

The Certificate of Advanced Biblical Studies program is designed for students who desire advanced training in biblical and theological studies without working for a master's degree. It provides flexibility while offering an adequate introduction to the subject matter.

The certificate program provides professional development opportunities for pastors, teachers in Christian schools, missionaries, and other Christian workers. It provides basic preparation for persons involved in administrative positions in Christian organizations. It is an excellent program for lay persons who desire biblical and theological training in order to better equip themselves for personal Christian living and service in the church.

Students who are taking a degree in other departments in the Graduate School may also earn the certificate of Advanced Biblical Studies. Bible and Theology courses taken as part of one M.A. program may also be applied to meet the requirements for the certificate.

Students interested in this program must meet the general requirements for admission to

the Graduate School. Entering students are expected to pass the Bible proficiency tests in Old and New Testament. Courses taken to remove deficiencies in the Bible area if the tests are not passed cannot be counted toward the certificate requirements.

In order to receive the Certificate of Advanced Biblical Studies, students must complete 24 hours in Theological Studies. Each student's program is worked out individually in consultation with a faculty adviser. No specific courses are required; any Biblical and Theological Studies course bearing a 500-level number or other courses approved by the adviser are open to Certificate students. Up to 4 hours may be taken in another graduate department if approved by the adviser. Students are encouraged to do at least some of their work in those areas which will provide a basis and direction for continuing study on their own. Such courses are BI/TH 564, Biblical Interpretation; BI/TH 565, Christian Theology; BI/TH 547, Life and Teachings of Jesus; BI/TH 552, Jewish Backgrounds of the New Testament; as well as individual Old or New Testament books.

Archaeology Courses

211. Old Testament Archaeology. A survey of the Old Testament with an emphasis on archaeological research as it relates to the understanding and interpretation of the text.

256x. The Incas, the Aztecs, and the Mayas. See Anthropology 256. (2)

314. Introduction to New Testament Archaeology. From Intertestamental times to the Early Christian church. Use is made of the excavations, monuments, and epigraphic materials that add to our understanding of this time period. (2)

321. Ancient Palestine. From prehistoric through Iron Age. Emphasis is on using material and written remains to reconstruct lifestyles in the various time periods. (2)

325, 326. Archaeological Field Work. Field experience involving excavation, interpretation, and studies in related regional archaeology. Other off-campus projects or research may be structured to meet the course requirements. (4, 2) Su

334x. The Land Between. See BI/TH 334. (2)

343x, 344x. Ancient Greece and Ancient Rome. See History 343, 344.

345. Archaeology of the Classical World. Excavations, monuments, epigraphic materials, and papyri from the Minoan, Mycenaean, Aegean, and Greco-Roman times. (2)

361x. Ancient Near Eastern Religions. See REL 361. (2)

362. Assyria and Babylonia. Mesopotamia from earliest times down to the coming of Islam. Emphasis is on history, literature, religion, art and architecture, as it developed through the centuries, and as it reached beyond the Tigris and Euphrates rivers.

363. Ancient Egypt. An archaeological survey of ancient Egypt from prehistoric through pharaonic times with emphasis on history, architecture, art, literature and religion.

364. The Hittites and the Persians. The history of Anatolia and Iran with a primary focus on the Hittite and Persian periods, the political interplay between the two areas in the first millennium B.C., and the major material and epigraphic discoveries. (2)

411, 412. Advanced Archaeological Study. A concentrated analysis of one particular aspect of archaeology. Offered for 4 hours (411) or 2 hours (412). (4, 2)

417. Egyptian Hieroglyphics. An introduction to Middle Egyptian which involves learning how to read and translate texts. (2)

418. Akkadian Cuneiform. An introduction to cuneiform which leads students through the techniques for transcription, transliteration, and translation of Assyrian or Babylonian literature. (2)

424. Science of Archaeology. Objectives and methods of archaeological discovery and interpretation. Opportunities for field excavation and laboratory experience. (2)

452x. Jewish Backgrounds of the New Testament. See BI/TH 552.

454x. Advanced New Testament Archaeology. See BI/TH 554. (2)

495. Directed Study. Independent study of selected problems for the advanced student. (1-4)

Religious Studies Courses

212. World Religions: Far East. A survey of the living religious traditions of the Far East, including preliterate religions, Hinduism, Sikhism, Jainism, Taoism, Confucianism, and Shinto. (2)

214. World Religions: Middle East. A survey of the living religious traditions of the Middle East, including Judaism, Zoroastrianism, Islam, Hahai, and contemporary religious movements. (2)

262x. Art: Early Christian & Gothic. See Art 262. (2)

321. The Study of Religion. A survey of the various methodological disciplines used in the study of world religions.

315x. Philosophy of Religion. See Philosophy 315.

316x. Oriental Philosophy. See Philosophy 316. (2)

336x. Sociology of Religion. See Sociology 336.

- 361. Ancient Near Eastern Religions.** The religious traditions of ancient Egypt, Mesopotamia and Canaan will be examined, focusing on cosmology, the gods, temple, sacred writings, burial customs, and life after death. A comparative approach will be employed which will include related materials from the Old Testament. (2)
- 362. Judaism.** A study of the historical development of Judaism, its literature, and cultures. Emphasis upon the synagogue liturgy, the modern state of Israel, and modern Hebrew Christianity. Visits to the synagogue during the high holy day services.
- 363. Religion of Ancient Israel.** An exploration of the monotheistic faith of Israel from the Patriarchs, through Moses and the Sinaitic legislation, the First and Second Temple Periods until the time of Ezra. Special attention will be given to the role of temple worship, hymnody, prophet, kingship and scripture. (2 or 4)
- 364. Islam.** A study of the origins of Islam in Arabia and its spread throughout the world. Special attention is given to Mohammed, the Qur'an, major tenets of Islam, different sects within Islam, the interface between Christianity and Islam, and the recent rise of Islamic fundamentalism.
- 365. Religions of India.** For 2000 years Hinduism, Sikhism, Buddhism, Jainism and Christianity have coexisted in India. Subsequently Zoroastrianism and Islam came to the Asian sub-continent. This course surveys the history and development of these diverse religious traditions, as well as their interaction. (2)
- 366. East Asian Religions.** A survey of the religious traditions of East Asia. (2)
- 367. Hinduism.** The historical origins and theological development of Hinduism in India and its subsequent spread into Asia. Attention will be given to its modern expressions in the East as well as its impact on the West. (2)
- 368. Buddhism.** A study of the historical origins and theological development of Buddhism in India and its subsequent spread into the Orient. Its modern expressions in the East as well as its impact on the West will be investigated. (2)
- 369. Traditional African Religions.** This course focuses on the animistic and totemistic religions of sub-Saharan Africa. Some attention is given to the interface of Christianity and Islam with the religious traditions of tribal Africa. (2)
- 379x. The Reformation.** See History 379.
- 383x. Religion & American Politics.** See Political Science 383. (2)
- 483x. American Church History.** See History 483.
- 492. Topical Studies.** A phenomenological investigation across several religious traditions. Topics will be such as fundamentalism, cosmology, sacred writings, or mysticism. (2 or 4)
- 494. Senior Seminar.** Designed to be taken in the student's final semester, this seminar will help the Religious Studies major integrate the variety of religious traditions studied, and then relate these traditions to a Christian world view. (2)
- 495. Directed study.** (1-4)

Bible and Theology Courses - Undergraduate

Upper division students, and especially majors, may also take courses listed at the 500 level for undergraduate credit.

- 111. Theology of Culture.** An exploration into the nature of Christianity, as biblically grounded and historically developed, and its setting in and mission to the world. (2)
- 211, 212. Old Testament Literature and Interpretation.** An overview of the Old Testament, tracing its teaching with respect to historical background and literary character. Offered for 4 hours (211) or 2 hours (212). (4, 2)
- 213, 214. New Testament Literature and Interpretation.** An overview of the New Testament, tracing its teaching with respect to historical background and literary character. Offered for 4 hours (213) or 2 hours (214). (4, 2)
- 315, 316. Christian Thought.** An investigation into the basic beliefs of the Christian faith. Prerequisite: BI/TH 211 or 212; and 213 or 214. Offered for 4 hours (315) or 2 hours (316). (4, 2)
- 317, 318. Studies in Biblical Lands.** An investigation into the biblical literature and theology in their historical, cultural and geographical setting. A ten-week program with major emphasis in Israel and supporting study in other biblical lands such as Greece, Egypt, Turkey and Italy. Credit applies to general education requirements in Bible. Su
- 319. Cross-Cultural Studies in Israel.** A study of Middle Eastern cultures as present in modern Israel/Palestine. An extension of the Holy Lands summer study program. Credit applies to general education requirements in Bible. (2) Su
- 331. Egypt and the Bible.** This course will introduce the student to the history and culture of ancient Egypt, and relate these to important biblical events, including the life of Joseph and the Exodus. By the use of primary sources in literature and art such themes as religion, cosmology and kingship will be studied in their historical and cultural contexts. Meets Other Cultures requirement. (2)
- 334. The Land Between.** A study of selected biblical episodes which are enriched when understood in the context of Near Eastern history and Palestinian geography. The studies can be tailored to those who have been on the Wheaton in the Holy Lands program as well as to those without previous exposure to historical geography. (2)
- 336. Old Testament Study Methods.** This methods course focuses on the techniques of OT analysis and interpretation for the purpose of effective teaching and preaching of the English OT in the contemporary Christian church. (2)
- 338. Genesis 1-11.** A study of the foundational chapters for the Old and New Testaments. The central themes of creation, God, man, the fall, redemption, judgment, and covenant will be investigated in detail. (2)
- 341. Exodus.** The exodus event is as central to OT theology as the death and resurrection of Jesus Christ to NT theology. The historical and theological implications of this book will be examined, with special emphasis given to the covenant between God and Israel. (2)
- 342. David and Kingship.** A study of the origin, development, organizational structures and function of the Israelite united monarchy in light of current socio-political models. (2)
- 344. The Psalms: Songs of Israel and the Church.** A study of the spiritual and literary legacy of the book of Psalms. The collection will be analyzed according to literary types, and the individual psalms studied according to their type and content. The use of the Psalms in the history of the Church as a vehicle of worship will be a daily devotional focus to begin each class. (2)
- 346. Old Testament Apocalyptic Literature.** A survey of the development of apocalyptic literature in the OT (Isaiah, Daniel, Ezekiel, Joel, Zechariah) and the intertestamental period (2 Esdras and Enoch). This survey includes an introduction to the character of apocalyptic, foundational principles for the interpretation of apocalyptic, and an evaluation of apocalyptic as a communicative and revelatory vehicle. (2)
- 348. Intertestamental Literature.** A survey of intertestamental history from 300 B.C. to 5 B.C. with special attention given to the literature of the period as a theological bridge between the Old and New Covenants. Areas of study include OT Apocrypha and selections from the OT Pseudepigrapha, the Dead Sea Scrolls, the development of apocalyptic literature and rabbinic Judaism. (2)
- 352. Marriage in the New Testament.** A thematic study of the books of the New Testament relative to their teaching on its application to contemporary life. This course and 354 supplement each other. (2)
- 354. Family in the New Testament.** A thematic study of the books of the New Testament relative to their teaching on family, its theological foundations and its application to contemporary life. This course and 352 supplement each other. (2)

- 356. Christian Life in a Pagan World.** A section by section survey of First Corinthians dealing with the issues of the nature of the church, Christian behavior and social responsibility, sexuality, marriage and divorce, Christian worship, the spiritual gifts and the resurrection. (2)
- 362. James: Faith in Action.** An exposition of the text of the Epistle of James, focusing on the church situations that prompted the teaching of the various themes it contains, and their correlation to corresponding New Testament motifs. (2)
- 364. Peter and Jude.** Exercise in the interpretation of letter genre, by application to portions of 1 Peter, 2 Peter and Jude. Students use a prescribed method and scholarly resources for productive class discussions. (2)
- 365. Prison Epistles.** Analysis of Colossians, Ephesians, Philippians and Philemon, all written while the author was in chains. Attention will focus on the light these letters throw on Paul's life and thought, as well as on the abiding challenge of their message.
- 368. The Nearness of the End.** A study of the main eschatological themes reflected in the New Testament documents beginning with Jesus' teaching, continuing with the Book of Acts, the Epistles, and concluding with Revelation. Evaluation of various methods of interpretation. (2)
- 372. Historical Theology.** Historical survey of men and movements which have shaped the faith of the Christian Church from post-biblical times to the present.
- 374. Systematic Theology.** A critical investigation into the content and contemporary significance of the Christian Faith, emphasizing biblical foundations, philosophic presuppositions and comprehensiveness. The course is designed primarily for Biblical and Theological Studies majors.
- 375. Theological Ethics.** An investigation into the major Christian ethical traditions, their biblical and theological foundations, the development of Christian character and values, and the task of bringing Christian ethical convictions to bear on personal and societal issues. (2)
- 381. Christian Life Classics.** A small group study which explores the concept of Christian "spirituality" from the classics of the Christian tradition including Augustine, Benedict, Bernard of Clairvaux, Juliana, Teresa of Avila, Luther, Calvin, Catherine of Genoa, Pascal, Wesley, Bunyan, Bonhoeffer, Merton, Nouwen, Sundar Singh, and others. (2)
- 382. Theology of the Church.** A study of the nature, history, privileges and responsibilities of God's people on their journey toward their eternal destiny. Attention is given to the relationship of the church to the kingdom of God, to family and society, as well as the significance of denominations, varieties of church governance, ecumenicalism, and church renewal. (2)
- 431. Old Testament Criticism.** A study of modern critical methods of biblical scholarship as applied to the Old Testament literature, with an analysis of their benefits and liabilities. (2)
- 433. Jeremiah.** Jeremiah's time was one of crisis and change for Israel. Therefore, his book has much to offer to the church and the Christian today. Historical, literary, and theological approaches will be used in the study of Jeremiah.
- 434. Minor Prophets.** A chronologically structured analysis of the message of the Twelve prophets, giving special attention to historical background and the nature of prophetism in the OT and the ANE, theological emphases, contemporary application, and trajectories bridging the corpora and the liberal arts. (2)
- 438. Wisdom Literature.** A study of the Old Testament wisdom books, Job, Proverbs, and Ecclesiastes. The apocryphal books of Jesus ben Sirach and the Wisdom of Solomon will also be read and studied in relation to canonical wisdom. (2)
- 442. Old Testament Historiography.** A literary analysis of OT historiography. In addition to examining narrative structure, plot development, and characterization the study will include the comparison of biblical historiography to its ANE counterpart and the investigation of theological motives prompting biblical history writing. (2)
- 446. Old Testament Ethics.** A careful examination of the nature, content, and purpose of "covenant behavior" in the OT. The study includes the analysis of OT moral texts, discussion of holiness as the content of OT ethics, specific moral difficulties raised by OT teaching, and the application of OT ethics to NT and contemporary faith. (2)
- 449. Old Testament Topics.** Study of an Old Testament portion or theme. Prerequisite: BI/TH 211 or 212. (2 or 4)
- 451. Greek Exegesis.** Reading and interpretation of selected portions of the Greek New Testament. Prerequisite: Completion of Intermediate Greek.
- 452. New Testament Criticism.** A study of the history, method and results of modern historical-critical approaches to the New Testament literature. Attention will also be given to a critical assessment of these developments from an evangelical perspective. Prerequisites: BI/TH 213 or 214. (2)
- 454. Mark: The Drama of Redemption.** A study of the Second Gospel focusing on Mark's portrait of Jesus as the fulfiller of the Kingdom and as suffering servant. Attention will be given to the relationship between literary forms and religious function in the writing of the Gospel. (2)
- 455. Interpreting Synoptic Gospels.** This course applies technical studies methods to the Synoptic Gospels to determine narrative message value at four levels: event, preaching, literature, and us. (2)
- 456. Parables of Jesus.** An examination of the parabolic teaching of Jesus then (in its first century Palestinian cultural setting) and now (its message to 20th century Christians and society). Emphasis on the history of interpretation, especially the 20th century literary-aesthetic approaches of Amos Wilder, Robert Funk, Sallie McFague, Dominic Crossan and others. Students prepare four in-depth parable studies on their own. (2)
- 457. John: Believing in Christ.** A comprehensive study of John's gospel. Its insights into personal spirituality, both in the first century and today, will be emphasized in the context of current critical Johannine scholarship.
- 461. Romans.** A chapter by chapter analysis of Paul's argument in the book of Romans with special emphasis on the theological content of Christianity as it emerges from the author's presentation of the Gospel.
- 462. Pastoral Epistles.** Careful investigation of 1 and 2 Timothy and Titus. Detailed textual analysis will lead to better understanding of the joys and struggles of youthful Christian leadership under Paul's direction. Social roles and cultural issues affecting the church will receive special attention. (2)
- 464. The Revelation of Christ.** A systematic examination of the main themes of John's Revelation including Christology, the nature of the Church, Christian discipleship, and the Parousia. Attention is given to the nature of Apocalyptic literature and symbolism, with emphasis on the study of the biblical text and its relationship to our lives. (2)
- 466. Major New Testament Theologians.** Study of the writings of selected New Testament exegetes who have most profoundly influenced contemporary New Testament exegesis and theology. Background issues which have affected New Testament interpretation—such as social, philosophical, theological, or hermeneutical considerations—will also come under scrutiny. (2)
- 469. New Testament Topics.** Study of a New Testament portion or theme. Prerequisite: BI/TH 213 or 214. (2 or 4)
- 471. Christology.** Study of the person and work of Christ. Attention will be given to classic debates and formulations in church history and systematics. The biblical data in its own historical milieu will also be stressed to determine their abiding significance for conceptualizing and responding to Christ today. (2)
- 472. Christian Ethics.** An examination of the history, methodology, and content of Christian ethics with application to specific contemporary issues, which vary with each offering. (2 or 4)

- 474. Roman Catholic Theology.** An introduction to the Roman Catholic church and its theology. One or more basic theological texts by Roman Catholic theologians will be read, and the basics of Roman Catholic theology will be discussed; such as purgatory, papal infallibility, mariology and the sacramental view of the church and salvation. Includes a field trip to a Roman Catholic church, attendance at mass, and a representative from the Roman Catholic church visiting the class. (2)
- 476. Luther Seminar.** Beginning with a study of the contrast between Protestantism and scholasticism, this course will examine both the thought and the spirit of Luther's theology and that of selected Lutheran theologians. (2)
- 482. Ethnotheology.** A theological study of contrasting world views as it relates to cultural integrity, contextualization, and biblical authority. (2)
- 489. Advanced Topics in Christian Thought.** In-depth treatment of some theological category (Pneumatology, Soteriology, Scripture) or the application of Christian thought to contemporary issues such as feminism, racism and economics. (2 or 4)
- 495. Directed Study.** Independent study by qualified students in a special category or topic not offered in a regular course. (1-4)

Graduate Courses in Bible and Theology

Graduate students, with the approval of their advisers, may take certain 300 and 400 level courses for graduate credit.

- 502. Hebrew.** Review of Hebrew grammar with application to selected readings in the Old Testament.
- 532. Readings in the Septuagint.** Readings in parallel columns of Hebrew and Greek Old Testament passages, with triple-columnar analysis of passages quoted in the New Testament. At least one year of either language required, plus desire to improve language skills. Daily preparation for class recitation and rewarding insights. (2)
- 534. Pentateuch: Primeval and Patriarchal History.** The struggles and development of Israel as a nation; examination of crucial passages and important institutions in the light of contemporary ancient literature.
- 535. Prophets and Prophecy.** A study of the phenomenon of prophecy in ancient Israel, in its theological and cultural settings. In addition to the critical issues, the major prophets will be examined and their message and theology studied as part of the mainstream of the prophetic movement. (2)
- 536. Old Testament Book Studies from the English Text.** Studies of the content, message, and contemporary relevance of selected portions of the Old Testament against the background and the setting of the original writer and recipients. (2 or 4)
- 537. History of Israel I: Joshua to David.** The history of Israel from the conquest of Canaan through the heroic age and the rule of David (Joshua-II Samuel). Emphasis is upon the development of political and religious institutions in Israel and their relationship to the culture of surrounding nations. (2)
- 538. History of Israel II: Solomon to Nehemiah.** The history of Israel during the Golden Age of the United Kingdom, the decline and fall of the nation, and the return from the Babylonian exile (I Kings-Esther). Correlation with secular history and archaeology. (2)
- 539. Old Testament Theology.** The major teachings of the various parts and the whole of the Old Testament with concentration upon some of the most important themes in an attempt to discover the intention of the biblical writers.
- 541. Old Testament Criticism.** The critical problems of the authority, canon, and text of the Old Testament, and of the composition, authorship, date and design of key Old Testament books. (2)
- 542. Dead Sea Scrolls.** The discovery, background, and interpretation of the Dead Sea Scrolls and the communities which provided them. The impact of the scrolls on Old and New Testament studies. (2)
- 543. New Testament Criticism.** An investigation of the critical issues for each New Testament book. (Students specializing in New Testament should take 551 instead of this course.) (2)
- 546. New Testament Book Studies from the English Text.** The content, message, and contemporary relevance of selected portions of the New Testament against the background of the setting of the original writer and recipients. Logical units of the NT literature. (Not counted toward degree for majors in New Testament.) (2 or 4)
- 547. Life and Teachings of Jesus.** The events and teachings of Jesus in their contemporary context together with an analysis of current relevant research. (2 or 4)
- 548. Life and Teachings of Paul.** The major aspects of the teachings of Paul in the context of his life and times as reflected in selected parts of his letters and Acts.
- 549. New Testament Theology.** The methods of representative contemporary New Testament theologians and an investigation of the dominant themes in the New Testament in the light of the cultures in which they were produced.
- 551. The History and Practice of New Testament Criticism.** A survey of the most significant movements, issues, and scholars that have characterized the successive periods of the history of the technical study of the NT. A more careful consideration of the critical and introductory issues at the center of current investigation. Prerequisite: One year of Greek.
- 552. Jewish Backgrounds of the New Testament.** A study of the history, literature, and religious thought of Judaism between 586 B.C. and A.D. 70. Attention is directed to this period as the successor to the classical Hebrew period, the predecessor to Rabbinic Judaism, and especially as the immediate setting of the New Testament.
- 553. New Testament and Early Christian History.** An investigation of the history, literature, and theology of the New Testament and Christianity prior to A.D. 325. The first section concentrates upon the historical framework and controversies of the New Testament era and content of the non-Pauline literature. The second section focuses attention on issues and developments within the pre-Nicene church.
- 554. Topics in Archaeology.** Separate courses devoted to specialized topics in Archaeology. (2 or 4)
- 558. Seminar in Advanced Biblical and Theological Studies.** Separate courses devoted to the study of topics of general interest. (2 or 4)
- 561. Theology of Human Existence.** A theological portrayal of the nature of persons with special reference to issues raised by modern philosophy and psychology. (2)
- 562. Worship.** An examination of biblical origins and historical development of worship; special attention to issues such as the Eucharist, baptism, and the use of time, space, and sound in worship. (2)
- 563. Apologetics.** A treatment of the basic apologetic systems with emphasis placed upon biblical criteria for evaluating them. Special attention is given to the development of a biblical apologetic methodology. (2)
- 564. Principles of Interpretation (Hermeneutics).** A survey of the principles, methods, and issues of biblical and theological interpretation in the past and present. Intended for students in non-theological disciplines and for students in Biblical and Theological Studies who have limited theological preparation.
- 565. Christian Theology.** An investigation into the major topics within the biblical revelation and the meaning of these doctrines in the light of contemporary culture.
- 567. Nature and Ministry of the Church.** An examination of the theological foundations of the church and Christian ministry utilizing Scripture and historical theology. This course focuses upon the place of the church within God's redemptive work, its nature, its ministries, and the issues that theology raises for the practice of Christian ministry. (2)

- 568. Theology of Communication.** An attempt to determine methods of contemporary communication which are consistent with biblical models. (2)
- 569. Christian Traditions.** A survey of the major Christian traditions with an emphasis on their theological presuppositions and systematic thought, including the common tradition of the early church, as well as the Orthodox, Catholic, Reformed, and the modern protestant traditions.
- 571. Historical Theology I.** An examination of theological developments from the 2nd through the 15th century. Special attention is given to the formation of the ecumenical creeds, and to developments in the doctrines of revelation, God, Christology, soteriology, ecclesiology and the sacraments, as well as the nuances differentiating the Orthodox and Catholic traditions.
- 572. Historical Theology II.** A continuation of Historical Theology I, examining the theological developments from the Protestant Reformation to the present. Special attention is given to the theological traditions arising from the Reformation, and the subsequent development of Liberalism, Neo-Orthodoxy, Protestant Conservatism, and Post-Vatican II Catholicism.
- 574. Contemporary Theology.** A critical investigation of the major issues, conflicts and figures that have molded the discussions in theology within the modern world. This course examines major representatives of the Enlightenment, Liberalism, Neo-Orthodoxy, Evangelicalism, and recent developments such as Liberation and Feminist theology. (2)
- 576. Survey of Church History.** An introduction to Christian institutions, Christian patterns of thinking, and Christian interactions with culture from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation and modern periods.
- 577. Issues in Chinese Studies.** Courses or seminars dealing with various topics related to Theology, Apologetics, or Church history within a Chinese context. (2 or 4)
- 581. The Reformation.** The doctrines and practices of the Reformers (1450-1650) in their political, social, economic, and intellectual contexts. Special attention to Luther, the Reformed (Zwingli and Calvin), Anabaptists, the English Reformation, and the Catholic Reformation.
- 585. American Church History.** Christianity in North America with emphasis on Puritanism, the great awakenings, evangelical social reform, the missions movement, the church and the city, fundamentalist-modernist debates, mass evangelism, and the problems of secularism. Research in Billy Graham Center materials is a normal part of the course. Prerequisite: History 101 or 301.
- 631. Hebrew Exegesis.** A comprehensive study of the basic principles and methods of interpreting the Hebrew Old Testament. Emphasis on reading as a tool to build vocabulary and understanding of Hebrew grammar and syntax. Prerequisite: working knowledge of Hebrew.
- 634. Prophetic and Poetical Books.** The form and content of Hebrew poetry with its background in ancient Near Eastern literature. The rise of wise men and prophets and the interpretation of the Major and Minor Prophets as well as key poetic books such as Job, Psalms and Proverbs. Exegesis of crucial passages, with emphasis upon Messianic predictions and personal and social values. Prerequisite: Elements of Hebrew. (2 or 4)
- 635. Old Testament Book Studies from the Hebrew Text.** The grammatical structures, content, and contemporary relevance of selected portions of the Old Testament against the background of the setting of the original author and recipients. Prerequisite: BI/TH 631. (2 or 4)
- 639. Old Testament Topics.** Separate courses devoted to the study of specialized topics, issues, or areas within the Old Testament field. (2 or 4)
- 641. Current Issues in Old Testament Studies.** An examination of recent trends in Old Testament scholarship with special attention paid to significant problem areas. (2)
- 645. Greek Exegesis.** A comprehensive study of the basic principles and methods of interpreting New Testament books from the Greek text. This course is designed to be foundational for all book studies based on the Greek text. Prerequisite: working knowledge of Greek.
- 646. New Testament Book Studies from the Greek Text.** Exegesis of books or selected portions of larger books of the Greek New Testament. Capability of translation is assumed because of the prerequisite. The purpose of the course is not to teach Greek grammar but to interpret the New Testament from the Greek text. Prerequisite: BI/TH 645 or equivalent. (2 or 4)
- 649. New Testament Topics.** Separate courses devoted to the study of specialized topics, issues, or areas within the New Testament field. (2 or 4)
- 669. Topics in Theology.** Selected topics in theology to provide for in-depth study of a selected topic of current interest. (2 or 4)
- 675. Advanced Systematic Theology.** A continuation of 565, providing an in-depth examination of theological method and selected issues within the traditional loci, employing classical and contemporary theological texts.
- 677. Topics in Church History.** Separate courses devoted to the study of the Christian church in specific eras or countries, or to specific themes in church history. (2 or 4)
- 679. Seminar in History of Theology.** Separate seminars providing for in-depth research of particular persons, movements, periods, or themes in Historical Theology. (2 or 4)
- 682. Colloquium in American Church History.** Special courses in specific aspects or themes of the history of the church in North America. Taught in conjunction with visiting scholars sponsored by the Institute for the Study of American Evangelicals. (2 or 4)
- 683. Historiography of Church History.** Christianity and history, with emphasis on the history of Church History, the implications for the meaning and practice of history, and the relationship of philosophies of history to the Christian faith. (2)
- 687. Seminar in Church History and Historical Theology.** Separate seminars providing for in-depth research of particular persons, movements, periods, or themes. Topics in American church history usually involve research in Billy Graham Center collections. (2 or 4)
- 695. Independent Study.** Intensive research on a precisely defined topic related to some phase of Biblical and Theological Studies. Initiative for selecting the topic and proposing the methodology rests with the student. A faculty member must approve, recommend amendments (if necessary), supervise, and evaluate the project. Limit 4 hours in any one degree program except by special permission. (1-4).
- 698. Thesis.**
- 699. Thesis Continuation.** (0)

Chair, Associate Professor Dorothy F. Chappell
 Professors Brand, Bruce, Pun, Smith
 Assistant Professor S. Miles
 Laboratory Associate Ruit

**Department
 of Biology**

This department is in a unique position to encourage students to discover and interpret characteristics of creation. Each student in the major is expected to comprehend and integrate biologi-

cal principles at the cellular, organismic, population, and ecosystem levels in order to be prepared to teach, enter industry or the health professions, or pursue graduate work.

The Requirements for a Major are 36 hours in Biology including 231, 232, 284, 351, 356, 361 or 364; one course from 331, 341; 342, or 372; and one course from 481, 482, or 483. One advanced course must be in Botany and one in Zoology. No more than 4 non-lab half-courses are allowed toward the major. Also required are 4 supporting science courses: Chemistry 231-232 or 231-233, and 341-342 or 241 plus one additional course required by the departmental adviser in relation to the student's educational goals.

An *Honors Program* in this department requires 6 hours in independent research and a thesis.

Students who take a biology major and wish to receive **state certification and NCATE certification** should take this track in biology: 30 hours in core requirements consisting of Biol. 231, 232, 284, 321, 351, 356, 364, 385, 482, and 483 and six hours beyond the core including a botany course (the summer program at Wheaton College Science Station meets this program requirement).

Supporting courses in Chemistry 231, 232, 241 and one other four-hour science course approved by the student's adviser (such as Geology 211) are required. Science 321 is also required as well as teacher certification courses which are listed in the Education Department section of this catalog. Teaching practice at two levels will be arranged and students opting for this track should spend at least two years in laboratory assisting in the Biology Department. *This program may require more than four years to complete* but will lead to NCATE certification in secondary science teaching.

Requirements for a Minor in Biology are 20 hours, including Biology 231 and 232 and 12 hours recommended by a student's adviser and approved by the Biology Department in accordance with the student's goals.

Cross referenced courses cannot be used for the minor.

Students may register for biology elective credit in cooperative programs like ACCA.

Biology Courses

See the Financial Information section of this catalog for course fees.

101, 102. Concepts of Field Biology. An introductory course with emphasis on plants and animals in the Black Hills. Not open to Biology majors. Su

201. Principles of Biology. A study of the concepts generally applicable to living systems, including topics of cell structure and function, heredity, evolution, ecology, and a survey of kingdoms of living organisms. Three lectures, 3 hours laboratory. Not open to Biology majors.

203. Contemporary Issues in Biology. Contemporary issues in genetics, evolution, ecology, and behavior for non-biology majors. Prerequisite: One science laboratory course. (2)

231. College Biology I. A foundation course for science majors including cell structure and function, survey of animal taxa, embryology, and physiology emphasizing structure-function relationships. Three lectures, 3 hours laboratory.

232. College Biology II. Survey of plant taxa including structure-function relationships, and concepts of genetics, ecology, evolution, and ethology. Contemporary issues relevant to the basic principles will be included. Three lectures, 3 hours laboratory. Prerequisite: Biology 231.

284. Introduction to Biological Research. A seminar approach to biological literature, experimental design, and scientific writing. To be taken in the sophomore year. Prerequisite: Biology 232. (2, lin.)

314. Environmental Science. An interdisciplinary approach to environmental problems emphasizing man's role and responsibility in the stewardship of natural resources. Prerequisite: one course in college science. May be applied toward the general education science requirement. (2)

321. Human Physiology. Functions of organs and systems of the human body, primarily for students preparing for careers in biology education and allied health fields; not recommended for biology majors. 3 lectures, 3 hours laboratory. Prerequisites: Biol. 231, Chem. 232.

331. Animal Physiology I. Functions of organs and systems of the vertebrate and human body. Membranes and receptors, transport, neural and endocrine control systems, reproductive, muscular, circulatory, and respiratory systems. Three lectures, 3 hours laboratory. Prerequisite: Biology 232, Chemistry 232 or 233.

332. Animal Physiology II. Advanced physiology of the vertebrate and human body. Sensory physiology, gastro-intestinal system, metabolism, temperature regulation, nutrition and renal function, and topics of student interest. Three lectures, 3 hours laboratory. Prerequisite: Biology 331. Alternate years. Offered 1987-88. (2)

333. Environmental Physiology. Animal physiology in relation to the physical factors of the environment. Examination of physiological aspects of adaptation at the animal-environment interface: hibernation, estivation, osmotic balance, physiology of diving and mountain-climbing, biology of cave animals. Three lectures, 3 hours laboratory. Prerequisite: Biology 332. Alternate years. Offered 1987-88. (2)

341. Plant Physiology. Basic principles of plant physiology including photosynthesis, mineral nutrition, water economy, respiration, nitrogen and lipid metabolism, growth, and auxins. Three lectures, 3 hours laboratory. Prerequisites: Biology 232 and Chemistry 232 or 233.

342. Plant Morphology and Development. An introductory study of the form, development, reproduction, and life histories of plants from algae through seed plants. Three lectures, 3 hours laboratory. Prerequisite: Biology 232. Alternate years. Offered 1987-88.

351. General Ecology. Basic concepts of the ecology of populations, communities, and ecosystems. Fieldwork, laboratory experience, and computer simulation models enhance the understanding of selected topics. Three lectures, 3 hours laboratory and fieldwork. Prerequisites: Biology 232 and 284 (concurrent).

352. Plant Taxonomy and Ecology. An integrated course dealing with systems of plant classification, distinguishing characteristics of vascular plant taxa and principles of plant physiology and community ecology. Three lectures, 3 hours laboratory and fieldwork including longer trips. Prerequisite: Biology 232

356. Genetics. Molecular, cytogenetic, classical, and populational concepts of plant, animal, and human genetics. Three lectures. 2 hours scheduled plus further laboratory work. Prerequisites: Biology 232 and 284.

- 361. Cellular and Molecular Biology.** Cellular and subcellular structure and function; molecular genetics and cellular regulation; cell cycle and cellular differentiation. Emphasis will be placed on the molecular processes of the cell. Three lectures, 3 hours laboratory. Prerequisites: Biology 231, Chemistry 241 or 342.
- 364. Microbiology and Immunology.** A survey of the microbial world including selected pathogens; microbial structure and function; microbial physiology and genetics; virology; cellular and humoral immunology; transplantation and tumor immunology. Three lectures, 4 hours laboratory. Prerequisite: Biology 231, Chemistry 241 or 342.
- 365. Electron Microscopy.** Theory and techniques of electron microscopy. One lecture, 2 hours laboratory and individual projects using the transmission electron microscope. Prerequisites: Biology 232, Chemistry 232 or 233. (2, lin)
- 371. Comparative Vertebrate Anatomy.** Macroscopic anatomy of organs and systems of different vertebrate classes; includes major subdivisions of central nervous system. Laboratory dissection of shark and cat emphasized with additional prosected vertebrate material including human. Two lectures, 6 hours laboratory. Prerequisite: Biology 231.
- 372. Developmental Biology.** Animal morphogenesis with a focus on both mechanisms and structure; includes gametogenesis through organogenesis. Three lectures, 3 hours laboratory. Prerequisite: Biology 231. Alternate years. Offered 1988-89.
- 373. Histology and Microtechnique.** Microscopic anatomy of cells and tissues and their organization into major organs of mammals. Experience with basic techniques of tissue preparation for light microscopy included. Two lectures, 4 hours laboratory. Prerequisite: Biology 231. Alternate years. Offered 1987-88.
- 381. Public Health and Nutrition in Developing Areas.** An interdisciplinary approach to the problems of health and nutrition, with emphasis on third world countries. Prerequisite: Biology 201 or 231. Not open to freshmen. (2)
- 385. Special Topics in Biology.** Seminars or courses in special areas offered at discretion of the department. Topics for 1987-88 are Human Genetics, Neurobiology, and Parasitology. (For general education credit 2 hours.) (2 or 4)
- 461x. Biochemistry.** See Chemistry 461. Does not satisfy Biology general education requirement.
- 481. History and Philosophy of Biology.** A survey of the history of biology with a view to showing how the ideas of biology shape its progress. Prerequisites: Biology 201 or 232; History and Philosophy general education requirements; senior status preferred. (2)
- 482. Populations and Evolution.** Evaluation of theories of species dynamics including variation, adaptation, natural selection, and evolution as they are viewed in creationist/evolutionist positions. Prerequisites: Biology 351 and 356; and senior status. (2)
- 483x. Bioethics.** An interdisciplinary consideration of ethical issues in the biological and health sciences. Taught jointly with Philosophy 317. Prerequisites: Science and Philosophy general education requirements. (2 or 4)
- 495. Independent Research.** Laboratory and/or library research involving selection of a problem, written review of the literature (2 hours), design and completion of a laboratory experiment, and an appropriate report (4 hours); must be approved by the Research and Internship Committee of the Biology Department. (1-4)
- 496. Internship.** General biology and HNGR internships for credit as allowed within college guidelines; must be approved by the Research and Internship Committee of the Biology Department.

Chair, Associate Professor James Halteman
 Professor Peter J. Hill, Bennett Chair of Economics
 Associate Professor Ewert
 Assistant Professors Anderson, Gardner, B. Howard

This major complements the general education requirements with courses of study in theoretical and applied business and economics. The major provides the background needed for advanced studies in business administration, economics, law, or for immediate entry into business and government positions.

Two tracks of study are provided. The economics track focuses on the nature of the market economic system, public policy, forecasting, and the dynamics of global economic relationships. The business economics track concentrates on the consumer, entrepreneurial, and managerial functions relating to an enterprise.

The Requirements for the Economics track are 38 hours in the department, including the following: 20 hours of core courses including 211, 212, 321, 325, 326, and 494. In addition, a student must take a selection of 18 elective hours from those courses listed as economics track electives.

The Requirements for the Business track are 42 hours, including the 20 hours of core courses listed above plus 226 and 227. Also at least 14 hours must be taken from those courses designated as business track electives.

Students in both tracks must complete cognitive work in mathematics and computer science. The mathematics requirement can be met by

Mathematics 231; the computer science requirement by Economics 329, or Computer Science 235. Additional courses beyond Mathematics 231 are strongly recommended for both tracks.

The minor in business is intended to be an adjunct to another liberal arts major, offering students an introduction to the language and thinking of business. The minor should facilitate students' use of another major in a business environment.

The Requirements for the Business Minor are 22 hours, consisting of the following courses: 211, 212, 226, 329, 339, 343, 468, plus four hours of statistics (Economics 321, Math 363, Sociology 383, and Psychology 268 are all acceptable). Note that four hours of 211 also qualify as a portion of the general education social science requirement.

This minor can only be completed during the summer term. The minor courses offered as a package during the summer are 226, 329, 339, 343, and 468. Students are expected to complete this sequence of courses during the same summer. Students interested in taking the summer minor courses must take the Economics Principles sequence (211, 212) and the statistics course of their choice prior to registering for the summer term. (This prerequisite requirement not applicable for summer 1988.)

Department of Business and Economics

Business and Economics Courses

211. Principles of Microeconomics. An introduction to economic ways of thinking. The market resource allocation and production mechanism is explored including international trade and finance issues.

212. Principles of Macroeconomics. An examination of national income and product determination. Monetary, fiscal policy are analyzed as tools for dealing with inflation, unemployment and economic growth. Prerequisite: 211. (2)

225. Consumer Finance. Management of consumer income and expenditures, including the development of consumer competencies in the areas of budgeting, credit, housing and mortgages, insurance, savings and investment, and consumerism. Does not count toward the economics major. Alternate years.

226, 227. Fundamentals of Accounting I, II. Accounting principles. An introduction to the double entry system of financial accounting, including basic accounting theory and principles, financial statement preparation and analysis.

321. Statistics. Elementary statistical principles including frequency distributions, measures of central tendency, dispersion and skewness, sampling theory, validity tests, simple correlation, simple and multiple regression and index numbers.

325. Intermediate Macroeconomics. Analysis of the national income with a study of the institutional and historical influences on its level, stability, and rate of growth. The neoclassical, Keynesian, and monetarist models are examined along with the aggregate supply impact to develop an understanding of inflation and unemployment problems. Prerequisite: Economics 212, Math 231.

326. Intermediate Microeconomics. The study of price allocation of resources. Consumer theory, production and cost analysis, the theory of the firm, and factor theory are treated under alternative market structures and entrepreneurial goals. General equilibrium analysis and welfare economics are also included. Prerequisite: Economics 212, Math 231.

***328x. Business Ethics.** An interdisciplinary examination of ethical issues in business and economics, taught jointly by the Philosophy and Economics Departments. Prerequisite: general requirements in economics and philosophy. (2)

***329. Management Information Systems.** This course develops a framework for decision-making in regard to the implementation and assimilation of computing and information technology into the organizational environment. Elements include the application of BASIC programming, a financial planning model, and a data base management system within the context of extensive case analysis. No prerequisite in computer science. (2)

***331. International Business.** Examines international trade, investment flows, and productivity variations. Significant time is spent on the role of multinational enterprise in the world economy. On-site case studies in Europe are involved. Summer 1989. (2) Su

339. Introduction to Marketing. An abridged version of 341, offered during the summer for business minors. Courses 341 and 339 cannot both be taken for credit. (2) Su

***341. Principles of Marketing.** A survey of marketing strategy, distribution channels, consumerism, pricing, and the role of government in the marketplace.

***342. Principles of Management.** A study of the fundamentals of administration and management geared to provide insights in the underlying principles and approaches employed in effective organizations.

343. Introduction to Management. An abridged version of 342, offered during the summer for business minors. Courses 342 and 343 cannot both be taken for credit. (2) Su

+ 345. Money and Banking. Examination of the theory of money, credit, and banking with emphasis on the role of the Federal Reserve System. Prerequisites: Economics 212.

+ 346. Government Finance. Analysis of public expenditures and revenues with special reference to the U.S. Federal Government; the theory of public choice, principles of taxation, fiscal policy, and intergovernmental fiscal relations. Prerequisites: Economics 212. Alternate years. (2)

***351. Investment Analysis and Capital Markets.** This course analyzes the markets for investment of funds with special emphasis on debt and equity obligations. The theory and practices underlying investment portfolio management are studied as they relate to these markets. Prerequisites: Economics 211, 226, 321. (2)

***355. Managerial Accounting.** A study of accounting information for managerial decision-making, including cash flow budgeting, performance measurement, variance analysis, capital budgeting models and process costing. Prerequisites: Economics 226, 227.

***356. Production Organizational Management.** Covers manufacturing function of a business enterprise. Topics covered include organization for production, evaluation of manufacturing performance; inventory modelling, and decision theory. Readings covering production scheduling and materials requirements planning (MRP) are discussed. Prerequisite: Economics 321. (2)

+ 365. Economic Development and Growth. The major issues of economic development faced by developing countries. Treats both theoretical and institutional approaches. Emphasizes problems such as poverty, inequality and unemployment in the context of interdependence. Prerequisite: Economics 211.

+ 366. International Economics. Theory of international trade and finance. Barriers to international trade and factor movements with policy alternatives. International monetary and financial relations and the role of the transnational institutions. Prerequisites: Economics 212.

441. Managerial Economics. This course is designed to provide a foundation of economic understanding for use in managerial decision-making. Among the topics examined are firm behavior and the role of profits, empirical demand estimation, production and cost theory, and pricing practices. Examples and problems are used throughout to illustrate the application of theory to a variety of decision situations. Prerequisites: Econ 321, 326; Math 231.

*** + 442. Futures Markets.** This course views the commodity futures markets as a risk transfer mechanism whereby business persons, who must bear the risk of price changes for commodities they hold, can transfer that risk to others. Institutional features of the markets, the redistributive effects involved, and alternative strategies of market participants are examined. Prerequisites: Econ 211. (2)

+ 447. History of Economic Thought. The study of the evolution of economic thought and institutional patterns from ancient times to the modern era. Prerequisite: Economics 211. Alternate years.

+ 448. American Economic History. Economic and social development of the United States, with an emphasis on the rapid industrialization of America, conflict between agricultural and industrial interests, growth of big business, rise of the labor movement and trend toward social control and social security. Prerequisites: Economics 211. Alternate years. (2)

+ 451. Mathematical Economics. Introduction to mathematical tools used in economics with applications to economic and management analysis. Prerequisite: one term of calculus. Alternate years. (2)

***452. Business Law.** Origin, nature, and growth of the common law with emphasis on the law of contracts. (2)

+ 456. Comparative Economic Systems. Analytical comparison of the leading types of economic systems from market-oriented to centrally planned modes. Prerequisites: Economics 211. Offered on International Studies Program only, summer 1989. Su

*** + 457. Public Policy and Business.** Explores the relationships between government and the private sector. Issues in regulation, corporate political activity and corporate-government cooperation are discussed in order to provide a better understanding of the business environment. (2)

***467. Principles of Finance.** A study of basic financial concepts underlying managerial decisions on capital structure and type of ownership including a review of sources of financing, and the tools of financial analysis. Prerequisite: Economics 351.

468. Introduction to Finance. An abridged version of 467, offered during the summer for business minors. Courses 467 and 468 cannot both be taken for credit. (2) Su

494. Seminar. An integrative course examining the history, methodology, and literature of economics. Theories of distributive justice, corporate social responsibility and business ethics are evaluated from the Christian perspective. Prerequisites: Economics 212. (2)

495. Independent Study. Individual study on major issues for the advanced student with approval of the department chair. (1-4)

496. Internship. Credit given for approved supervised involvement in the private or public sector of the economy. Open only to juniors and seniors who have completed 212, 226, 321 and any other courses deemed appropriate for the particular internship.

* = Business track elective

+ = Economics track elective

Chair, Professor Derek A. Chignell
 Professors Funck, Hung
 Associate Professors Niemczyk, Wilkinson
 Assistant Professor Miller
 Senior Laboratory Associate Underwood

Department of Chemistry

Modern Chemistry is an interdisciplinary subject with roots in physics and mathematics and with relevance to every branch of science and technology. This department emphasizes the fundamental principles of chemistry while developing experimental skills, and it is approved by the American Chemical Society for the professional training of chemists. The major prepares students for graduate studies in chemistry and biochemistry, for industry, for entry into the health professions, and for teaching at the high school level. The mastery of analytical and problem-solving techniques also provides an excellent basis for a wide range of service, management and leadership roles in society.

The Requirements for a Major comprise a core of 28 hours in Chemistry including Chemistry 231, 233, 341, 342, 355, 371, 436, and 475; plus 8-16 additional hours in chemistry depending upon the program chosen. Physics 231 and 232 are required as supporting courses in all programs. Math 231 and 232 are prerequisites for Physics 231 and 232 for students with no calculus background. The requirements for the four programs offered are as follows:

A. *The Basic Major:* 8 hours, with at least 6 hours chosen from 372, 455, 457, and 486.

B. *The Biochemistry Emphasis:* 10 hours, including 461 and 462; plus either 455 or 457.

C. *The ACS Certified Major:* 16 hours, including 372, 455, 457, and 495, plus 4 additional hours (which may be in a related field with departmental approval).

D. *The Secondary Teaching Emphasis:* 8 hours, consisting of 461, 494 and 495 (2).

The Requirements for a Minor in Chemistry are 20 hours, including Chemistry 231, 233, 241 or 341, and 355.

An ACS Certified Major with Biochemistry

emphasis is planned for the 1988-89 academic year, subject to final approval by the ACS. Full details may be obtained from the department chair or the student's adviser.

Students planning to **teach chemistry on the secondary level** should choose Track D together with Phys 231 and 232, Bio 231 or 385, and Geol 364 as supporting courses. Math 231 and 232 are prerequisites for Physics 231, 232 for students with no calculus background. Science 321 is also required as well as teacher certification courses which are listed in the Education Department section of this catalog. Teaching practice at two levels and two years of assisting (stockroom, grading, laboratory, demonstrations, etc.) complete the program for certification.

A double major option is possible with a reduced requirement in Chemistry courses, in certain cases. Courses in other departments may be substituted for chemistry electives in special cases when consistent with the career goals of the student. Cooperative programs between the department and industrial or government laboratories also are available. All such variations require prior approval by the student's adviser and the department chair.

Students who anticipate attending graduate school should be aware of the requirement for proficiency in a foreign language (preferably German).

Departmental seminars are held regularly throughout the year; participation is expected of all juniors and seniors, and sophomores are encouraged to attend.

Safety is an integral part of education in chemistry and is emphasized in all laboratories. Students are expected to know and follow all safety precautions at all times.

Chemistry Courses

See the Financial Information section of this catalog for course fees.

131. Introduction to Chemistry. A survey of basic concepts in chemistry for students with little or no background in science. Intended principally for those desiring entrance into Chemistry 231. May not be applied towards a major in chemistry. Prerequisite: Mathematics competency. Open to freshmen and sophomores only. (2)

201. Applications of Chemistry. Food, drugs, poisons, cosmetics, polymers, fertilizers, energy, and radiometric dating; basic concepts of chemistry applied to these and other familiar topics. The laboratory includes preparation and analysis of common chemical products. For non-science majors. Three hours lecture, three hours laboratory. (Not open to students who have taken Chemistry 231.) No prerequisite.

202. Matter and Mankind. Study of the development of our understanding of the nature of matter from early chemistry through the nuclear age. Emphasis will be placed on the scientific process, including specific historical case studies. No prerequisite. Not offered 1988-89. (2)

203. Chemistry and Society. An interdisciplinary course dealing with the impact of chemical science and technology on modern-day life. Through a combination of reading assignments, discussions, seminars, field trips, and projects, the course confronts the students with the ethical, moral, and spiritual dilemmas facing contemporary man in an increasingly technological environment. The topic for 1988-89 is the production and use of drugs. For non-science majors only. (Not open to students who have taken Chemistry 231.) No prerequisite. (2)

204. Origin of Life. An examination of the theories of how life began on earth. Topics considered are: the age of the earth, prebiotic simulation experiments, the early earth's atmosphere, information in the first cells, the Genesis account, and the nature of life itself. No prerequisite. (2)

231. General Chemistry I. Introductory survey of basic concepts in chemical science including stoichiometry, atomic and molecular structure, physical properties of phases and their equilibria, solutions, thermochemistry, and kinetics. Three lectures, three hours laboratory. Prerequisites: high school algebra and chemistry or Chemistry 131.

232. General Chemistry II. Principles of chemical equilibria, especially gas phase, acid-base, and solubility equilibria. Introduction to the principles of electrochemistry. Survey of chemistry of the elements and a brief introduction to organic and biochemistry. Three lectures, three hours laboratory. Prerequisite: Chemistry 231.

233. Introductory Inorganic and Analytical Chemistry. Quantitative aspects of equilibria, including acid-base, solubility, complexation, and electrochemical examples. Intensive survey of periodic chemical and physical properties of elements and their compounds. Laboratory will emphasize quantitative techniques with introduction to selected instrumentation. For students intending to take Chemistry 341. Three lectures, three hours laboratory. Prerequisite: Chemistry 231.

241. Principles of Organic Chemistry. A one-semester survey course in organic chemistry. Topics include common classes of organic compounds—especially those of biological interest, nomenclature, structure-reactivity, principles, reactions, and mechanisms. The laboratory stresses investigation of principles discussed in lecture. This course does not meet the requirements for medical, dental, or veterinary schools. Three lectures, three hours laboratory. Prerequisite: Chemistry 232 or consent of the instructor.

341, 342. Organic Chemistry I, II. A two-semester study of organic chemistry. Topics include nomenclature, principles of reactivity, reaction mechanisms, synthesis, stereochemistry, and spectroscopy. The laboratory stresses the synthesis and characterization of organic compounds. (Not open to students who have taken Chemistry 241.) Three lectures, three hours laboratory. Prerequisite: Chemistry 233 or consent of instructor.

355. Analytical Chemistry. Statistical treatment of scientific data sets. Solution activities. Advanced aspects of acid-base, solubility, oxidation-reduction, and complexation equilibria. Ultraviolet, visible, and fluorescence spectroscopy. Atomic absorption spectroscopy. Potentiometric and chromatographic theory and techniques. Prerequisite: Chemistry 233 and 341, or consent of instructor. (2, lin)

361x. Cellular and Molecular Biology. See Biology 361.

371. Physical Chemistry I. An introduction to the laws of thermodynamics and their application to physicochemical systems. Experimental aspects of chemical dynamics. Prerequisite: Physics 232; Corequisite: Chemistry 355.

372. Physical Chemistry II. An introduction to quantum mechanics. Atomic and molecular structures, statistical mechanics, and theoretical aspects of chemical kinetics. Prerequisite: Chemistry 371.

436. Advanced Inorganic Chemistry. Structure and reactivity of inorganic substances; solid state chemistry, acid-base theory, theory of coordination compounds, inorganic reaction mechanisms, and an introduction to organometallic chemistry. Laboratory will involve synthesis and characterization of inorganic compounds and literature searching techniques, including online searching. Three lectures, three hours laboratory. Prerequisite: Chemistry 371.

455. Advanced Analytical Chemistry I. Instrumental methods used in analysis and research. Scientific instrumentation electronics. Polarography and cyclic voltammetry. Infrared and nuclear magnetic resonance spectroscopy. Advanced fluorescence techniques. Prerequisite: Chemistry 371. (2, lin)

457. Advanced Analytical Chemistry II. Instrumental methods used in analysis and research. Fourier Transform spectroscopic techniques. Analytical voltammetric methods. Laser-Raman, X-ray, and mass spectroscopy. Interfacing and computer-aided experimentation. Prerequisite: Chemistry 371. (2, lin)

461. General Biochemistry. The chemical reaction mechanisms of life processes. The structure and function of biomolecules. Bioenergetics and the role of metabolic interconversions in energy production. Energy storage and biosynthetic mechanisms. Membrane transport, regulation and compartmentation. Use of the biochemical literature and case studies to integrate metabolic processes. Three lectures, three hours laboratory. Prerequisites: Chemistry 342 or 241. Chemistry 355 and 361x recommended.

462. Advanced Biochemistry. Advanced topics in biochemistry, including enzyme kinetics; transport phenomena; multiple and membrane equilibria; purification, characterization and conformation of biological macromolecules; action of hormones, antibiotics, xenobiotics and neurotransmitters; chemical evolution. Student presentations from the biochemical literature are given. Prerequisites: Chemistry 461 and Chemistry 371.

475. Methods in Physical Chemistry. A laboratory-oriented course to give experience in physical chemistry measurements. Selected topics on probability and statistics for chemists will be included, as well as an introduction to computer programming for the treatment of experimental data. Prerequisite: Chemistry 371. (2, lin)

486. Advanced Topics in Chemistry. Special topics of current interest chosen from the areas of inorganic, organic, polymer, industrial, physical, or analytical chemistry. Prerequisite will depend upon the subject. (2)

494. Advanced Topics in Chemistry for Secondary Teachers. A tutorial course for secondary teachers covering the following: use of chemical literature, safety procedures in the chemistry laboratory, effect and disposal of chemical wastes, and selected topics in toxicology, forensic chemistry, drugs (licit and illicit), antibiotics, xenobiotics and chemical evolution with consideration of ethical issues in these subject areas. Prerequisites: Science 321, Chem 342. (2)

495. Independent Research. A research project carried out under the supervision of a chemistry department faculty member. Includes opportunities for library research, laboratory research, internships and collaborative programs with academic, government and industrial institutions as approved by the department. Prerequisite: consent of instructor (1-4).

496. Internship. Practical experience and training at an academic, government, or industrial laboratory as approved by the Department.

Chair, Professor James E. Plueddemann*
Associate Professors Elmer, M. Ewert*, Gibbs*, Klopfenstein*, Wilhoit
*Denotes Graduate Faculty; others may teach some graduate courses.

The Department of Christian Education offers both undergraduate (Bachelor of Arts) and graduate (Master of Arts) degree programs. The

undergraduate major is in Christian Education and the graduate program is in Educational Ministries.

Department of Christian Education

Christian Education

The Christian Education major is designed to help students develop a foundation upon which to build career positions in ministry and/or related graduate work. The Christian Education major offers two distinct tracks. The Church Leadership Track is designed for students interested in preparing for church or para-church opportunities in youth work, Christian education, curriculum development/writing, or camping. Students interested in Christian camping may take certain courses at Honey Rock Camp. The Intercultural Christian Education Track is designed to provide students with a foundation of theory and practice concerning education in culturally diverse settings. Such training has applicability in Christian missions, urban ministries, ministries with ethnic minorities, and corporate training programs. All majors are required to complete a 4-hour internship.

The Requirements for the Major are 40

hours including a core of 24 hours plus 16 hours in one of the two tracks. The required 24 hours are 121, 321, 322, 421, 422, 462, and 496. Required courses for the two tracks are:

1. *Church Leadership* - 221, 451, 461, 494, and 8 hours of integrative supporting courses approved by the department.

2. *Intercultural Christian Education* - 311, 423, 494 (4 hours), and 4 hours of integrative supporting courses approved by the department. Suggested courses are Anthro 353, Biculturalism; Comm 361, Inperpersonal Communication; History 331, African History; History 334, Asian History; HNGR 112, Third World Issues. If this track is selected, the required internship must be completed in an approved intercultural ministry.

Requirements for a Minor are 20 hours, including 321, 322, 421 and 4 hours from 121, 221, 294, 422 or 494.

Christian Education Courses

121. Introduction to Christian Education. An overview of approaches to Christian Education. Emphasis is given to the nature of the church, theories of Christian Education, and educational ministries which develop from an understanding of the church and Christian Educational theory. (2)

221. Dynamics of Spiritual Growth. The process of spiritual growth and maturity is the focus of this course. Biblical foundations, historical development and conceptions of the church's role in society are examined as they affect our view of the Christian life. Theology and practice of spiritual disciplines is also emphasized. (2)

294. Topics in Christian Education. An examination of ministry concerns, problems, and trends in light of a holistic Christian education theory. (2 or 4)

311. Studies in Intercultural Education. Explores major differences between cultural systems. Builds attitudes and skills necessary for effective intercultural ministry. Helpful for intercultural situations in the U.S. or another country.

321. The Bible and Ministry. An applied course designed to acquaint students, through both theory and practice, with the principles of effective biblical instruction. Methods of interpretation and literary aspects of the Bible are emphasized.

322. Human Development and Ministry. The relationship between concepts of human development and Christian Education. Special emphasis is given to spiritual and faith development through the life span. Attention is given to the implications of this study for Christian educators in understanding the persons with whom they work and the structures which best promote development. This course is applicable to the general education social science requirement.

421. History and Philosophy of Christian Education. The integration of various academic disciplines into a logical philosophy of ministry by studying major foundational concepts and issues of Christian Education. Prerequisites: CE 321 and 322.

422. Curriculum and Instruction. A study of curriculum theory, development, and evaluation as they relate to one's philosophy of ministry. Attention is also given to instructional design based upon principles of human learning and development. Prerequisite: Christian Education 421.

423. Non-Formal Education. A seminar designed to explore the theory, history, and basic principles of non-formal education. Broad applications made to educational ministries in the U.S. and abroad.

451. Family Ministry. A study of the family as a social system, the theology of the family, marriage and family development, and how such topics can lead to implications for Christian Education. (2)

452. Camp Ministry. A study of and involvement in the use of a camping environment for the growth and development of people. Special attention is given to the learning principles involved in camp ministry. Offered only at Honey Rock Camp. (2) Su

453. Leadership Development. A field experience designed to promote reflection and evaluation of one's own leadership qualities, to study biblical ideas about leadership qualities, and to develop those leadership qualities through direct leadership experience and group process. (2) Su

461. Leadership in Christian Education. A study of organizational structures and administrative procedures which are useful in Christian Education programs. Emphasis will be given to the management of resources such as time, personnel, and information. (2)

462. Program Evaluation. An exploration of the areas and methods of research in the study of Christian Education. Attention will be given to the reading and writing of research reports, the use of data analysis, and applications of research findings to Christian Education. (2)

494. Advanced Study in Christian Education. Small group study of special areas of interest in Christian Education. Topics will vary from term to term. Prerequisite: senior standing or permission of instructor. (2 or 4)

495. Independent Study. Field or library research according to individual interests and competencies in Christian Education. (1-4)

496. Internship. Practical experience under supervision in a setting appropriate to the student's major interests. Prerequisites: Junior standing and a minimum of 16 hours completed in Christian Education including background courses appropriate to the internship setting.

Educational Ministries Graduate Program

The purpose of the graduate Educational Ministries program is to prepare students to foster the development of Christian maturity in others and to prepare them for service in the church and in church-related ministries. The student studies theological, philosophical, and social science concepts, and human development and society; designs a curriculum and instructional materials; investigates the dynamics of leadership; and develops a research or evaluation project in an area of interest.

The program is practical because it is based on theology and theory and is applied to crucial problems in ministry. It is useful for Christian education directors, youth pastors, camp directors, curriculum designers, para-church workers, student development staff, and missionaries. Prospective or experienced missionaries are encouraged to do cross-cultural projects in their regular core courses and to take electives in the Missions/Intercultural area. Since the program is built on a theoretical and philosophical base, graduates find the course to be good preparation for doctoral studies and for college teaching.

Degree Requirements

The Requirements for the Educational Ministries Program leading to a Master of Arts degree are 36 semester hours plus either a 4-hour thesis or an 8-hour internship for a total of 40 or 44 semester hours respectively. All students must also pass a comprehensive examination. Required courses include Educational Ministries 513, 514, 521, 531, 681, and either 532 or 551; 6 hours from Biblical and Theological Studies courses from the approved listing; and either a thesis or internship. The remaining electives are to be taken in a particular ministry focus depending on the student's interests and goals.

Students will work with an adviser to indi-

vidualize a program which best suits their background and interests. Normally students have a particular ministry focus in mind in which they want to concentrate their work. Examples of such ministry foci are church ministries, family ministries, leadership development, camping, youth ministry, and education and missions.

For students who graduate with a Bachelor of Arts degree from Wheaton College with a major in Christian Education, there is a modified master's degree program which requires 28 semester hours plus either a 4-hour thesis or an 8-hour internship for a total of 32 or 36 hours respectively.

Educational Ministries Graduate Courses

513. Philosophy of Ministry. Basic questions in ministry, including the purpose of life, the nature of people, educational intentions and means, and how these answers should be reflected in ministry practice. Emphasis is given to philosophical and theological concepts.

514. Human Development and Learning. To help students build upon their view of man, and to see the relationship between theory and research into human development and learning and the practice of education in ministry settings. Emphasis on basic psychological and sociological theories of human development, and on basic learning theories.

521. Theories of Curriculum and Teaching. Means of promoting Christian growth through educational planning and evaluation, building on the philosophical foundations of 513; designing a curriculum; methods of teaching.

522. Curriculum Development and Evaluation. Builds upon the 521 course. Focuses upon the specific design and evaluation of instructional processes within a curriculum design. Prerequisite: 521. (2-4) Not offered every year.

531. Educational Research and Evaluation. Introduction to the principles and problems of educational research; the benefits of educational research for informing Christian ministry; development of initial skills in educational research. (2)

532. Psychological and Sociological Foundations of Education. The primary psychological and sociological content of importance for an understanding of educational processes is explored. These include learning, retention, emotional health, social stratification-class, institutional structure, role, and social change strategies.

533. Sociology of Education. Consideration of the social science research results that impact education in general and Christian Education in particular. The church is studied as a social institution and emphasis is given to a consideration of the sociology of knowledge. Prerequisite: 531 or permission. Recommended for students who have completed 532. (2)

541x. The Bible and Ministry. See Christian Education 321.

542. Theory and Practice of Non-Formal Education. To help the student become aware of all the educational processes that occur outside formal classroom settings. To explore the application of regular educational principles to those settings. To explore the nature of defining, developing, and evaluating educational experiences in non-formal settings. To explore the unique contributions to ministry of non-formal education. (2)

551. Dynamics of Leadership and Organization. The theory and research of leadership; introduction into the application of management and organizational skills to ministry and educational situations; comparison and contrast of current leadership styles with a biblical image of leadership and service.

552. Educational Administration. The history and theory of educational administration; decision-making, communication, conflict management and other theories currently informing administrators; the unique kinds of administrative issues in educational settings, ways to administer ministry organizations so that they are more educational. Prerequisite: 551.

561x. Family Ministry. See Christian Education 451. (2)

562. Wilderness Learning Seminar. The role of non-directive leadership, group process, and personal stress and decision-making responsibility in promoting personal, Christian growth and maturity; the theory of such learning and its applications to various ministry settings (wilderness, urban, family, church, residential programs).

633. Dynamics of Interpersonal Development. The process and structure of individual and group behavior as it relates to Christian maturity and educational ministry; the theory and research relative to Encounter and T-groups, problem-solving, decision-making, group discussion, self-understanding, and perception of persons; elements of educational ministry which seek growth in areas other than cognition.

643. Education and Culture. The relationship between the cultural variables of human development and educational strategies; application of such strategies in order to facilitate the maturity of the Church worldwide. Prerequisites: 513, 514 or permission of instructor.

644. Education and Development. To help the student understand the nature of development as it relates to human development, community development, economic development, and international development. To explore the relationship of education to each of these phases of development, and to explore the role of ministry in education for development. (2)

662. Educational Programs in Camping. The application of sound educational principles to camp settings; the unique problems of curriculum design and educational administration in camp settings; the nature of experiential learning and its contributions to the educational purposes of ministry.

674. Spiritual Foundations of Education. The relationship of values and moral education to Christian ministry; theoretical approaches to values and moral education, and their relevance to the purpose of Christian ministry; the essential nature of Christian moral education; possible instructional designs and strategies for effective moral education. Prerequisites: 513 and 514.

681. Integrative Seminar. Integration of the various concepts from the programs of last semester students into a unified principle; interaction with other students; and opportunity to write and critique the writing of others. A cumulative group learning experience for the M.A. program. Prerequisite: candidate status. (0)

694. Current Issues in Educational Ministry. Opportunity for advanced students to study collectively some topic or concept in greater depth, or to explore a specialized topic and its relationship to an understanding and practice of educational ministry. Topics will vary and will be determined by department faculty members. Topics recently studied include: student development, family ministry, adult development and ministry, youth ministry, and church renewal. (2 or 4)

695. Independent Study. Field or library research according to individual interests and competencies in EDUCATIONAL Ministries. (1-4)

696, 697. Internship. To provide advanced students the opportunity to have a better understanding of educational theory and practice by working and studying alongside a competent, authorized professional educator who is involved in the practice of Christian ministry. (4, 4)

698. Thesis.

699. Thesis Continuation. (0)

Chair, Associate Professor Mark Fackler*
 Professors Arnold*, Engel*, Griffin, Hollatz, Paulson, Young
 Associate Professors Bridges*, Grant*, S. Johnson, Lothers
 Assistant Professors Cooper, Larson, Stauffer
 *Denotes Graduate Faculty; others may teach some graduate courses.

Department of Communications

The Department of Communications offers both undergraduate (Bachelor of Arts) and graduate (Master of Arts) degree programs.

Communications is more than an academic subject. It embraces the total behavior of the human personality, focusing on the art and act of man in discourse with his fellow man for reasons practical, cultural and spiritual. Its theory is

drawn from rhetoric, philosophy and the social sciences; its practice from the performing arts and the modern communications media.

The department's program offers students an understanding of the theory and practice of communication and encourages students to develop a mastery of at least one area of the communication arts.

Undergraduate Major

A general undergraduate major is offered with a concentration possible in public address, interpersonal communication, oral interpretation, theater, broadcasting, journalism, or organizational communication.

The Requirements for a Major are 32 hours including 454, and at least one course from each of the following areas: public and interpersonal communication (101, 211, 361, 362, 363); oral interpretation (314, 325); broadcasting (241,

242, 343, 344, 345); theater (173, 271, 376); speech science (381, 382); and participation in the co-curricular program of the department (reading hours, speech recitals, intercollegiate debate, speech contests, WETN, drama, etc.). The major course of studies provides for possible electives in education, English, humanities, social sciences, and fine arts. Students preparing to teach should include: 101 or 213, 211, and 496, plus the certification requirements listed in the Education Department section of this catalog. No more than 6 hours of 495/496 may count towards the 32 hours.

The Communications Minor consists of 20 hours of study, with a required theory course (391), and performance course (selected from among 101, 173, 211, 213, or 314). In addition, the student will select courses in at least three of the six areas of specialty within the department. These areas and courses include:

Theater (271, 272, 273, 374, 375, 376)
Speech Science (381, 382)
Public Address (353, 410, 454)
Oral Interpretation (314, 325)
Broadcasting (141, 241, 242, 343, 344, 345)
Interpersonal Studies (361, 362, 363, 461)

Communications minors are strongly encouraged to develop individual interests through the co-curricular programs of the department (listed above).

Combined BA and MA in Communications. By careful advance planning with the adviser, it is possible to meet all the requirements for both degrees in 9 semesters. The student in the senior year should allow for 14 hours of graduate communication courses plus 6 hours of required graduate Bible and Theology courses.

General Education Requirement. The following courses fulfill the speech competency requirement: 101, 173, 211, 213, and 314.

Graduate Program

The graduate program provides training for professional work in public and religious publishing, radio and television, advertising, public relations, and communication management.

Applicants should have an undergraduate degree which has included at least one course in

humanities, behavioral science, mass communication, and writing. At the time of acceptance into the program, the department will notify the student if there are course deficiencies which need to be met. A verbal GRE score of 600 is required for admission.

Degree Requirements

The Requirements for the Communications graduate program leading to a Master of Arts degree are 36 hours including a core of Communication 511, 514, and either 516 or 518; a 4-hour graduation option; and Bible and Theology 568 plus 4 hours of Biblical and Theological Studies from the approved listing. The four graduation options available are a thesis, internship, creative project, or additional courses. Students selecting additional courses or the internship are required to pass a comprehensive examination.

Students may concentrate in one of the three

emphases available in the graduate program: Journalism/Print, Radio and Television, and Communication Research and Strategy. Most courses will be taken from 500 and 600 level courses in the Communications Department. A limited number of courses may be taken in other graduate departments or from 300 and 400 level courses with the approval of the student's adviser. Each student works with an adviser to plan a degree program based on the student's previous studies, interests, and goals.

Journalism/Print

The Journalism/Print emphasis is designed to prepare students for careers in writing, editing, reporting, and public relations. Recommended courses include Comm 556, 557, 558, 559, 567,

and 569. Incoming students are expected to have undergraduate courses or equivalent experiences in mass media and newswriting.

Radio and Television

This emphasis is designed to prepare students for careers in management, production, writing, teaching, and training in radio and television. Recommended courses include Comm 584, 585, 586, 587, 588, and 591. An elective internship is highly recommended. Cross-cultural and interna-

tional broadcasting studies include a summer field program in Europe. Incoming students are expected to have undergraduate courses or experiences in media writing and production in their area of interest.

Communications Research and Strategy

This emphasis is designed for students who seek specialized study in marketing and resource development for Christian organizations. Recommended courses include Comm 517, 518, 553, 555, and 682. Two areas of emphasis are available. The first is for students who want to use research

and strategy to help increase their effectiveness in resource development. The other specialization involves the use of marketing analysis within non-profit organizations. Incoming students are expected to be competent in statistics and writing.

Communications Courses

(500 and 600 level courses are graduate courses. Undergraduates may enroll in 500 level courses with instructor's approval.)

- 101. Public Speaking.** Basic principles of speech theory and practice with experience in informative and persuasive public speaking. Gathering and organizing materials, audience adaptation, and training the speaking voice. Meets the general education requirement. (2)
- 141. Introduction to Radio and Television Production.** An overview of the creative potential and techniques of radio and television production with practice in each medium. This course is especially designed for non-majors. (2)
- 173. Introduction to Acting.** Introduction to the basic tools of the actor. Focus is on voice, relaxation, observation and concentration developed through exercises, improvisation, and scene study. Meets the general education requirement. (2)
- 211. Argumentation & Debate.** The theory and practice of argumentation and debate for the purpose of rational decision-making and social control. Experience in extemporaneous advocacy and intramural debate, with opportunity for intercollegiate forensics. Meets the general education requirement.
- 213. Speech for the Elementary Teacher.** A survey of the types and uses of speech in the elementary school. Experience for the prospective teacher in such speech activities as story telling and reading, poetry reading, creative dramatics, informative speaking and voice improvement. Meets the general education requirement. (2)
- 241. Mass Communications in a Democratic Society.** Development of news press, film, broadcasting, public relations, and advertising; study of the freedoms and responsibilities of mass communications. (2)
- 242. Radio & Television Announcing.** The theory and practice of broadcast speech, including voice training and pronunciation. Emphasis on presenting various news, music and narrative programs.
- 271. Introduction to Theater.** A survey of the nature of theater as an art form and of the various contributors to the theater experience; actor, playwright, director, designer, and audience. Selected plays and certain eras in theater history will be examined.
- 272. Stagecraft & Scene Design.** The function of design in relationship to the play. Concepts and procedures, technical methods and materials for realizing the design. Set, costumes, lighting, makeup and properties. Laboratory requirement. Prerequisite: 271.
- 273. Acting.** Elements of the Stanislavski system as they relate to acting in contemporary drama. Exercises and scene study. Laboratory requirement. Prerequisite: 271 and permission of professor.
- 314. Oral Interpretation.** Study of principles and techniques for effective oral interpretation of literature. Experience in such types as prose, poetry, dramatic monologues, Scripture reading, dramatic scenes and theme programs. Meets the general education requirement. (2)
- 315x. Introduction to Journalism.** See English-Writing 315.
- 316x. Magazine Writing.** See English-Writing 316.
- 325. Group Interpretation.** Training and experience to develop increased proficiency in oral interpretation through and study of various types of activities including reader's theater, chamber theater, choral reading, and other program types. Prerequisite: 314 or permission of professor.
- 331X. Film Theory and Criticism.** See Art 325. (2)
- 332x. Film Production.** See Art 326. (2)
- 333x. Videofilm.** See Art 333. Prerequisite: Communications 345 or Art 326. (2)
- 334x. Editing Aesthetics and Technique.** See Art 334. Prerequisite: Art 333. (2)
- 343. Radio & Television Writing.** Overview of the various areas of broadcast writing, including news, documentaries, music, drama and advertising with assignments in each broadcast genre. Discussion and analysis of actual broadcasts supplement writing assignments.
- 344. Radio Producing.** Development of basic audio production procedures and skills through workshop experience in such areas as news, music, recording, and drama. Selected productions are coordinated with the broadcast activities of WETN.
- 345. Television Producing.** Theory and technique of television production with extensive work in performance, lighting, staging, and directing of various types of studio productions.
- 353. Advanced Public Speaking.** An intensive study of the theory, preparation, delivery, and criticism of public speaking, with emphasis on student performance. Prerequisite: 101 or permission of professor. (2)
- 361. Interpersonal Communication.** Examines face-to-face interactions using cognitive learning, skills training, and experiential techniques to better understand ourselves and others. Topics include person perception, self awareness, communication styles, roles, listening, interpersonal conflict and attraction. (2)
- 362. Group Dynamics.** Considers interpersonal influence, leadership, problem-solving, decision-making and trust as they occur in groups. Participation in simulations and exercises, role play, and case study provide opportunities for analyzing effectiveness in group situations. (2)
- 363. Persuasion.** Attitude and behavior change. Theories of attitude, specific techniques of persuasion, analysis of contemporary practitioners. Experience in attitude research and preparing a persuasive strategy.
- 364. Special Topics in Interpersonal Communication.** Seminar employs experiential techniques to expose participants to various factors of interpersonal communication. Students will select one area for research, which may include self-concept, non-verbal communication, self-disclosure, cross-cultural communication, sex roles, leadership and ethics. Prerequisite: 361 or 362 or 363. (2)
- 374. Directing.** An investigation of the basic tasks of the director: play selection and casting, mounting the play, rhythm, characterization, and actor-director relationships. Prerequisite: 271 and permission of professor.
- 375. Advanced Acting & Directing.** Intensive work in scene study and characterization, including Shakespeare and musical theater. Prerequisite: 273 and/or 374, and 272.
- 376. Church and Theater.** An examination of the theological, aesthetic, and anthropological factors involved in the relationship between the church and the arts, especially theater. Some investigation of materials and staging techniques for "church drama."
- 381. Introduction to Speech Science and Communicative Disorders.** The physics of speech and the anatomy and physiology of the speech and hearing mechanism, including audiometric testing. A study of phonetics and a survey of the more common types of speech disorders. (2)
- 382. Speech & Language Therapy.** The etiology and treatment of selected speech disorders, including voice defects, articulation problems, and stuttering. Clinical methods and practicum in articulation therapy. Prerequisite: 381 or permission of professor. (2)
- 387x. Management Information Systems.** See Economics 329. (2)
- 388x. Principles of Marketing.** See Economics 341.
- 389x. Principles of Management.** See Economics 342.
- 391. Contemporary Human Communication.** An overview and integration of current approaches to understanding intrapersonal, interpersonal, small group, organizational, public and mass communication. Open to non-majors. Required of minors. (2)

- 394. Private Lessons in Speech.** Private instruction in the use and improvement of the speaking voice. Development of competence in a specific speech activity. Prerequisite: 314 and permission of professor. \$45 fee. (2, lin)
- 411. Pulpit Communication.** Study of the principles and practice of preaching, including the oral reading of Scripture. Prerequisite: 101 or permission of professor. (2)
- 416. Free Speech and Media Law.** Background and precedents of current protections for speech and media, with attention to libel, privacy, copyright, obscenity, commercial speech, and other areas. (2)
- 454. Rhetorical & Communication Theory.** An analysis of the modes of human communication and the theoretical considerations of rhetoric and speech communication, linguistics, general semantics and communicology as they relate to individual and group communication. Prerequisite: 4 communications courses.
- 461. Organizational Communication.** Theory and practice of how communication structures an organization. Topics include communication networks, corporate culture, climate, socialization, and conflict resolution.
- 495. Independent Study.** Examination of current issues and developments in one of the various communication disciplines; introduction to research methodology. Individual investigation of a selected area. Prerequisites: 2 communications courses and permission of a professor. (1-4)
- 496. Internship in Communications.** On-the-job or other practical experiences. Normally limited to majors. (4)
- 511. Communication Theory.** An overview of theories of communication with emphasis on mass media, theological integration, and audience decision-making.
- 512. Persuasion.** Attitude and behavior change. Theories of attitude, specific techniques of persuasion, analysis of contemporary practitioners. Experience in attitude research and preparation of a persuasive strategy.
- 514. Ethics of Communication.** Major ethical theories applied to the fields of radio, television, film, journalism, advertising and public relations through case study analysis. (2)
- 516. Qualitative Research Methods.** Introduction to the methods of qualitative research applied to communication problems with emphasis on studies of mass communications. (2)
- 517. Strategies for World Outreach.** Analysis of spiritual decision processes and behavior. How to use research on attitudes, lifestyles, decision processes and response to persuasion, social influence, and demographic differences in developing strategies for world evangelization. (2)
- 518. Principles of Survey Research.** Understanding the audience from the perspective of marketing theory and strategy. Special focus on sampling, questionnaire design, application of SPSS using the computer and interpretation of data. Emphasis on phasing research into church-related applications. (2 or 4)
- 551x. Intercultural Communication.** See Missions/Intercultural 561.
- 552x. Cross-cultural Research.** See Missions/Intercultural 572.
- 553. Management.** Fundamental issues in adapting the mission or church organization, including planning, performance standards, appraisal and review, motivation, delegation, coordination, and human relations. Concepts are developed through use of case studies. (2)
- 555. Marketing and Public Relations Development.** The relationship of a non-profit organization with donors and supportive clientele. Emphasis upon image research, the analysis of mailing lists to assess donor worth and productivity, the development of organizational marketing and public relations programs, and the measurement of effectiveness of program activities.
- 556. Writing for Public Relations.** How to communicate organizational aims and objectives to large audiences. Writing the newsletter, news releases, funding appeals and other internal projects designed to help organizations. (2)
- 557. Advanced Article Writing.** Practice and study of the modern magazine article with specific assignments for target markets. Articles are submitted to editors.
- 558. Magazine Editing.** The role of the editor in selecting manuscripts, rewriting, cutting, and fitting to magazine format specifications. Emphasis on creative editing, initiating manuscript ideas, and the relationship of editor and staff. (2)
- 559. Seminar in Magazine Publishing.** How content, format, economics, and target audience make a difference in the editorial goals of church related and mass market magazines. (2)
- 567. Editorial Writing and Criticism.** Writing designed to change attitudes and influence opinion, and the writing of book and film reviews.
- 569. Advanced Reporting.** Writing in-depth material on matters of concern to public and church audiences. Particular emphasis on context and historical setting.
- 581. Graphics.** Practice and study of layout and design, the use of type, the economics of production and the overall mechanics of developing manuscript to the printed page.
- 582. Fiction.** Theory, structure, and technique of fiction, with special emphasis on short-story writing.
- 583. Instructional Design and Production.** Practice and study of media presentations, applying technological concepts to the learning/training process. Application to slides, video, cassettes and film.
- 584. Radio and Television Station Management.** Philosophy, organization, administration, programming, promotion, budget, legal and technical aspects of broadcast management. Field trips and interaction with working professionals.
- 585. Broadcast News Writing and Analysis.** Newswriting, assembling, editing the news for the electronic media. Field trips to area newsrooms.
- 586. Broadcast Drama and Adaptation.** Practice and study of forms, technique, and types of dramatic writing for radio and television.
- 587. Audio Engineering and Producing.** Intensive production-management projects to expand creative skills in sound production, editing and recording techniques. Field trips to recording studios and interaction with working professionals. Emphasis on music recording and album production. Previous course in audio production or experience is a prerequisite.
- 588. Advanced Video Directing and Producing.** Use of studio and field video equipment to develop abilities in producing and managing programming for television. Laboratory experience includes lighting, camera, floor managing, directing, and producing as well as budgeting, scheduling and editing. Previous course in video or experience is a prerequisite.
- 591. International Media Systems.** Comparative analysis of international media systems and a study of their influence on the development of Third World countries.
- 682. Seminar in Communication Research and Strategy.** Specialized aspects of communication research and strategy. For 1988-89 seminars include: a) projects in marketing; b) strategies in fund-raising; c) advanced research. (2 or 4)
- 683. Seminar in Writing.** Selected topics in the field. Opportunity for concentrated study of contemporary issues and skills in written communications. (2 or 4)
- 684. Seminar in Broadcasting.** Selected topics in the fields of radio, television, and the popular arts. Opportunity for concentrated study of contemporary problems and procedures. (2 or 4)
- 695. Independent Study.** (1-4)
- 696. Internship.** (2 or 4)
- 698. Creative Project or Thesis.**
- 699. Project or Thesis Continuation.** (0)

Chair, Associate Professor Richard C. Turner
 Professor Schimmels
 Associate Professor Martinez
 Assistant Professor Watson

Department of Education

The Wheaton Teacher Education Program (WheTEP) is devoted to preparing Christians to serve as teachers in the schools of our nation and the world. It is an experience-oriented teacher education program based on the liberal arts. The program is approved by NCATE (1983) and by the Illinois State Board of Education (1985). Students may obtain certification in the following areas: Art, Biology, Communications, Elementary Education, English, French, German, History, Mathematics, Music, Physical Education, Physical Science (Chemistry, Geology, or Physics), Political Science, Psychology, Social Science, Spanish. Students graduating from the program are eligible for certification in the State of Illinois. Students planning to apply for certification in other states should check with the Department of Education for requirements in those states. U.S. citizenship is a prerequisite for an Illinois teaching certificate. Persons convicted of a felony may be denied a teaching certificate.

Students planning to teach in grades K through 6 major in Elementary Education. Those planning to teach at the junior or senior high school level major in a subject area commonly taught in the public high schools and take the courses and experiences required in the professional education sequence. Students must take responsibility for their own transportation for most practical experiences.

The following section is applicable to students graduating and completing certification requirements through May 1991. Certification requirements current at the time of application for a teaching certificate must be met before a certificate will be issued.

Students graduating after May 1991 see later section.

Requirements for the Elementary Education Major are 39 hours in education. Education courses include Education 121*, 121L, 222, 222L, 323, 325, 326, 328, 328L, 425, 427, 427L, and 496. Additional supporting courses are Mathematics 125, and Political Science 225 or 235. Mathematics 115 (or a minimum ATP of 550 or AP of 3), and Psychology 317 should be taken to meet the general education requirement in mathematics and one of the social sciences. A total of 124 hours are required for graduation.

Education Courses (For students graduating by May 1991)

121. Multicultural Education. The initial course in Education. Theoretical concepts and practical skills to equip students to teach and to serve effectively in our pluralistic society and to cultures abroad. Includes such topics as culture, enculturation, tutoring strategies, teaching English as a second language, history and culture of Asians, Hispanics, Blacks, Native Americans. A research project on a third world country is required. (2)

121L. Multicultural Tutoring Practicum. A tutoring experience with students from cultural settings different from that of the college student's background. Most of the assignments are arranged through Christian Service Council. Concurrent with or subsequent to 121. Pass/Fail. (1)

222. Educational Psychology. Functions of a teacher, learning process, factors associated with learning, introductory statistics and measurement, and related research. Not open to freshmen. (4)

The Professional Sequence Required of Secondary Education students includes: Education 121*, 121L, 222, 222L, 324, 324L, 425, 427, 427L, 496, Psychology 317, and Political Science 225 or 235. Students must also satisfy requirements for a major in a secondary teacher education field.

A minimum of 100 hours of practica are required prior to student teaching. This includes four required experiences: Education 121L, 222L, 324L or 328L, and 427L; 297 and 241 or other experiences approved by the Department of Education may also count toward the 100 hours.

To be admitted to the Wheaton Teacher Education Program (WheTEP), a student must pass an Illinois State Board of Education basic competency exam, and have a minimum grade point average (GPA) of 2.5. The competency exam is given four times a year at twelve sites throughout the state. There is a \$44 fee. The 2.5 GPA must be maintained throughout the program. Students must submit a completed WheTEP Application and an Application to Student Teach by October 1 of the year prior to the college year during which they plan to student teach.

Students transferring into the WheTEP should contact the Department of Education at their earliest convenience. Transfer students will be required to have a minimum of four semester hours of course work in education at Wheaton, plus Department of Education approval, prior to student teaching, and complete all other WheTEP requirements. Students are expected to take all required 300 and 400 level education courses at Wheaton. Exceptions may be granted by the Department. Other courses may be substituted if they meet the appropriate criteria. Check with the Department of Education.

The Department of Education conducts a summer program at Honey Rock Camp, providing the opportunity to complete both required and elective courses and to work in a day camp situation with youngsters from kindergarten to middle school.

*Sociology 337 may be substituted. Other courses such as HNGR 112 or Anthropology 353 may be substituted if a component or a paper on minorities is included.

- 222L. Teacher Aiding Practicum.** A teacher-aiding experience in a local school during the semester. Concurrent with 222. (0)
- 241. Outdoor Education.** Methods of instruction in outdoor education. Includes responsibility as a teacher of kindergarten to middle school children. Prerequisite: Educational Psychology 222 or consent of instructor. Taught at Honey Rock Camp in the summer. Su (4)
- 297. Hometown Aiding Practicum.** A teacher-aiding experience in the college student's hometown for a full-time, five-day period when the college is not in session. Usually completed during the winter or spring break. (0)
- 322x. Art Education.** See Art 322. (2)
- 323. Theories of Teaching.** This course is designed to provide a theoretical structure for the study of elementary methods and the teaching experience. Students explore the components which direct the formulation of a teaching theory (nature of man, purpose of schools, realms of authority), and they survey models of classic teaching theories. Concurrent with 325, 326, 328, 328L, 427, 427L. Prerequisites: 121, 121L, 222, 222L, Psychology 317, and admission to WheTEP. (2)
- 324. Theories and Methods of Teaching Secondary Students.** Introduction to general methods of teaching secondary school students, including units on classroom management, student motivation, lesson planning and preparation, testing, individual differences, subject area methods, with micro-teaching practice. Concurrent with 324L, 427, 427L. Prerequisites: 121, 121L, 222, 222L, Psychology 317, and admission to WheTEP. Majors in Physical Education and Music Education may substitute specified physical education or music methods courses. (2)
- 324L. Methods Practicum - Secondary.** An opportunity to practice some of the concepts and skills acquired in methods courses. The secondary major works with a cooperating teacher for 30 hours in half day units during the fall or spring. Concurrent with the appropriate methods course. Prerequisites: 121, 121L, 222, 222L; Psychology 317, and admission to WheTEP. (1)
- 325. Theories and Methods of Teaching Elementary and Middle School Reading.** The basic course in teaching reading to elementary and middle school children. Designed to give students the theoretical and pedagogical background to conduct developmental reading programs. Concurrent with 323, 326, 328, 328L, 427, 427L. Prerequisites: 121, 121L, 222, 222L, Psychology 317, and admission to WheTEP. (4)
- 326. Theories and Methods of Teaching Elementary and Middle School Language Arts.** Theoretical and pedagogical background for teaching language skills to children, including written and oral composition, handwriting, spelling, grammar, listening, poetry, and literature. Concurrent with 323, 325, 328, 328L, 427, 427L. Prerequisites: 121, 121L, 222, 222L, Psychology 317, and admission to WheTEP. (4)
- 328. Theories and Methods of Teaching Elementary and Middle School Students.** Introduction to general methods of teaching elementary and middle school students, including units on classroom management, student motivation, lesson planning, testing, individual differences, methods for teaching mathematics, science, and social studies, with micro-teaching practice. Concurrent with 323, 325, 326, 328L, 427, 427L. Prerequisites: 121, 121L, 222, 222L, Psychology 317, and admission to WheTEP. (4)
- 328L. Methods Practicum - Elementary and Middle School.** An opportunity to practice some of the concepts and skills acquired in methods courses. The elementary major works with a cooperating teacher over a several week period in the spring. Concurrent with the appropriate methods courses. Prerequisites: 121, 121L, 222, 222L; Psychology 317; and admission to WheTEP. (1)
- 329x. Children's Literature.** See English Literature 326. (2)
- 331x. Music for Elementary Teachers.** See Music Methods 331. (2)
- 341. Topics in Education.** Specific topics in education not normally included in the curriculum. Prerequisites: 121, 121L, 222, 222L, Psychology 317 or consent of instructor. (2 or 4)
- 345. Early Childhood and Kindergarten Education.** The theoretical and pedagogical background for teaching preschool and kindergarten children. Emphasis on the design and execution of appropriate teaching-learning experiences for children. Required for kindergarten student teachers. Prerequisites: 121, 121L, 222, 222L; Psychology 317. (2)
- 425. History and Philosophy of Education.** A theoretical framework for evaluating contemporary education principles, policies, and procedures by considering the historical implications of various theories of the nature of man and reality in relation to biblical principles. Prerequisites: 121, 121L, 222, 222L; Psychology 317; and admission to WheTEP or department approval. Normally taken following student teaching. (4)
- 427. Introduction to Special Education.** The theoretical and pedagogical background necessary to meet the requirements of Public Law 94-142. It includes instruction in the psychology of the exceptional child and learning disabled. It emphasizes identifying their learning needs, individualizing educational programs, and utilizing services available for treatment of problems. Concurrent with the appropriate methods course(s). Prerequisites: 121, 121L, 222, 222L; Psychology 317; admission to WheTEP or department approval. (2)
- 427L. Special Education Practicum.** The college student will observe and work with special students in a school or recreational setting for approximately 30 hours. Concurrent with or subsequent to 427. Pass/Fail. (1)
- 429. Problems in Reading.** This course is designed to treat specific problems in the teaching of reading other than those covered in 325. It deals with diagnosis, remediation, and treating individual differences. Prerequisites: 121, 121L, 222, 222L; Psychology 317; Education 325 (or its equivalent); and admission to WheTEP or consent of instructor. (2)
- 495. Problems in Education.** Individual work with periodic conferences for students who have demonstrated ability and have definite interest in problems in a restricted field. (1-4)
- 496. Student Teaching.** This is an internship experience where students apply teaching principles in local schools and classrooms under supervision. Usually student teaching is done within a 15-mile radius of the campus. Students do their student teaching in their major teaching areas. Prerequisite for elementary student teaching: Education 121, 121L, 222, 222L, 323, 325, 326, 328, 328L, 427, 427L, a minimum GPA of 2.5, and the recommendation of the department. Prerequisites for secondary student teaching: 121, 121L, 222, 222L, 324, 324L, 427, 427L, a minimum GPA of 2.5, and a recommendation from the department of their teaching area. Students are expected to take all 300 and 400 level education courses at Wheaton. Exceptions may be granted by the Department of Education. A candidate's teaching field is one in which he/she has sufficient hours to meet certification requirements and for which he/she has obtained the recommendation of the department. Students must have a major in a subject commonly taught in the public schools of Illinois. (10)

Requirements for Students Graduating After May 1991

To be admitted to the Wheaton Teacher Education Program (WheTEP), a student must pass an Illinois State Board of Education basic competency exam, and have a minimum grade

point average (GPA) of 2.5. The competency exam is given four times a year at twelve sites throughout the state. There is a \$44 fee. The 2.5 GPA must be maintained throughout the pro-

gram. Students must submit a completed WheTEP Application and an Application to Student Teach by October 1 of the year prior to the college year during which they plan to student teach.

Students transferring into the WheTEP should contact the Department of Education at their earliest convenience. Transfer students will be required to have a minimum of four semester hours of course work in education at Wheaton, plus Department of Education approval, prior to student teaching, and complete all other WheTEP requirements. Students are expected to

Elementary Education Majors

Because of changes in the teacher certification standards required by the Illinois State Board of Education, students completing degree requirements from Wheaton College after May 1991 with a major in elementary education must meet the following degree requirements. These requirements include a general education distribution of courses which is different from students pursuing a B.A. or B.S. degree in other majors. It is important that students follow these requirements carefully beginning with their freshman year. Students are encouraged to try to receive credit through department exams wherever possible. Depending on the specialized academic concentration chosen and the number of credits received through testing, *some students may need to plan on more than 8 semesters to complete the program.* (Note: The State of Illinois continues to review requirements; and, therefore, some of the requirements listed in this section may change.)

Requirements for the Elementary Education Major are 34 hours in education. Education courses include 121*, 121L, 223, 223L, 224, 318,

Secondary Education Students

Because of changes in the teacher certification standards required by the Illinois State Board of Education, a student completing degree requirements and/or secondary education requirements from Wheaton College after May 1991, with any major other than music, must meet the following degree requirements. These requirements include a general education distribution of courses which is different from students pursuing a B.A. or B.S. degree but not certifying to teach. Depending on the major field of specialization selected and the number of credits received through testing, *some students may need to plan on more than 8 semesters to complete the program.* (Note: The State of Illinois continues to review requirements; and, therefore, some of the requirements listed in this section may change.)

The education courses required for Secondary Education students include 121*, 121L, 223, 223L, 224, 324, 324L, 425, 427, 427L, 496. Also required for certification is Political Science 235 (included with general education requirements for teachers).

take all required 300 and 400 level education courses at Wheaton. Exceptions may be granted by the Department. Other courses may be substituted if they meet the appropriate criteria. Check with the Department of Education.

The Department of Education conducts a summer program at Honey Rock Camp, in northern Wisconsin, providing the opportunity to complete both required and elective courses, and to work in a day camp situation with youngsters from kindergarten through middle school.

326, 332, 332L, 425, 427, 427L, and 496. Also required for certification are Mathematics 125, Political Science 235, and Science 321. These three courses are included with the general education requirements for teachers.

A minimum of 100 hours of practica are required prior to student teaching. This includes four required experiences: 121L, 223L or 241L, 332L, and 427L; 297 or other experiences approved by the Department of Education may also count toward the 100 hours.

Each student must also complete 18 hours in an approved academic concentration in a specific discipline or a combination of disciplines. At least 9 hours of this concentration must be 300 or 400 level courses. Courses used to meet general education requirements cannot also be used to count toward this concentration (with some exceptions in the Humanities area only). Concentrations cannot be taken from communications, physical education or writing. See the Education Department for a current list of approved concentrations.

A minimum of 100 hours of practica are required prior to student teaching. This includes four required experiences: 121L, 223L or 241L, 324L, and 427L; 297 or other experiences approved by the Department of Education may also count toward the 100 hours.

Secondary education students must complete an approved major field of specialization. Currently majors approved for secondary education certification by the State of Illinois are: Art, Biology, Communications, English, French, German, History, Mathematics, Music (see Music Conservatory section of this catalog), Physical Education, Physical Science (Chemistry, Geology, Physics), Political Science, Psychology, Social Science, and Spanish. For major requirements refer to the appropriate academic department section of this catalog.

Semester hours counted for the purpose of meeting the general education requirements may also be counted for the certification major field of specialization.

*Sociology 337 may be substituted. Other courses such as HNGR 112 or Anthropology 353 may be substituted if a component or a paper on minorities is included.

General Education Requirements for Education Students

Elementary Education majors and Secondary Education students must meet the general education requirements as noted below.

- 1) *Bible and Theology* (14 hrs)
 - a) BI/TH 111, Theology of Culture
 - b) BI/TH 211, Old Testament Literature and Interpretation; or Archaeology 211; or BI/TH 212 plus 2 hours from 331-349 or 431-449.
 - c) BI/TH 213, New Testament Literature and Interpretation; or BI/TH 214 plus 2 hours from ARCH 314 or BI/TH 351-369, or 451-469.
 - d) BI/TH 315, Christian Thought; or BI/TH 316 plus 2 hours from BI/TH 371-389, or 471-489.
- 2) *Communication Skills* (10 hrs)
 - a) Four hours from Comm 101, Public Speaking; 211, Argumentation and Debate; 213, Speech for the Elementary Teacher; or 314, Oral Interpretation.
 - b) English writing 103 or 104, Writing Effective Prose (depending on test scores), plus one additional writing course to total 6 hours in writing.
- 3) *Health Education* (2 hrs)
Physical Education 331, Critical Issues in Health
- 4) *Humanities* (20 hrs)
 - a) Art 101, Art Survey
 - b) Foreign Language through Intermediate level (8 hrs)
 - c) Literature (4 hrs). Eng. Lit. 101, Literature of the Western World, or 214, Foundations of British Literature.
 - d) Music HL 101, Introduction to Music
 - e) Philosophy 101, Issues and World Views in Philosophy recommended. Also can be met with Philosophy 215 or 231.
- 5) *Mathematics and Science*
Elementary Education Majors - 18 hrs

- a) Mathematics 115, College Algebra; and 125, Mathematics for Elementary Education.
- b) Biological and Physical Sciences (12 hrs). Must include at least one 4-hour laboratory course. At least one course of the 12 hours must be in Biology or Geology, and at least one must be in Astronomy or Chemistry or Physics. Science 321, Science for Teachers, is required as part of the 12 hours.

Secondary Education Students - 14 hrs

- a) Four (4) hours in mathematics.
- b) Biological and Physical Sciences (10 hrs). Must include at least one 4-hour laboratory course. At least one course of the 10 hours must be in Biology or Geology, and at least one must be in Astronomy or Chemistry or Physics.
- 6) *Physical Education* (3 hrs)
 - a) PE 101, Foundations
 - b) Two activity courses from courses numbered 102-265. Must include an aquatics course unless a swimming test is passed.
- 7) *Social Science* (12 hrs)
 - a) History 351 or 352, American Civilization; plus 331, African History or 334, Asian History. (331 or 334 also meet Wheaton's requirement for an other cultures course and the state's requirement for a non-western or third world cultures course.)
 - b) Political Science 235, American Government

NOTE: There is no flexibility in the hours noted as required for all of the above areas except Humanities. The state requires 12 hours from the Humanities group. Therefore, if students waive part or all of the foreign language requirement, they can still meet the state requirements for this area.

Education Courses (For students graduating after May 1991)

121. Multicultural Education. The initial course in Education. Theoretical concepts and practical skills to equip students to teach and to serve effectively in our pluralistic society and to cultures abroad. It includes such topics as the culture concept, tutoring strategies, teaching English as a second language, history and culture of Asians, Hispanics, Blacks, Native Americans. A research project on a third world country is required. (2)

121L. Multicultural Tutoring Practicum. A tutoring experience with students from cultural settings different from that of the college student's background. Most of the assignments are arranged through Christian Service Council. Concurrent with or subsequent to 121. Pass/Fail. (1)

223. Educational Psychology. Functions of a teacher, learning process, factors associated with learning, introductory statistics and measurement, and related research. Not open to freshmen. (2)

223L. Teacher Aiding Practicum. A teacher aiding experience in a local school during the semester. Concurrent with 223. (1)

224. Human Growth. An overview of the major theories, concepts, issues, data, and research methodologies in human growth from birth through death and how it impacts teaching-learning environments. Prerequisite: Education 223. (2)

241. Outdoor Education. Methods of instruction in outdoor education. Includes responsibility as a teacher of kindergarten to middle school children. Prerequisite: (or concurrent with) Education 223, 224. Taught at Honey Rock Camp in the summer. (4) Su

241L. Outdoor Education Practicum. A teaching experience at Honey Rock Camp using the outdoors as a classroom. Concurrent with 241. (1) Su

- 297. Hometown Aiding Practicum.** A teacher-aiding experience in the student's hometown for a full-time, five-day period when the college is not in session. Usually completed during the winter or spring break. (0)
- 318. Theories and Methods of Teaching Elementary and Middle School Reading.** The basic course in teaching reading to elementary and middle school children. Designed to give students the theoretical and pedagogical background to conduct developmental reading programs with a focus on vocabulary strategies. Concurrent with 326, 332, 332L, 427, 427L. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP. (2)
- 319. Theories and Methods of Teaching Elementary and Middle School Reading.** Continuation of 318 with a focus on comprehension strategies. (2)
- 322x. Art Education.** See Art 322. (2)
- 324. Theories and Methods of Teaching Secondary Students.** Introduction to general methods of teaching secondary school students, including units on classroom management, student motivation, lesson planning, testing, individual differences, subject area methods, with micro-teaching practice. Concurrent with 324L, 427, 427L. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP, Majors in Music Education may substitute specified music methods courses. (2)
- 324L. Methods Practicum-Secondary.** An opportunity to practice some of the concepts and skills acquired in methods courses. The secondary major works with a cooperating teacher for 30 hours in half day units during the fall or spring. Concurrent with the appropriate methods course. Prerequisites: 121, 121L, 223L, 224, and admission to WheTEP. (1)
- 326. Theories and Methods of Teaching Elementary and Middle School Language Arts.** Theoretical and pedagogical background for teaching whole language, including written and oral composition, handwriting, spelling, grammar, listening, poetry, and literature. Concurrent with 318, 332, 332L, 427, 427L. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP. (4)
- 329x. Children's Literature.** See English Literature 326. (2)
- 331x. Music for Elementary Teachers.** See Music Methods 331. (2)
- 332. Theories and Methods of Teaching Elementary and Middle School Students.** Introduction to general methods of teaching elementary and middle school students, including units on classroom management, student motivation, lesson planning, testing, individual differences, methods for teaching mathematics, science, and social studies, with micro-teaching practice. Concurrent with 318, 326, 332L, 427, 427L. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP. (2)
- 332L. Methods Practicum-Elementary and Middle School.** An opportunity to practice some of the concepts and skills acquired in methods courses. The elementary major works with a cooperating teacher over a several week period in the spring. Concurrent with appropriate methods courses. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP. (1)
- 341. Topics in Education.** Specific topics in education not normally included in the curriculum. Prerequisites: 121, 121L, 223L, 224, or consent of instructor. (2 or 4)
- 345. Early Childhood and Kindergarten Education.** The theoretical and pedagogical background for teaching preschool and kindergarten children. Emphasis on the design and execution of appropriate teaching-learning experiences for children. Required for kindergarten student teachers. Prerequisites: 121, 121L, 223, 223L, 224. (2)
- 425. History and Philosophy of Education.** A theoretical framework for evaluating contemporary education principles, policies, and procedures by considering the historical implications of various theories of the nature of man and reality in relation to biblical principles. Prerequisites: 121, 121L, 223, 223L, 224, and admission to WheTEP or Department approval. Normally taken following student teaching. (4)
- 427. Introduction to Special Education.** The theoretical and pedagogical background necessary to meet the requirements of Public Law 94-142. It includes instruction in the psychology of the exceptional child and learning disabled. It emphasizes identifying their learning needs, individualizing educational programs, and utilizing services available for treatment of problems. Concurrent with appropriate methods course(s). Prerequisites: 121, 121L, 223, 223L, 224, admission to WheTEP or Department approval. (2)
- 427L. Special Education Practicum.** The college student will observe and work with special students in a school or recreational setting for approximately 30 hours. Concurrent with or subsequent to 427. Pass/Fail. (1)
- 429. Problems in Reading.** This course is designed to treat specific problems in the teaching of reading other than those covered in 318 and 319. It deals with diagnosis, remediation, and treating individual differences. Prerequisites: 121, 121L, 223, 223L, 224, 318 and 319 (or equivalent) and admission to WheTEP or consent of instructor. (2)
- 495. Problems in Education.** Individual work with periodic conferences for students who have demonstrated ability and have definite interest in problems in a restricted field. (1-4)
- 496. Student Teaching.** This is an internship experience where students apply teaching principles in local schools and classrooms under supervision. Usually student teaching is done within a 15-mile radius of the campus. Students do their student teaching in their major teaching areas. Prerequisites for elementary student teaching: 121, 121L, 223, 223L, 224, 318, 326, 332, 332L, 427, 427L, a minimum GPA of 2.5, and the recommendation of the Department. Prerequisites for secondary student teaching: 121, 121L, 223, 223L, 224, 324, 324L, 427, 427L, a minimum GPA of 2.5, and a recommendation from the department of their teaching area. Students are expected to take all 300 and 400 level education courses at Wheaton. Exceptions may be granted by the Department of Education. A candidate's teaching field is one in which he/she has sufficient hours to meet certification requirements and for which he/she has obtained the recommendation of the department. Students must have a major in a subject commonly taught in the public schools of Illinois. (10)

Professors Hein, McClatchey, Ryken
Associate Professors Baumgaertner, Coolidge, Fromer, Lundin, Martindale

The Department of English seeks to help students develop such a state of sensibility and intellect that they will be able to pursue their chosen vocations with competence and versatility. The intention is that graduates enjoy good literature and write clear, coherent prose. Therefore, the department endeavors to instill within each

student not only a knowledge of major English and American authors, together with pertinent continental and non-western ones, but also a comprehension of the various critical approaches essential to a mature understanding and evaluation of literary achievement. We consistently endeavor to discover the relation of literature to biblical truth.

**Department
of English**

Literature

The Department of English strongly recommends that students take Literature 101 and 102 or 201 for the General Education requirement. Literature 101 or Literature 214 is a prerequisite for Literature 201.

Requirements for a Major are 36 hours in literature, including Literature 214, Senior Seminar 494, 6 hours of electives, and 22 additional hours—8 in English literature prior to 1660, 8 in English literature after 1660, and 6 hours in American literature. Students intending to pursue graduate study are strongly encouraged to elect Modern Critical Theory 434. In addition to the 36 hours in literature, one course in advanced writing is also required. Appropriate supporting

courses in history, philosophy, art, music, and speech are recommended. For those anticipating graduate study, French and German are recommended. Contact the department for sample schedules.

The Requirements for a Minor in English are 20 hours, including 4 hours in either Literature 101 or 214, and 16 additional hours: 4 in literature prior to 1660, 4 in literature after 1660, and 8 hours in either writing beyond the 103/104 level and/or literature.

Students planning to teach English on the secondary level should refer to certification requirements in the Education Department.

Literature Courses

- 101. Literature of the Western World.** Selected masterpieces from ancient times through the Enlightenment, including works of Homer, the Greek tragedians, Dante, and Shakespeare.
- 102. Literature of the Western World.** Selected masterpieces from the rise of Romanticism to the present time, with an emphasis upon continental writers. (2)
- 201. Non-Western Literature.** An introductory survey of a literature outside the Western tradition, e.g., the literature of Africa, Latin America, India, or the Far East (China and/or Japan). Prerequisite Literature 101 or 214. (2)
- 214. Foundations of British Literature.** An overview of English literature, introducing the student to basic critical considerations and approaches.
- 316. American Literature from 1620 to 1865.** Puritan origins, Emerson, Thoreau, Melville, Hawthorne, Whitman, and Dickinson.
- 317. American Literature from 1865 to 1922.** Authors and trends from the Civil War to the beginning of the modern period, including Twain, James, Crane, Frost, Pound, and the early Eliot.
- 326. Children's Literature.** A chronological survey according to genre and critical studies in novels for children and young adults. (2)
- 331. Medieval English Literature.** Representative early English literature, including lyric, mystic, Arthurian romance, drama, and selected works of Chaucer.
- 334. Shakespeare.** The major tragedies and romances with a more rapid reading of representative comedies and histories. Some attention will be given to the sonnets.
- 335. The Novel.** Major novels from Fielding to the present, studied for enjoyment of this form and appreciation of its lively development.
- 336. The English Renaissance.** The chief literary works of the 16th century in their English setting, with emphasis on More, Wyatt, Marlowe, Sidney, Shakespeare's sonnets and Spenser.
- 337. Seventeenth-Century English Literature.** The poetry of John Donne, George Herbert, and other metaphysical poets, the prose of Bunyan, and drama of Jonson and Webster. (2)
- 338. Milton.** *Of Education*, major lyrics, sonnets, *Paradise Lost*, *Samson Agonistes*. (2)
- 352. The Age of Pope.** Major writers, 1660-1740, including Addison, Defoe, Dryden, Pope, and Steele. (2)
- 353. The Age of Johnson.** Major writers, 1740-1798, including Boswell, Fielding, Gray, Goldsmith, Johnson, Sterne, Smollett, and Swift. (2)
- 355. The Romantic Period.** Major English Romantic writers, 1783-1832, together with a study of the meaning of Romanticism. Includes Jane Austen.
- 361. Victorian Literature.** The poetry, fiction, prose, and drama of the Victorian era (1832-1901), including major works of Tennyson, Browning, Arnold, Hopkins, the Brontes, Dickens, Eliot, Hardy.
- 364. Modern British Literature.** Major writers, 1896 to the present, including Auden, Conrad, Joyce, Lawrence, Woolf and Yeats.
- 366. American Literature, 1923-1945.** Major writers of the modern temper, including Faulkner, Stevens, Williams, and the expatriates. (2)
- 367. American Literature, 1946—present.** Writers of the post-war period, including Bellow, Lowell, Nabokov, O'Connor, Olson, and Updike. Attention given to current literary trends. (2)
- 371. Modern European Literature.** Forms and ideas of continental writers that help shape the modern temper, including Flaubert, Kafka, Proust, Mann, and Zola.
- 373. Literature of the Bible.** The literary forms and meaning of biblical literature.
- 431. Modern Mythology.** Selected imaginative works of C.S. Lewis, J.R.R. Tolkien, Charles Williams, and George MacDonald, with consideration of the distinctives of this body of literature.
- 432. The Drama.** Major dramatists of a selected period, from classical to contemporary. (2)
- 433. Varied Literary Topics.** Selected topics or authors, studied with a view to giving added breadth and depth to the understanding of special areas of literature. Where appropriate, this course may be substituted for listed requirements. (2)
- 434. Modern Critical Theory.** Major critics and critical theories of the Twentieth Century. (2)
- 435. English Language.** The historical and linguistic development of the English Language. (2)
- 494. Senior Seminar.** Selected subjects, such as a writer, a literary form, or a theme, studied with a view to critical concerns and the integration of faith and learning in literary study.
- 495. Independent Study.** An individually planned program of reading, research, and consultation under the supervision of a member of the department. (1-4)
- 496. Literature Internship.** English Department approval. (4)

Writing

Believing that the ability to write well is one of the marks of educated men and women, the English Department offers to students in all departments of the College opportunities to study and to practice various types of writing. To ensure the writing capability appropriate to college students, the Writing Program provides entering students alternative methods to demonstrate writing competence:

(1) Competency may be demonstrated by a score of 4 or 5 on the Advanced Placement English test (English Composition and Language or English Composition and Literature).

(2) A student with an ACT English test score of 28 or above, or an SAT (TSWE) test score of

600 or above, must take an English department essay exam on campus in order to try to waive the Writing requirement. A student with an ACT English test score of 25-27 or an SAT (TSWE) test score of 550-590 must complete 2 hours of Writing (104) with a minimum grade of C.

(3) A student who does not meet any of the above conditions must take 4 hours of Writing (103) with a minimum grade of C.

Writing 103 or 104 must be completed by the end of the sophomore year.

Even though students must meet a quality writing standard by either of the above options, they are encouraged to elect other writing courses appropriate to their interests and abilities.

Writing Courses

103. Writing Effective Prose. Practice in methods of research and in the writing of clear expository prose. (4)

104. Writing Effective Prose. Practice in methods of research and in the writing of clear expository prose. Credit not given in addition to 103. Prerequisite: advanced placement scores as stated under General Education Requirements. (2)

313. Imaginative Writing. Practice in a variety of literary forms, with emphasis on the development of tone and style.

315. Introduction to Journalism. Gathering and writing of news. Emphasis on straight news, features, sports, investigative reporting, and editorials. Survey of history and current tensions of news media. Analysis of campus and metropolitan newspapers.

316. Magazine Writing. Writing for national religious and secular magazines. Choice of articles: Bible exposition, personal discovery, academic-technical, humor, essays, satires, parables, reportorial features. Principles of editing studied. (2)

431. Advanced Writing. Practice in a variety of essay forms, with emphasis on the development of a polished prose style. (2)

433. Poetry Writing and Criticism. Practice combined with a study of modern and contemporary poetry.

436. Fiction Writing and Criticism. Practice combined with a study of modern and contemporary fiction.

495. Writing Projects. (1-4)

496. Writing Internship. English Department approval. (4)

Chair, Professor Arthur A. Rupprecht
 Director of Modern Language Studies, Professor J. Miles
 Professors Bullock, Hawthorne, Wolf, Ziefle
 Associate Professors Clark, Kraft, Mullen,
 Assistant Professors Kepner, Lutes, Mocuta, Pederson
 Visiting Associate Professor Mitchell

The department provides instruction to assist students in understanding and appreciating the culture and literature of the classical peoples and of the modern nations represented by the French, German, Mandarin Chinese and Spanish languages. In Modern Languages the study will also assist the student in expressing his own thoughts in the language through speaking and writing. The major studies in each of the languages will give the student a solid base for further profession-

al training. The Ancient Language Studies major has as its primary focus proficiency in Greek. For most students this means the ability to read New Testament Greek with relative ease and do advanced exegesis. Course offerings will also introduce the student to the eclectic and varied cultures of the peoples of the Eastern Mediterranean in ancient times from Neolithic to the 1st Century A.D.

Department of Foreign Languages

Linguistics

321. Linguistic Science. Introductory study of the concepts and methodology of modern linguistics. Survey of the various branches of linguistic science and of their relationships to other disciplines. (2)

322. Romance Linguistics. Study of historical linguistics, phonetics, morphology, and syntactical patterns as they relate to learning French and Spanish. (2) Offered Fall 1988-89.

Mandarin Chinese

301, 302. Elementary Chinese. Beginning modern standard (Mandarin) Chinese with a balance of emphasis on aural comprehension, speaking, reading and writing. Laboratory practice.

401, 402. Intermediate Chinese. Grammar, syntax and vocabulary, with emphasis on dialogs presenting everyday topics.

Modern Languages Major

The major in Modern Languages allows the student to specialize entirely in French, German, or Spanish, or to combine any two of these areas.

Students planning to teach on the secondary level must also meet the requirements listed in the Education Department.

French

The Requirements for a Concentration in French are 32 hours in the Department of Foreign Languages, including: French 331, 332, 336, and two other courses in French beyond the intermediate level; two additional courses in French, or in one other modern language beyond the intermediate level; and Linguistics 321 or 322. A course in the history of Western Europe, preferably History of France, may be substituted for French 335.

Students who concentrate in French are required to devote at least one term of study, at

advanced levels, to courses in France or a French-speaking country, including French 338 or an approved substitute. Participation in the French study abroad program, Wheaton in France, fulfills this requirement.

The Requirements for a Minor in French are 20 hours of French beyond the intermediate level, including 331 and 336. Other courses, which may include Wheaton in France, should be selected in consultation with a Department adviser.

French Courses

- 101, 102. Elementary French.** Beginning French with a balance of emphasis on aural comprehension, speaking, reading and writing. Computer and video laboratory work, and conversation practice in small groups.
- 103. Accelerated Elementary French.** Intensive study of beginning French with a balance of emphasis on aural comprehension, speaking, reading and writing. Laboratory work. Required of students with two years of high school French, and of those above level 2, who place by test score in first semester French.
- 201. Intermediate French.** Reading, composition and conversation, with emphasis on the culture of France. Computer and video laboratory practice. Prerequisite to any further study in French.
- 209. Intermediate French in France.** Conversation, composition and grammar review, with on-site experience of history and culture of France. Su 1989
- 331, 332. French Conversation and Composition.** Intensive practice in oral and written communication with emphasis on natural spoken expression in the first semester and writing skills in the second.
- 334. Culture and Communication.** Study of French history, geography, social and economic structures; acquisition of skills useful in business (translation, summary, letter writing). Different emphasis each year; may be repeated for credit. (2)
- 335. French Civilization and Culture.** On-site study of French history, architecture, art, politics and society. Offered in France only. Su 1989
- 336. Masterpieces of French Literature.** Introductory overview of major writers and movements from Middle Ages to present, with selected readings from famous works.
- 338. Advanced French in France.** Conversation practice, grammar, expression and pronunciation. Course content and level variable. Offered in France only. Su 1989
- 439. Topics in French Language and Literature.** Varied subjects including genre and movement studies, advanced language and history of French language. May be repeated for credit. (2 or 4)
- 445. Renaissance and Classical Literature.** Reading and critical study of selected works in prose and drama of the 16th and 17th Centuries.
- 446. Eighteenth and Nineteenth Century Literature.** Study of development of literary movements and genres with emphasis on the novel.
- 447. Twentieth Century Literature.** Reading and critical study of major contemporary novelists and dramatists. Offered 1988-89.
- 489. Topics in France.** Varied subjects including literary and cultural studies, phonetics and internship experiences. Offered in France only. (2 or 4) Su 1989
- 495. Reading and Research.** Reading and individual study of some aspect of French culture, literature or language. (1-4)

German

The Requirements for a Concentration in German are 32 hours in the Department of Foreign Languages, including: German 331, 336, 446 and ten additional hours in German beyond the intermediate level; two additional courses in German, or in one other modern language above the intermediate level; Linguistics 321.

Students concentrating in German are required to devote at least one term of study, at the advanced levels, to a course or courses in an

institution in Germany. Major advisers will work with students in planning study abroad in order to coordinate courses with work at Wheaton. Participation in the German study abroad program, Wheaton in Germany, fulfills this requirement.

The Requirements for a Minor in German are 20 hours above 201, including 331. German 336 and German 337 are highly recommended. The remaining courses are to be selected in consultation with a Department adviser.

German Courses

- 101, 102. Elementary German.** Beginning German with a balance of emphasis on aural comprehension, speaking, reading, writing. Laboratory practice.
- 103. Accelerated Elementary German.** Intensive study of beginning German with a balance on aural comprehension, speaking, reading and writing. Laboratory work. Required of students with two years of high school German, and of those above level 2, who place by test score into first semester German.
- 201. Intermediate German.** Reading, composition and conversation with emphasis on usage and discussion on works read. Literary and theological German are offered. Laboratory practice.
- 209. Intermediate German in Germany.** Reading, composition and conversation with emphasis on usage and discussion of works read. Offered in Germany only. Su 89

- 331. Conversation and Composition.** Conversation, writing and usage with emphasis on facility of communication. Laboratory practice.
- 335. German Civilization and Culture.** Readings and discussions on art, music, geography, history, political and social structures, thought and philosophy, with the emphasis on the Christian perspectives of the German culture. Offered in Germany only. (2 or 4) Su 89
- 336. Survey of German Literature from Goethe to the Present.** Readings and discussion of principal authors and their work. (2 or 4)
- 337. German Literature to 1750.** Readings and discussion of principal authors and their work. (2 or 4)
- 338. Advanced German in Germany.** Development of oral proficiency. Discussion and interpretation of shorter literary texts, and social and political topics. Offered in Germany only. Su 89
- 446. The Classical Period.** Sturm and Drang, selected works of Goethe and Schiller. Offered 1988. (2 or 4)
- 447. The Nineteenth Century.** Selected works of romantic and realistic periods. Offered 1989. (2)
- 448. The Twentieth Century.** Representative works from 1890 to the present. Offered 1990. (2)
- 489. Special Topics.** Advanced study in language, literature and civilization in Germany. (2 or 4) Su 89
- 495. Independent Research.** Integration of the work of the German major and independent study and research in special areas. (1-4)

Spanish

The Requirements for a Concentration in Spanish are 32 hours in the Department of Foreign Languages, including: Spanish 331, 332, 336, 337, 494 and ten additional hours in Spanish or two courses in another language beyond the intermediate level; and Linguistics 321 or 322.

The Requirements for a Minor in Spanish are 20 hours beyond the intermediate level, including 331, 332, and 12 additional hours to be selected in consultation with Department adviser.

Spanish 336 and 337 are strongly recommended.

Students who concentrate in Spanish are required to devote at least one term of their study, at an advanced level, to a course or courses at an institution in the country of the language. Advisers will work with students in planning study abroad in order to coordinate courses with the work at Wheaton. Participation in the Spanish study abroad program in Spain fulfills this recommendation.

Spanish Courses

- 101, 102. Elementary Spanish.** Beginning Spanish with a balance of emphasis on aural comprehension, speaking, reading and writing. Laboratory work.
- 103. Accelerated Elementary Spanish.** Intensive study of elementary Spanish with emphasis on understanding, speaking, reading and writing. Required of students with two years of high school Spanish, and of those above level 2, who place by test score into first semester Spanish. Laboratory work.
- 201. Intermediate Spanish.** Reading, composition and conversation with emphasis on the culture of Spain and Latin America. Laboratory practice. Prerequisite to any further study in Spanish.
- 208. Conversational Spanish.** Development of oral and comprehension skills. Laboratory practice. Co-required with Spanish 209. Spain only. Offered 1988. (2) Su
- 209. Intermediate Spanish.** Grammar review, reading, composition and conversation. Laboratory practice. Co-required with Spanish 208. Spain only. Offered 1988. Su
- 331. Spanish Conversation.** Conversation with emphasis on natural expression and usage to develop facility of communication in the language. Laboratory work.
- 332. Advanced Grammar and Composition.** Intensive grammar review and written practice in various forms to give the student facility and natural expression. Letter writing and translation to and from Spanish included.
- 334. Spanish Thought and Culture.** Readings and discussion on art, music, geography, history, political and social structures, themes and philosophy peculiarly Spanish. Alternate years. Offered 1988-89.
- 335. Latin American Thought and Culture.** Readings and discussion on art, music, geography, history, political and social structures, themes and philosophy peculiarly Spanish American. Alternate years. Offered 1989-90.
- 336. Survey of Spanish Literature.** A general survey of Spanish thought and writing from the beginnings of the language to the present. Reading of outstanding works and selections from each period and movement. Oral reports and discussion. Recommended for further courses in literature. Offered 1989-90.
- 337. Survey of Spanish American Literature.** A general survey of the development of Spanish American thought and writings from the discovery of America to the present. Examination and analysis of representative authors and their works. Recommended for further courses in literature. Offered 1988-89.
- 338. Intensive Advanced Spanish.** Conversation, advanced grammar and composition. Conversation with emphasis on natural expression and usage to develop facility of communication in the language. Intensive grammar review and written practice to give the student facility of expression. Laboratory practice. Spain only. Offered 1988. (6) Su
- 339. Advanced Spanish Composition/Style.** Intensive work in speaking and writing Spanish to improve grasp of idiomatic expression and to develop writing technique. Qualified, advanced students only. Spain only. Offered 1988. (6) Su
- 341, 342. Hispanic Literary Periods and Movements.** Study of key works of Spanish and Spanish American literary periods and movements such as Medieval Period, Colonial Era, Golden Age, Romanticism, Generation of 1898, Modernism, etc. A different period or movement offered each half-semester. Offered 1990-91. (2,2)
- 351, 352. Hispanic Authors.** Reading and discussion of outstanding authors of Spain and Latin America. An individual author is considered each half-semester. Themes, perspective and style of the author are studied as well as his contribution to Spanish and world literatures. Exemplary authors are: Cervantes, Calderon, Sarmiento, Perez Galdos, Mistral, Aleixandre, Dario, Neruda, and Borges. Written and oral reports give students opportunity for special research. Offered 1988-89. (2,2)
- 361, 362. Hispanic Literary Genres.** Examination and analysis of Hispanic forms of a particular genre, such as Golden Age poetry or drama, Spanish American and peninsular modern prose fiction, or modern poetry or drama. One genre offered each half-semester. Offered 1989-90. (2,2)

- 489. Topics in Spanish Culture.** Readings and discussion on art, music, geography, history, political and social structures, thought and philosophy, with emphasis on the Christian perspectives of Spanish culture. Field trips. Spain only. Offered 1988. (2) Su
- 494. Senior Seminar.** Intensive individual and group work in bringing together the work done in the major in the areas of culture and language skills. Emphasis is on development of a distinctly Spanish style of expression. Required of all majors.
- 495. Individual Study.** Reading and individual study of some aspect of Hispanic culture, literature or language. (1-4)

Ancient Languages Major

The Requirements for a Major are 32 hours, including at least 16 hours in Greek beyond the intermediate level, chosen from 331-336, 451 and 495; Linguistics 321; and 14 hours chosen from: additional Greek courses; Archaeology 345, 417; History 343, 344; Philosophy 311; Latin 495; Hebrew 401, 402, 403; or other approved ad-

vanced courses offered in the Graduate School.

The Requirements for a Minor in Ancient Languages are 20 hours, including 12 hours in Greek beyond the intermediate level and 8 hours to be chosen from the courses listed above for the major.

Greek Courses

101, 102. Elementary Greek. Intensive study of elementary grammar, syntax and vocabulary, selected readings from Ancient Greek authors and the New Testament.

201. Intermediate Greek. Review of grammar and syntax accompanied by selections from various Greek authors including those of the New Testament. Prerequisite to further work in Greek.

331, 332, 333. Advanced Classical Reading. Selections from the Greek poets, philosophers or dramatists. (2 or 4)

334, 335, 336. Advanced Koine Reading. New Testament book studies in Greek or selections from the early church fathers to illustrate the development of thought within Christianity.

451x. Greek Exegesis. See Bible 451.

495. Independent Reading and Research. (1-4)

Hebrew Courses

401, 402. Elementary Hebrew. Basic grammar, syntax and vocabulary with readings from the Old Testament and modern Hebrew authors.

403x. Intermediate Hebrew. Review of grammar and syntax with an introduction to the Masoretic text of the Old Testament, intensive reading from selected Old Testament texts and modern writers. See Theological Studies 631.

Latin Courses

195. Beginning Latin Grammar. Offered on demand by special arrangements.

295. Intermediate Latin Grammar and Readings. Offered on demand by special arrangements. Prerequisite: Latin 195 or permission.

495. Advanced Latin Readings. Emphasis upon rapid reading for comprehension. Selected passages illuminating varied aspects of man's life, ranging from earliest times through medieval Latin, according to the interests of the class. Offered on sufficient demand by special arrangements.

Department of History

Chair, Associate Professor Thomas O. Kay
 Professors Dorsett, Elliott, Maas, Noll
 Associate Professors Carpenter, Rapp, Weber
 Assistant Professor Blumhofer

The department provides general education in history and the opportunity for more intensive study from Christian perspectives of human institutions and cultures. Studies in history provide training in the basic skills of reading, research, analysis, critical thinking and writing. This background is useful for a wide variety of careers, including law, business, journalism, Christian ministries, government service and teaching. It also prepares students for graduate study in history, museology, library and archival studies. Course offerings expose majors to important areas of the discipline. Appropriate off-campus programs and internships are available. The East Asia study travel program is sponsored by the History Department in alternate years.

The Requirements for a History Major are 36 hours in History, including History 101 (or its alternative); History 331, 334, 361 or 362; History 351 or 352; History 343, 344, 345, 346,

348, or 349; History 473, 478, 479, or 483, and History 494. Political Science 342 or Sociology 482 are strongly recommended for computer research application. Eight hours from other departments may be substituted for 4 hours in history with the approval of the department chair. Supporting courses in art history, archaeology, literature, philosophy, foreign language, and the social sciences are recommended. Students planning for secondary level teaching should consult the requirements for certification under Education Department. Sample course schedules are available in the department office.

Requirements for the History/Social Science Major (a teacher education track) are 38 hours including 8 hours in World History beyond History 101 (or its alternative), History 351, 352; Psychology 317; Political Science 235; History 494; and 12 hours in 2 areas of concentration from economics, political science, sociology, or anthro-

pology. In addition to these requirements, students must meet the teacher certification requirements listed under the Education Department.

The Requirements for a Minor in History are 20 hours, including History 101 or its approved alternatives (331, 334, 343, 344, or 362; and 345, 346, 348, 349, 363, or 373).

The Requirements for a Minor in Ancient History Courses

101. History of Civilization. Readings, lectures, and discussions which provide data, analysis and interpretation of world history from Christian perspectives. Registration for both lecture and discussion-lab required. (6)

102. History of Civilization - China Perspective. Same as 101 but discussion-lab focuses on China. Applies to Other Cultures as well as History requirement. (6)

331. African History. Focuses on the development of African societies from their early institutional and cultural traditions to the present with emphasis on the themes of the impact of Islam, European colonial influences, national independence movements, and contemporary African society. Alternate years. Offered 1988-89.

334. Asian History. Cultural development of India, China, and Japan, from their traditional roots through their classical periods to the developments of the twentieth century. Contemporary Asian affairs is emphasized. Alternate years. Offered 1989-90.

343. Ancient Greece. Studies of the ancient Greek world from the written sources with special emphasis on the political institutions. Alternate years. Offered 1989-90.

344. Ancient Rome. A study from sources and commentary of the development of Roman culture. Attention given to the problems of Christianity and classical culture. Alternate years. Offered 1988-89.

345. Medieval Europe to 1100. A study of the factors influencing the cultural development of Europe during the earlier Middle Ages. Special attention is given to religious thought, practices and institutions. Alternate years, offered 1988-89.

346. Medieval Europe from 1066-1500. A study and evaluation of Europe as a Christian civilization during the High Middle Ages. Effort will be made to identify those factors contributing to the decline of the Middle Ages. Alternate years, offered 1989-90.

348. Revolutionary Europe (1789-1870). An analysis of the revolutions of 1789 and 1848, and the rise of industrialization, liberalism, nationalism, and socialism, with particular emphasis on France and Germany.

349. Origins of Contemporary Europe (1870-1950). Analysis of socio-economic and cultural foundations of 20th century Europe, and the causes and impact of both world wars.

351. American Civilization to 1865. The political, social and cultural development of the American nation from the colonial period to the Civil War with special emphasis on weekly projects designed to improve historical thinking and research skills.

352. American Civilization from 1865. The political, social and cultural development of the American nation from the Civil War to the present with special emphasis on weekly projects designed to improve historical thinking and research skills.

361. Contemporary World History. An examination of the forces characterizing our global age since 1945 with a focus on the development of the Western world and the issues confronting the world scene.

362. The Cultural Development of East Asia. A description of the development of the traditional societies in China, Korea, and Japan with supplemental field trips and lectures. (East Asia Study program.) Su

363. Tradition and Change in Modern East Asia. An analysis of the continuity and change in Asian society since the 19th century. (East Asia Study program.) Su

371. France and England in the 18th Century. Comparative analysis of preindustrial economy and society, and the religious and intellectual trends of the Enlightenment era. Alternate years. Offered 1990-91.

373. History of the Soviet Union. The origins and development of the Soviet Union. Su

376. Victorian Culture and Society. Analysis of the rise of industrial, urban, class society, higher and popular culture, and religion of the Victorian and Edwardian eras. Alternate years. Offered 1989-90.

391. Topics in History. Selected areas of historical study as announced. Open to non-majors. (2 or 4)

443x. Jewish Backgrounds of the New Testament. See Bible and Theology 552.

444x. New Testament and Early Christian History. See Bible and Theology 553.

451. Topics in American History. Advanced courses in the History of the United States as announced including Urban History, American Biography, The Modern Presidency, Intellectual History, and Constitutional History.

471x. History and Philosophy of Biology. See Biology 481. A survey of the history of biology with a view to showing how the ideas of biology shape its progress. Prerequisites: Biology 201 or 232; History and Philosophy requirements; senior status preferred. (2)

473. History of the Church in Russia and the Soviet Union. Survey of Church Life and Church State Relations from Kievan Russia through the Soviet Period, including Byzantine and Western Influences. Covers Orthodoxy, Catholicism, Protestantism and present-day Atheism.

478x. History of the Christian Church. See Bible and Theology 576. An introduction to Christian institutions, Christian patterns of thinking, and Christian interactions with culture from the New Testament to the present. Approximately equal time is spent on the early, medieval, reformation, and modern periods. Prerequisite: History 101 or one other history course.

479x. The Reformation. See Bible and Theology 681. The doctrines and practices of the Reformers (1450-1650) in political, social, economic, and intellectual contexts. Special attention to Luther, the Reformed (Zwingli and Calvin), Anabaptists, the English Reformation, and the Catholic Reformation.

483. American Church History. Christianity in North America from the colonial era to the present. Research in Billy Graham Center materials is a normal part of the course. Prerequisite: History 101 or its alternative.

489x. Colloquium in American Church History. See Bible and Theology 682. Special courses in specific aspects or themes of the history of the church in North America. Taught in conjunction with visiting scholars sponsored by the Institute for the Study of American Evangelicals. Prerequisite: History 101 or its alternative.

494. Seminar. A study of Christianity and history, with emphasis on the history of history-writing, the implications of Christianity for the meaning and practice of history, and the relationship of philosophies of history to the Christian faith. (2)

495. Independent Study. An individual program of reading, research, writing and oral examination. Prerequisite: Junior-Senior status and approval of department faculty and chair. (1-4)

cient Civilizations are 20 hours including Anthropology 256; Archaeology 361, 362; History 343, 344 and 495 (with an emphasis on the Far East, Africa or Europe before 400 A.D.).

Refer to the Bible and Theology section of this catalog for courses in church history and American church history which apply to a Master of Arts degree.

Human Needs and Global Resources

Director, Robert E. Stickney

Why are millions of people in the Third World suffering from spiritual and physical poverty? What can Christians do to respond to this situation? The HNGR Program enables students to consider these questions from a multi-disciplinary perspective and biblical framework.

The program consists of on-campus coursework plus a six-month internship in a developing country with a Christian organization involved in holistic development of the poor. The internship involves supervised study, service, and research related to a specific development project, and it guides students in learning about the local culture and how the development process proceeds within that cultural context.

Students from any major may participate in the program and take any or all of the preparatory courses without obligation to an internship. Those students wishing to undertake an internship should complete formal application procedures during their sophomore year. Details are

available in the HNGR office. Students are required to complete 16-18 hours of preparatory coursework before the internship, including HNGR 112 and 385; Anthropology 353; one or more of the following: Sociology 385, Political Science 357, or Economics 365; and an elective approved by HNGR. During their internships, students can earn up to 12 hours of HNGR 396 credit and also can do research for credit in their major field of study. Upon return to campus, students take an integrative seminar, HNGR 484.

Completion of the preparatory courses fulfills the social science general education requirement. Students who complete the preparatory coursework, internship, and integrative seminar will receive a certificate of completion.

HNGR graduates are especially well prepared to work in the Third World with missions, development groups, governments, and international organizations, as well as to pursue graduate studies in a variety of fields.

HNGR Courses

112. Third World Issues. Introduction to the causes and consequences of Third World poverty and hunger within an increasingly interdependent and resource-scarce world, and an examination of responsible alternatives seen from a multi-disciplinary perspective based on biblical justice and mission. Meets Other Cultures general education requirement. This course is basic to the HNGR program and open to all students. (2)

385. Field Research Methods and Intercultural Orientation. A practical preparation of HNGR program interns for participatory research and cross-cultural living and service. Emphasis in research is on design and implementation in actual field settings, including roles, rapport, ethics, cultural adaptations, field notes, and write-up, and examines the use of qualitative and quantitative research methods. Emphasis in orientation is on cross-cultural adjustment, including approaches, responses, psychological adaptation, relationship-building, communication, health, and Christian witness. (4)

395. Independent Study. Directed reading and research or internship projects in the social sciences. (1-4)

396. Internship in Development. Supervised field experience in the Third World with a Christian organization involved in holistic development. The program of study is designed to meet the particular interests and needs of the student, host organization, and community in which the internship is conducted. (4-12)

484. Seminar: Integration of HNGR Internship. Evaluation and integration of the student's field experience in the Third World, applying theories of socioeconomic change and a Christian world view, and an analysis of alternative models of holistic development. (2)

Inter- disciplinary and General Studies

Coordinator, Thomas O. Kay

Wheaton College offers several courses in which the content and methodology include two or more disciplines. Some of these courses do not come under a specific department and are, there-

fore, taught under the headings of general or interdisciplinary studies. Many of these courses are usually taught on a one-time basis and their descriptions will appear in the course schedule rather than in this catalog.

General Studies Courses

121. Life/Work Planning. Development and demonstration of life, work, and career planning skills essential to a lifetime of effective Christian stewardship of one's abilities. (2)

131. Small Group Practicum. An intensive experience in group living and dynamics, utilizing established methods of stress, survival, and confrontation as a means of furthering individual growth and self-discovery. Open to incoming students accepted in the High Road Program held prior to fall semester. (2)

201. Topics in General Education. (2 or 4)

229. Topics in General Studies. (These courses are not applicable to General Education requirements.) (2 or 4)

329. Advanced Topics in General Studies. (2 or 4)

495. Independent Study. Independent study or tutorial in a course not normally available in the regular curriculum. Approvals by Dean of Arts and Sciences, Registrar and General Studies Coordinator.

Interdisciplinary Studies Major

The Interdisciplinary Studies Major is designed to encourage the experiences, study and thought that demonstrate the interrelationships of the Liberal Arts Disciplines. This is accomplished

by greater variety of course selection, interdisciplinary courses and integrating colloquia that provide opportunity for both oral and written expressions of interdisciplinary integration. Such an

education is excellent preparation for professional schools (law, medicine, social work, business, seminary) while also giving a disciplinary core which with a few more courses may be sufficient for other graduate education.

The Requirements for an Interdisciplinary Studies Major are 36 hours beyond all general education requirements, including a minimum of 12 upper division hours from each of any two disciplines or 8 upper division hours from each of any three disciplines, and Interdisciplinary Studies courses 315 and 415. A minimum of 8 hours of theory and methods courses from at least one discipline must be included in the total of 36 hours. Internship hours do not apply towards the major. No more than 8 hours from another major

may apply to this major as a second major.

An application and program statement for the major must be filed during the sophomore year and in no case later than the fourth week of the first semester of the junior year. The courses selected must be thematically congruous and reflect the ideal of a coherent, integrated whole. Each program must be approved by the Director of Interdisciplinary Studies and the Interdisciplinary Studies Committee or its subcommittee.

Suggestions of some interdisciplinary topics include: American Studies, Social Science, Humanities, Cultural Studies of a region or era, Science, Development, History of Science, Philosophy of Science, Religion and Science, Social Policy.

Interdisciplinary Studies Courses

221. Interdisciplinary Topics in General Education. (2 or 4)

311. Evolution. Interdisciplinary approach to some issues raised in the Creation/Evolution controversy. The basic concepts of evolution used in Biology and Anthropology will be considered along with a critique from the points of view of philosophy of science and Christian world views. (2) Fall Gen. Ed. credit for non-lab science.

315. Junior Colloquium. Integration of the Interdisciplinary Major by means of interaction of the enrolled majors on a common theme or text, drawing the various academic experiences and encouraging reflection thereon in an interdisciplinary setting. A paper is normally required. Required of all ID majors in the junior year. (2, lin)

321. Introduction to Music and Art. An integrated introductory study of music and art taught from a variety of perspectives. Meets the general education requirement in Music and Art.

333. Cases in Ethical Decision-Making. An examination of current ethical and social issues in the Chicago metropolitan area. The course will involve research, field work, critical thinking, and problem solving in a context of teamwork participation. Each section involves faculty from several departments. (2) Prerequisites: Eng-Wr 103 or equivalent, either Phil 101, 215, or B&R 355, and Junior or Senior status. Exceptions—see instructor.

341. The Nature of Persons. The question, What is it to be a person? is asked from philosophical, social, scientific, theological, and literary perspectives. Questions about personal identity, the nature of the self, the concepts of emotion and will, personal maturity (the virtues), and the role of personal narrative and community-based roles in the formation of identity and character, are addressed.

351. Topics in Advanced Interdisciplinary Studies. (2 or 4)

415. Senior Colloquium. Integration of the Interdisciplinary Major by means of interaction of the enrolled majors on a common theme or text drawing the various academic experiences and encouraging reflection thereon in an interdisciplinary setting. A paper is normally required. Required of all ID majors in the senior year. (2, lin)

421. Seminars in Interdisciplinary Studies (2 or 4)

494. Seminar: Social Sciences. Examination and integration of selected philosophies, methodologies, and literature of social science, in relation to a Christian world view. Required of social science majors. (Replaces Social Science 494 course.) (2)

495. Independent Study. A program of tutorials, readings, projects or research arranged to meet individual student needs and interests as approved by the Interdisciplinary Studies Coordinator. (1-4)

Coordinator, Eugene S. Gibbs

The Interdisciplinary Studies Program can normally be completed in two years and leads to the Master of Arts Degree. The program is distinctive in at least three respects:

1. It is flexible enough to be suited to the specific needs of each student.

2. It provides access to a wide variety of courses drawn from all the programs of the Graduate School plus selected and appropriate upperdivisional college courses.

3. It demands the integration of several academic disciplines with the Word of God. Such

Admission Requirements

All students must follow the requirements for admission as found under the Graduate School section of this catalog. In addition, each student must submit a brief (1000 words) statement with the application that addresses the following questions:

Why are you applying to the Interdisciplinary Studies Program? What do you hope to be able to

integration will assist the student in strengthening his/her biblical world view.

Some students have interests and goals that do not fit easily into one of the more traditional programs. They need a flexible program that will allow them the freedom to cross the traditional boundaries between disciplines, the opportunity to integrate two or more fields, and the liberty to create their own program. The Interdisciplinary Studies Program provides such flexibility and freedom for students who have the independence and the maturity to write their own program.

do at the end of your program that you cannot do now? What interests/concerns/questions will provide the focus for your studies? What is distinctive about your goals? Why can they not be accommodated within one of the traditional programs of the Wheaton Graduate School? Which academic departments do you intend to draw from?

Interdisciplinary Studies Graduate Program

Degree Requirements

Students in the Interdisciplinary Studies graduate program can select from two options: (1) Completion of 44 semester hours of course work plus a 4-hour integrative paper for a total of 48 hours, or (2) completion of 40 semester hours of course work plus a 4-hour formal thesis for a total of 44 hours. In addition, all students must pass a comprehensive examination. Six hours of course

work under both options must be taken from Biblical and Theological Studies courses from the approved listing as outlined in the Graduate School section of this catalog. The remaining courses are to be selected in consultation with an adviser and can be almost any graduate course for which prerequisites have been met. The 4-hour integrative paper or thesis is to be registered under the 698 catalog number.

Interdisciplinary Courses

698-1. Integrative Paper.

698-2. Thesis.

699. Continuation of Integrative Paper or Thesis. (0)

Department of Mathematics and Computer Science

Chair, Professor Robert L. Brabenec
Professors Mann, Perciante
Associate Professor Hayward
Assistant Professor Josephson, Blackford, Isihara

In a society becoming ever more mathematical and computerized, the department seeks to provide courses which introduce all students to the ideas of mathematics and computer science. The department also provides advanced courses

for those wishing to specialize in one of these areas. We teach these technical concepts in a manner consistent with the liberal arts aim of the College and in a way that encourages the student to use these abilities to serve others.

Mathematics

The purpose of the mathematics curriculum is to present the basic concepts and methods in modern mathematics, to develop the student's ability to think critically using the axiomatic method, and to apply these ideas to other disciplines. This major provides the mathematical background for students preparing for (1) certification in secondary education; (2) graduate study in a mathematical discipline; (3) a career in an area using mathematics, such as engineering, economics, statistics, or actuarial science.

The Requirements for a Major in Mathematics are 32 hours beyond Mathematics 231, including Mathematics 232, 255, 341, 351 and at least one mathematics course at the 400 level.

Supporting course requirements include Physics 231 and either 222 or 232, Computer Science 241 or 245, and the successful completion of a required reading program and the GRE subject test in mathematics.

Students planning to teach mathematics on the secondary level must meet certification requirements listed in the Education Department section of this catalog.

The Requirements for a Minor in Mathematics are 20 hours of mathematics courses, and Computer Science 235. A typical minor would include Mathematics 231, 232, 243, 255 and one additional course.

Mathematics Courses

105. Finite Mathematics. Sets and logic, combinatorics, probability, vectors and matrices, linear programming, difference equations, mathematics of finance, theory of games. (2)

115. College Algebra. Functions and transformations, linear and quadratic inequalities, systems of equations, complex numbers, polynomial and rational functions, sequences, mathematical induction, and the binomial theorem. Prerequisite: ATP Level I score of 500 or above, ACT Math score of 22 or above, or SAT Math score of 500 or above. (2)

125. Mathematics for Elementary Education. Numeration systems, set theory, the whole number, integer number and rational number systems with associated axioms, operations, relations, and counting principles. Topics from geometry, measurement, logic and probability and statistics. For elementary education majors only. Prerequisite: Mathematics 115 or ATP Achievement Test Level I score of 550 or above.

215. Precalculus Mathematics. Exponential, logarithmic, and trigonometric functions. Trigonometric identities, polar coordinates, conic sections and other selected topics from analytic geometry. Three lectures, two hours drill. Prerequisite: Mathematics 115 or ATP Achievement Test level I score of 550 or above. (2)

221. Applied Calculus. This course covers the ideas of calculus with the applications as the motivation. Covering more topics, the course differs from Math 231 in the depth of coverage. Topics include limits, definitions and applications of the derivative and integral, and applications of the calculus to functions of several variables. Prerequisite: Math 215 or ATP Achievement Test level I score above 570. This course is not normally open to mathematics majors and only one of Math 221 and Math 231 may be taken for credit. Alternate years. Offered in 1989-90.

231. Calculus I. The limit concept. Definitions of the derivative and integral of functions of one variable, with basic properties and applications. Transcendental functions, methods of integration. Three lectures, two hours drill. Prerequisite: Mathematics 215 or ATP Achievement Test level I score above 570.

- 232. Calculus II.** Improper integrals, indeterminate forms, infinite series, polar coordinates. Functions of two and three variables, vector calculus, partial differentiation, multiple integration. Three lectures, two hours drill. Prerequisite: Mathematics 231 with a minimum grade of C-, departmental validation examination, or advanced placement. (2 or 4)
- 243. Discrete Mathematics.** Sets and logic, Boolean algebra, functions, algorithms, relations, combinatorics, trees and graphs, nature of proof. Prerequisite: Mathematics 231.
- 255. Linear Algebra and Differential Equations.** First order differential equations, vector spaces, matrices and linear transformations, determinants, linear equations, eigenvalues, linear systems of differential equations. Topics from linear difference equations, inner products and quadratic forms, Laplace transforms, series solutions of differential equations. Corequisite: Mathematics 232.
- 341. Modern Algebra.** Basic algebraic properties of groups, rings and fields. Euclidean construction problems. Prerequisite: Mathematics 255 or consent of instructor.
- 351. Analysis I.** Derivation of the properties of continuity, differentiability, integrability and convergence, by use of the limit concept and basic axioms of the real number field. Prerequisite: Mathematics 255 or consent of instructor.
- 361. Numerical Analysis.** Zeros of functions, approximation of functions, finite differences, polynomial interpolation, numerical integration, numerical solution of differential equations, solutions of systems of linear equations, and the eigenvalue problem. Prerequisite: Mathematics 255, Computer Science 235. Alternate years. Offered 1988-89.
- 362. Geometry.** Selected topics from finite, affine, projective, Euclidean and non-Euclidean geometry from both the axiomatic and transformation approaches. Prerequisite: Mathematics 255 or 341. Alternate years. Offered 1988-89.
- 363. Probability and Statistics.** Discrete and continuous probability including conditional probability. Independence and Bayes' Theorem. Expected value, variance, and moments of a random variable. Distributions, methods for identifying distributions, and the Central Limit Theorem. Statistical hypothesis testing, errors, correlation, regression equations, and analysis of variance. Prerequisite: Mathematics 232.
- 364. Mathematical Modeling.** A course designed to develop an appreciation for, an understanding of, and a facility in the use of mathematics in the social and life sciences. Particular problems in political science, ecology, psychology, sociology, economics, anthropology, epidemiology, and business management provide the motivation for the development of tools and techniques employed throughout applied mathematics. Prerequisite: Mathematics 255. Alternate years. Offered 1989-90.
- 365x. Mathematical Physics.** See Physics 365. Alternate years. Offered 1988-89.
- 471. History and Foundations of Mathematics.** A study of the historical development of the main ideas in mathematics, with an emphasis on the nineteenth century developments in axiomatics, logic, number and set theory which led to the twentieth century developments in the philosophy and foundations of mathematics. Prerequisite: Mathematics 341 and 351. Alternate years. Offered 1989-90.
- 481-489. Selected Topics in Mathematics.** The following courses are a continuation of a course in the regular curriculum or an introduction to an area of mathematics not covered in the regular curriculum. (2)
- 481. Real Analysis.** Prerequisite: Mathematics 351. Last offered 1987-88.
- 482. Complex Analysis.** Prerequisite: Mathematics 351. Last offered 1985-86.
- 483. Number Theory.** Prerequisite: Mathematics 341. Last offered 1987-88.
- 484. Topology.** Prerequisite: Mathematics 255.
- 485. Statistics.** Prerequisite: Mathematics 363. Last offered 1986-87.
- 486. Differential Equations.** Prerequisite: Mathematics 255.
- 487. Perturbation Theory.** Prerequisite: Mathematics 255. Last offered 1987-88.
- 495. Problems in Mathematics.** Independent study for senior majors. (1-4)

Computer Science

The purpose of the Computer Science curriculum is to provide a variety of courses that meet the computer science needs of students from all areas of the College. In addition, sufficient upper division courses are offered to prepare students for graduate study in computer science or a career in the computer science field.

The physical resources include an academic computer laboratory with 30 computer terminals which are available to all students and faculty. Additional terminals are provided in other campus locations. All terminals can access the College computers which include two DECsystem-2065 running TOPS-20, DEC PDP-11/70 running UNIX, MicroVAX II running VMS and the de-

partment MicroVAX II running UNIX. These computers are networked together. In addition, there is a microcomputer lab available for academic use.

The Requirements for a Major in Computer Science/Mathematics are 18 hours in computer science beyond 241 or 245 and 16 hours in mathematics beyond 231. The 18 hours in computer science include 345, 355, and 10 hours chosen from 365, 375, 394, 445, 455. The 16 hours in mathematics include 232, 243, 255, and one course chosen from 341, 351, 361, 363. Supporting course requirements are Physics 231 and either 222 or 232.

Computer Science Courses

- 135. Computer Literacy.** Meaning of computer literacy; survey of applications including word processing, spread sheet, database, statistical and simulation applications; computer hardware; computer programming; societal impact of computers. Not open to students with more than one semester of computer science courses in high school. (2)
- 235. Introduction to Computer Science.** Algorithms, programs, and computers. Structured programming in PASCAL; design, stepwise refinement and implementation of programs; data structures and information representation; organization and characteristics of computers; survey of applications. Not open to students with more than one semester of computer programming courses in high school. Three lectures, two hours lab. (2)
- 241. Introductory and Intermediate Computer Science.** Algorithms, programs and computers. Structured programming in PASCAL; design, stepwise refinement and implementation of programs. Data structure and information representation, organization and characteristics of computers. Large scale programming and recursive programming. Dynamic data structure and file processing. Survey of applications, languages and computer systems. Not intended for students who have a year or more of PASCAL programming in high school. Three lectures, two hours lab.

245. Intermediate Computer Science. Large scale programming and recursive programming. Survey of languages and computer systems (operating systems and utilities). Dynamic data structures, files and data base management. Prerequisite: Computer Science 235 or at least one semester of PASCAL programming in high school. This course meets the prerequisite of any course listing CS 241 as a prerequisite. Three lectures, two hours lab. (2)

246. Scientific Applications. Scientific programming using Fortran. Least squares, simulation using Monte Carlo calculations; plotting and graphics. Fourier synthesis, root finding; experimental data acquisition and control. Prerequisite: Computer Science 235 or 241. Alternate years. Offered 1989-90. (2)

247. Business Applications. Business programming using COBOL. Information storage, table handling, devices types; file organization sequential, ISAM, direct; reports, inventory control, sequential update; data base management. Prerequisite: Computer Science 235 or 241. Alternate years. Offered 1988-89. (2)

345. Information Structures. Stacks, queues, lists, trees, basic manipulation algorithms, sorting and searching, memory management, system design, file organization, database management systems, data normalization, query facilities, file security, data reliability. Prerequisites: Computer Science 241 and Mathematics 243.

355. Computer Systems and Computer Organization. Computer structure, machine language, assembly language, addressing techniques, macro definition and expansion, program segmentation, program linkage, interpreters, logic design, information coding, number representations, arithmetic, computer architecture, channel programming, micro code, interrupts. Prerequisite: Computer Science 241.

365. Programming Language Concepts. Formal definition of programming languages including syntax and semantics; recursive decent parsing, data structures, control constructs, recursion, binding times expression evaluation; compiler implementation; symbol tables, stacks dynamic allocation, compiler compilers. Prerequisite: Computer Science 241. Alternate years. Offered 1989-90.

375. Artificial Intelligence. Meaning of intelligence, representation of knowledge, search strategies, heuristics, control of process, natural language processing, vision systems, expert systems, robotics. Prerequisite: Computer Science 345. Alternate years. Offered 1989-90. (2)

394. Seminar. Selected topics in Computer Science at each offering, including subjects as Boolean algebra, formal grammars, mini and microcomputers, hardware architecture, graphics, simulation, operating systems, computer music and art, process control. Prerequisite: Computer Science 241. (2)

445. Analysis of Algorithms. Pattern matching, algorithm efficiency, intuitive complexity, NP-complete problems, divide-and-conquer, recurrence equations. Prerequisite: Computer Science 345. Alternate years. Offered 1988-89. (2)

455. Operating Systems. Dynamic process activation, system structure, abstract machine, kernels, performance evaluation, memory management, processor management, time management, recovery procedures, file systems, security, scheduling, device management, networks. Prerequisites: Computer Science 345 and 355. Alternate years. Offered 1988-89.

495. Independent Study. An individually adapted study of any aspect of computing science or its relationship to other fields of study. (1-4)

Department of Military Science

Chair, Professor David W. Olmsted, Lt. Col., Field Artillery

Assistant Professors: Majors Drebenstedt, Mabry, Nadeau, Parker; Captain Stevens

The purpose of the Army Reserve Officers Training Corps is to enable college students to pursue a course of study which will qualify them, upon graduation, for appointment as officers in the United States Army, Army Reserve, or Army National Guard.

The program is a cooperative effort mutually agreed to by the Army and Wheaton College as a means of providing junior officer leadership in the interest of national security. The leadership training provided in the ROTC program of instruction is designed to develop the leadership traits so essential to achieving a high degree of success in civilian pursuits as well as military.

The Military Science curriculum generally consists of two 2-year courses. The Basic Course requires a total of six semester hours. Students who are unable to complete the on-campus basic course may attend a six-week summer camp (in lieu thereof) between their sophomore and junior years. The Advanced Course requires four complete semester courses plus a six-week advanced training camp during the summer following the junior year. Students who have served honorably in the Active Duty Army or who are in the Army Reserves or Army National Guard, have completed Army Basic Training, and have at least sophomore academic status are eligible to enter directly into the Advanced Course and complete the Military Science program in two years. Students who are citizens of foreign countries may not enroll in the Military Science program without special permission from the Professor of Military Science.

Upon completion of the Basic Course, the basic summer camp, or by virtue of past or present enlisted membership in the Active Army, Army Reserve, or Army National Guard, the student may apply for enrollment in the Advanced Course. Students may also enter the Advanced Course without prior participation in the Military Science program as late as the beginning of their junior year. This Alternate Entry option is met by taking the junior and senior courses, attending the initial six-week basic summer camp at the completion of the junior year and then completing the Advanced Camp at the end of the senior year, being commissioned upon successful completion of that camp. If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which he agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in the reserve or active components of the U.S. Army for a period as specified by the Secretary of the Army. Wheaton College requires the student who enters the Advanced Course to meet the obligations of his contract as a prerequisite to being granted a baccalaureate degree. While enrolled, Advanced Course students are paid \$100 per month for up to 10 months per academic year. They receive pay equal to that of a military academy cadet while attending the Advanced Camp. Full tuition scholarships are available for qualified students. In addition, qualified non-scholarship Advanced Course cadets are eligible for a tuition reduction of \$1,000 annually.

Military Science I and II, Basic Course

The student should complete MS 131, 231, and 235. MS 236 may be taken in lieu of the on-campus program.

131. The Army Today. An introductory course on the U.S. Army; customs and traditions of the Army; orientation on Army life and opportunities; Christian perspectives on military service; description of the Army ROTC program; fundamentals of soldiering; individual tactical training; discussion covering a wide variety of military topics including nuclear strategies, armies of the world, US military involvement in foreign countries, and the ethics of Christian service; emphasis on "hands-on" learning includes weekly leadership laboratories, one weekend field trip, and physical training; may be taken either semester. (2)

132. Orienteering, Mountaineering, and Marksmanship. Orienteering and Mountaineering/Marksmanship and Small Arms. Basic fundamentals in map reading and land navigation; introduction to principles and techniques of orienteering and mountaineering, with practical exercises in mountain climbing, rappelling and orienteering; introduction to rifle marksmanship, including live fire of .22 caliber rifle, M16A1 rifle, and competition air rifle; familiarization with other individual and crew-served weapons to include nomenclature, characteristics, and principles of operation and maintenance; includes one weekend field trip, weekly leadership laboratories, and physical training; may be taken either semester. (2)

231. Organizational Leadership. Study and application of the principles and techniques of leadership and management at small unit or organizational levels. Problem analysis, decision making, human behavior, and motivating performance are emphasized. Management problems in simulated environment will be discussed; includes one weekend field trip, weekly leadership laboratories, and physical training. (2)

235. Leadership and Tactics at Squad Level. Fundamentals and principles of squad tactics and leadership; appreciation of the junior leader's qualities, role, and responsibilities, advanced map reading and land navigation to include practical exercises; basic first aid, hygiene and life saving measures; includes one weekend field trip, weekly leadership laboratories, and physical training. (2)

236. Army ROTC Basic Camp (Camp Challenge). An alternative to the basic course above. A six-week summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership. Instruction includes: Role and Mission of the Army, Land Navigation, Rifle Marksmanship, First Aid, Individual and Unit Tactics, and practical development of basic leadership techniques. Military pay approximately \$600.00 (4 hours credit. Special tuition charge \$25.00.) Su

Military Science III and IV, Advanced Course

During the Advanced Course students are required to assume increased levels of responsibility as they are promoted to leadership positions in the cadet battalion.

321. Military Training and Tactics. Review of Map Reading and Land Navigation. A practical study of leadership skills at the platoon level, to include decision-making using the Ethical Decision-Making Model. Principles of small unit tactics at squad, platoon and company level. Introduction to staff and staff functions. Basic communication procedures with radio and field telephones. Leadership Lab. Two weekend field trips. Physical Training.

322. Military History and Briefing. The principles of warfare and military leadership, focusing on threads of continuity throughout the history of warfare. Case studies include battles from ancient to modern times, with emphasis on American military history. Preparation and presentation of formal military style briefing. Leadership Lab. Two weekend field trips. Physical Training.

326. Army ROTC Advanced Camp. Advanced training laboratory for leadership development. Required of Advanced Course students. Military pay approximately \$600.00. (Optional 4 hours credit. Special tuition charge \$25.00.) Su

421. Introduction to Army Administration and Military Justice. Upon completion of the course the student will be familiar with the basic fundamentals of the Army administrative system, publications, forms, preparation and review of correspondence, the history of the military judicial system, the principles of military justice, the law of war, the role of the NCO, and support activities of an installation. The student will also evaluate summer training experiences in light of ethical and spiritual values. Leadership Lab. Weekend field trips. Physical Training.

422. The Army Officer in American Society. An introduction to the Army Training Management System including the preparation, conduct and evaluation of training, an overview of the Army logistics system, and a performance based leadership development program for platoon leadership focusing on ethical issues. Leadership Lab. Weekend field trips. Physical Training.

*Chair, Professor John A. Gration**

*Professor McKinney**

Other Faculty: Chenoweth, Elliott, Ewert, Fahs, Tam

**Denotes Graduate Faculty.*

Missions is a multifaceted task demanding the highest form of professional competence and expertise in a number of specialized areas. The Missions/Intercultural graduate program, leading to a Master of Arts degree, offers preparation for intercultural ministries not only from a theological matrix, which is foundational, but from a multi-disciplinary approach that provides the missionary with both a conceptual framework and skills for ministry. Access to the course offerings of undergraduate and other graduate programs enables the integration of missiology with areas of specialization. The Billy Graham Center provides research facilities for evangelism and missions studies. Close proximity to local mission agencies and to a major urban center enables students to relate classroom experiences to contextual ministries.

Students in the Missions/Intercultural program typically are planning to begin or continue missionary service in a variety of areas such as church planting, urban ministries, theological education, ethnomusicology, Soviet and Eastern European ministries, Chinese ministries, communications and research. Some special scholarships are available to furloughing missionaries and to missionary candidates who are committed to overseas service under an established mission agency.

Applicants to this program must meet the general admission requirements for a graduate program. In addition, they are expected to have taken 8 hours of Bible and theology undergraduate or graduate courses through residence or extension. Students lacking this background preparation should complete it before matriculating at

**Department
of Missions/
Intercultural
Graduate
Studies**

Wheaton or at least by the end of the first semester of enrollment at Wheaton. These 8 hours will not apply toward the master's degree requirements.

This 8-hour prerequisite combined with some

Degree Requirements

The Requirements for the Missions/Intercultural Program leading to a Master of Arts degree are 36 semester hours of course work. Required courses include Intrcul 521, 531, 532, 561, and 572 for a total of 16 hours. The student will work with an adviser to determine the 20 hours of electives which best meet the student's background, interests, and goals. For students in this program, the 6-hour Biblical and Theological Studies requirement is met by taking the Intrcul 531 and 532 courses in residence. A comprehensive examination is required unless the student writes a thesis or does a creative project.

Elective course work is typically taken in one or in a combination of various areas of specialization. These specializations can be taken from courses within the Missions/Intercultural area, from other graduate programs, or from appropriate

Certificate of Chinese Studies

The Certificate of Chinese Studies is offered in cooperation with the Institute for Chinese Studies, Billy Graham Center at Wheaton College. It is designed for students who desire training in Chinese studies without earning a master's degree. The credits earned for the certificate may be used, however, as a part of a master's degree in Missions/Intercultural Studies.

This program helps to provide students with an understanding of the complexities of Chinese culture and philosophy and its relationship to Christian ministry. Courses strive to provide thorough professional training and academic excellence in a spirit that honors both biblical principles and cultural differences.

The certificate program is excellent preparation for Christian professionals heading for service in China or in other areas with Chinese populations, missionaries appointed to work among the

Missions/Intercultural Courses

516. Issues and Trends in Missions. Current missiological issues and trends, including church-mission relationships, the ecumenical movement, nationalism, and their significance to the worldwide mission of the church. Opportunity for individual student research in a particular area of interest is provided. (2 or 4)

521. History of Christian Missions. A history of the witness of the church from apostolic times to the present, with individual depth in areas required by student need and interest. (2)

531. Theology of Missions. The dynamics of evangelical Christian theology in relation to the worldwide witness of the Church in light of contemporary ecumenical thinking and the development of the indigenous church throughout the world. (2)

532. Contextualization of Theology. Analysis of the encounter of the gospel with culture within the framework of the behavioral sciences and informed from the perspective of Christian theology. Special focus on biblical and historical perspectives on Christ and culture; the gospel in a non-Christian setting; the church; methods of hermeneutics and translation; and historical and contemporary examples of contextualization.

536. Theology of Development in World Perspective. The biblical basis for community development and the Christian's involvement in Third World development on the personal and systemic levels. (2)

545. Dynamics of Church Growth. A survey of the crucial factors in church growth, including an analysis of the theological, sociological, and psychological elements; case studies illustrating the dynamics of expansion as well as causes for stagnation; a working methodology for involvement by the student.

546. Evangelism and Church Planting. Strategies for evangelism and church development are examined and applied through case studies, field trips, contacts with resource persons, and student-led projects.

required courses and appropriate electives enables students in the Missions/Intercultural Program to complete the 30 hours of study in Bible and theology which is required by most mission boards.

upper level undergraduate courses. Some possible specializations are (see an adviser for specific course recommendations):

- Biblical and Theological Studies
- Church Planting and Development
- Church Leadership Development
- Community Development
- Ethnomusicology
- Urban Ministries
- Soviet and Eastern European Studies
- Chinese Studies
- International Camping
- Teaching English as a Second Language
- Local Church Missions
- Communications (Journalism, Interpersonal, Research, Radio/TV/Film)

Chinese, Chinese Christian pastors and lay persons who want to better equip themselves for ministry, and persons desiring intercultural experience and service among the Chinese populations of western countries.

In order to receive the Certificate of Chinese Studies, students must complete 24 hours divided between 8 hours of background studies and 16 hours of ministry studies. The background studies hours are to be selected from Chinese 401, History 334, Philosophy 316, and Political Science 359. The ministry studies hours are to be selected from Missions/Intercultural 681, 694 (China Ministry), and Bible and Theology 577. With the approval of the faculty adviser some substitutions may be made for the ministry studies courses. With the exception of Chinese language, courses will be taught in English.

- 555. Cross-Cultural Teaching and Learning.** Contributions of non-formal educators, cognitive psychologists, and educational anthropologists to cross-cultural teaching and learning; attuning instruction to thinking styles, pedagogical expectations and cultural values. (2)
- 556. Leadership Development in Cultural Context.** Biblical, historical, ecclesiastical, and cultural foundations for leadership development. Planning, implementing, and evaluating cross-cultural leadership development programs. Alternatives to traditional educational models. Special applications to theological education.
- 558. Writing for Theological Education by Extension.** Preparing and testing a programmed instruction unit for use in theological education by extension. The behavioristic assumptions of programmed instruction; alternatives to linear programming; evaluation of TEE texts currently in use. (2)
- 561. Intercultural Communication.** Principles of intercultural communication, social psychology, and cultural anthropology as they relate to contact with those of other cultures and the introduction of change.
- 572. Cross-Cultural Research.** The rationale and methodology of research in missions with a special focus on developing skills as a participant observer in cross-cultural settings. (2 or 4)
- 611. Principles and Methods of TESL.** Introduction to the major methods and techniques of teaching English as a second language; theories of language learning, cross-cultural teaching, and the essentials of E.S.L. curriculum.
- 612. Seminar in TESL.** Opportunity to combine theory and practice; advanced study of methods and techniques; directed work with limited English speakers in tutorial situations. Prerequisite: INTRCUL 611. (2)
- 651. Missiological Implications of the Church Under Communism.** Historical and contemporary church-state relations in the Soviet Union. Missiological strategies for this Marxist-Leninist milieu. Both missiological strategies originated by the Church in the Soviet Union and the Church in the West are considered. (2)
- 652. Theological Issues in Eastern Europe.** Practical issues of Christian life in a totalitarian Marxist society with special emphasis upon potential Western missionary aid and support of local churches under communism. Specific attention is given to contemporary Romania. (2)
- 653. Communicating in the Marxist Context.** Practical experience in communicating cross-culturally. Examples of both effective and non-effective communication with the Soviet people as a model target audience. Strong emphasis on student participation. (2)
- 681. Issues in Missions to the Chinese.** An analysis of crucial factors in evangelism and church growth among Chinese; special consideration to cultural and political perspectives. (2)
- 691. Integrative Seminar.** Integration of missiology with other academic disciplines, with the student's personal growth, and with field ministries. (2)
- 694. Seminar in Missions.** In-depth study of selected topics growing out of special concerns of professors and students. (2 or 4)
- 695. Independent Study.** (1-4)
- 696, 697. Internship.**
- 698. Creative Project/Thesis.**
- 699. Project/Thesis Continuation.** (0)

Chair, Professor Arthur F. Holmes
 Professor Roberts
 Associate Professors de Vries, Fletcher
 Assistant Professor Wood

Department of Philosophy

Courses in the department explore the major areas of philosophic inquiry with reference to both historical and contemporary thought. They seek to develop analytic thinking, to explore the relation of philosophy to other disciplines and to the Christian faith, and to lay a foundation for further work in philosophy and related disciplines such as theology and law.

The general education requirement in philosophy is normally met by 101. In addition, 215 or 231 may also be used to meet the general education requirement. Superior students may request department permission to substitute 6 hours from 216, 311, 312, 315, and 316 to meet the requirement. Courses numbered 200 to 399 are designed as second courses in philosophy for students in other departments as well as for philosophy majors. Courses numbered in the 400's are more

specialized.

The Requirements for a Major in Philosophy are 32 hours including 101, 243, 311, 312; at least 4 additional hours from 300 level courses; and 3 courses from 455, 456, 465, 466. An alternative program requires 24 hours of philosophy including 101, 243, 311, 312, 4 hours from 455, 456, 465, 466, and a bridge course; plus 16 hours in a supporting field, including another bridge course, as approved by the department. See the department Prospectus for Majors and a list of approved bridge courses. In place of a senior comprehensive examination, a senior paper is also required for both programs.

The Requirements for a Minor in Philosophy are 20 hours, including 101 or 215 or 231; 243, 311, 312; and 6 hours of electives. At least 12 hours of the 20 must be upper division.

Philosophy Courses

- 101. Issues and World Views in Philosophy.** Some major problems and traditions in philosophy as seen in the writings of influential philosophers of the past and present.
- 215. Ethics, Law, and Society.** An introduction to ethical theories applied to such issues as truth telling, rights, criminal punishment, racism, sexism, affirmative action, abortion, sexual ethics, hunger, environment, and nuclear war.
- 216. Philosophy of the Arts.** The nature of art, aesthetic experience, and art criticism, seen in relation to world views. (2)
- 231. Science and Human Values.** The relation of scientific explanation to human values, religion, and the humanities, in the light of current trends in philosophy of science.
- 243. Introduction to Logic.** Traditional and modern logic, with attention to informal arguments and informal fallacies. Application to philosophical and other reasoning. (2)
- 244. Symbolic Logic.** An introduction to formal systems and mathematical logic, and to contemporary philosophical issues surrounding both mathematics and logic. Prerequisite: Philosophy 243 or permission of instructor. (2)

- 247. Living Philosophies.** A study of some contemporary philosophical issues or worldviews of cross-disciplinary importance. Various topics. (2)
- 311, 312. History of Philosophy.** First semester: early Greece through the Renaissance. Second semester: Enlightenment to the present. Attention is given throughout to primary source readings.
- 314. Marxism.** Key concepts in Marxist philosophy; historical development and contemporary expression. Consideration of the Christian-Marxist dialog. (2)
- 315. Philosophy of Religion.** An examination of the reasonableness of belief in God, and of related problems regarding evil, miracles, religious experience, revelation, and religious language.
- 316. Oriental Philosophy.** An introduction to Hindu, Buddhist, Confucian, Taoist and Zen philosophical thought. (2)
- 317. Bioethics.** An interdisciplinary consideration of ethical issues in the biological and health sciences, taught jointly with the Biology Department. Prerequisite: general requirements in science and philosophy. (2 or 4)
- 318. Philosophy of Law.** An examination of issues such as the nature of law, judicial decisions, punishment, responsibilities, and rights. (2)
- 328. Business Ethics.** An interdisciplinary examination of ethical issues in business and economics, taught jointly by the Philosophy and Economics Departments. Prerequisite: general requirements in economics and philosophy. (2)
- 341x. Nature of Persons.** See Interdisciplinary Studies 341.
- 347. Recent Philosophical Issues.** A study of a recent philosopher or philosophical development of cross-disciplinary importance. (2 or 4)
- 455. Historical Seminar.** An analysis of the writings of one important philosopher of the past. Alternate topics. Prerequisite: Philosophy 311, 312. (2 or 4)
- 456. Contemporary Seminar.** Analysis of representative works of a twentieth century philosopher or philosophical movement. Alternative topics. Prerequisite: Philosophy 311, 312. (2 or 4)
- 465. Epistemology.** An examination of the nature and justification of human knowledge and belief with emphasis on contemporary philosophical discussion. Prerequisite: Philosophy 311, 312.
- 466. Ethical Theory.** An examination of major types of ethical theory, emphasizing twentieth-century thought, with reference to the good and the right, to moral reasoning and the basis of moral obligation. Prerequisite: Philosophy 311, 312.
- 495. Independent Study.** Guided reading and research for the advanced student. (1-4)
- 496. Internship.** Independent study on philosophical issues related to internship or employment experience. Requires department approval of student's proposal. (2 or 4)

Department of Physical Education

Chair, Associate Professor Tony Ladd
Professor Swartz
Associate Professors Bean, Church, Mathisen,
Russell, Scribner, Town, Williams
Assistant Professors Bishop, Kalisch, Willson
Special Instructors Howard, King, Lederhouse

The Physical Education Department seeks to provide a rationale for healthful living, an understanding of the underlying physiological and psycho-sociological foundations for creating wellness, and an appreciation of the stewardship of the body

as the earthly temple of God. The department seeks to teach concepts and skills that assist in the development of a lifestyle of wellness and offer a critique of the place of sport in society and the church.

General Education and Elective Activity Courses

Wheaton students are required to complete 3 semester hours of activity for graduation. An additional 3 hours of activity courses from PE 102-279 are allowed toward the 124 hours required for graduation. Each student must enroll in Foundations (PE 101) in the first or second term enrolled. Students failing to pass a basic water safety examination given in PE 101 are required to complete Beginning Swimming (PE 151). Students with temporary or permanent physical limitations

should seek department advisement on course selection during their first semester on campus or soon after the physical limitation occurs. **All courses grant 1 hour credit except as noted.** Basic activity courses contain instruction and experience in skill techniques and strategy from the beginning to intermediate levels. Students are encouraged to take activity classes that are unfamiliar to them in order to gain new lifetime activities to support their pursuit of wellness.

Required Introductory Course

101. Foundations

Fitness Activities

- 102. Aerobics/Varied Activities
- 103. Aerobics/Jogging
- 104. Aerobics/Swimming
- 105. Weight Training

Aquatic Activities

- 151. Beginning Swimming
- 152. Intermediate Swimming
- 153. Advanced Life Saving (Prerequisite, swimming test.)
- 154. Water Safety Instructor (Prerequisite: current advanced lifesaving certificate.) (2 hours - 1 hour can be applied toward general education requirement and 1 hour toward the 124 hour graduation requirement.)

- 155. Canoeing (\$30)
- 156. Special Aquatic Activities

Dance

- 211. Folk Dance
- 212. Modern Dance I
- 213. Ballet I

Individual/Dual Sports

- 221. Archery
- 222. Badminton
- 223. Bowling (\$45)
- 224. Golf (\$45)
- 225. Tumbling
- 226. Racquetball (\$65)
- 227. Self Defense
- 228. Tennis
- 231. Skiing-Downhill (\$70)
- 232. Skiing-Cross Country (\$44, plus non-refundable transportation costs of approximately \$46 for Honey Rock weekend)
- 234. Winter Camp (\$165, including \$25 non-refundable application fee. Honey Rock, January)
- 235. Triathlon Activities
- 236. Mountain Biking and Rock Climbing (\$44 plus non-refundable transportation costs of approximately \$46 for Honey Rock weekend)

Other Special Activities

- 241. Adventure/Challenge Activities
- 242. Wilderness Skills (Honey Rock)
- 243. Camp Skills (Honey Rock)

Team Sports

- 261. Basketball
- 263. Volleyball
- 264. Soccer
- 265. Softball

Elective ONLY Activity Courses (270-279)

(These courses can only be taken after the 3-hour general education requirement has been met and will count toward the 6 hours of physical education credit allowed toward the 124 hour graduation requirement.)

- 271. Modern Dance II
- 272. Basketball II
- 273. Tennis II
- 274. Weight Training II
- 275. Aerobic Dance (Praise in Motion)
- 276. Ice Skating (\$65)
- 277. Water Polo
- 278. Springboard Diving
- 279. Movement for Stage

Physical Education Major and Coaching Minor

The Physical Education major is designed to prepare students for exercise science fields, for teaching physical education in schools, for coaching, for programming and management in sport and wellness programs including camping and recreation, and for graduate work in any of these areas. The coaching minor is for anyone who wishes to coach but especially for those who wish to coach on a secondary level and have teacher certification in a field other than physical education. Majors are encouraged to enroll for a summer at Honey Rock Camp for theory and field work courses emphasizing leadership development, or for other seasonal courses offered throughout the academic year.

The Physical Education major offers three tracks: Exercise Science, Teacher Preparation for state certification, and Sport and Wellness Management.

The Exercise Science Track requires 40

hours in Physical Education including 101, three general education activity courses as prescribed by adviser, 281, 345, 352, 361, 362, 367, 368, 369, 391, 468, 469, and 496. In addition are the required support courses of Chemistry 232 or 233; and Biology 331 and 332. Biology 231 and Chemistry 231 should be taken to meet general education requirements in the natural science area. A pre-nutrition concentration is possible with this track by taking Chemistry 241, 461; Biology 364; and Psychology 248. Students taking the pre-nutrition concentration can delete Physical Education 345, 361, 362, 468, 469 and Biology 332.

The Teacher Education Track leading to a K-12 certificate requires 37 hours, including Physical Education 101, three general education activity courses as prescribed by adviser, 281, 282, 282L, 331, 341, 342, 352, 361, 362, 367, 381, 391, 392, 469, and Biology 201 or 231. The 6-12

certificate requires 36 hours, including Physical Education 101, three general education activity courses as prescribed by adviser, 281, 282, 282L, 331, 352, 361, 362, 367, 381, 382, 391, 392, 469, and Biology 201 or 231. In addition, for both certificates students must take required education courses and meet the general education distribution for secondary education as noted in the Education Department section of this catalog. Physical Education 282 and 282L replace Education 121 and 121L.

The Sport and Wellness Management Track requires 36 hours in Physical Education, including 101, one course from 151-156, two other general education activity classes as prescribed by adviser, 281, 334, 345, 352, 361, 362, 391, 394, 468, 469, 496 and four hours electives from the Physical Education theory courses. In addition are the required support courses of Communications 361, 362 and Economics 226. Biology 201 or 231 and Economics 211 should be

taken to meet general education requirements in their respective areas. An athletic training concentration leading to NATA certification is possible with this track by taking Advanced Athletic Training for Physical Education 394, 367 for the elective, 331, and Biology 385. With the addition of Physical Education 394 Adaptives, 368, and Psychology 241 or 317 or 344, this concentration can also lead to certification by the state of Illinois. Students taking the athletic training concentration can delete Physical Education 468, Communications 361 or 362, and Economics 226. A sports ministry concentration is also possible with this track by adding Physical Education 350 Sport Ministry as the physical education elective, and PE 347.

The Requirements for a Coaching Minor are 20 hours, including 345, 352, 362, 382; 2 hours from 451-459 or 495 or 496; and 6 hours from the following: PE 361, 367, 381, 451-459, 469, 495, 496.

Physical Education Courses

281. Introduction to Physical Education. Introduction to physical education, current developments, and the contributions of outstanding leaders of the past. (2)

282x. Multicultural Education. See Education 121. (2)

282Lx. Multicultural Tutoring Practicum. See Education 121L. (1)

291. Special Education Practicum. Theory and practice of working with the handicapped child. Open to all students. (1)

292. Leadership Practicum. Experiences in teaching and leadership in areas of specialization. Prerequisite: department permission. (1)

331. Critical Issues in Health. The study of the quality of life involving dynamic interaction and interdependence among the individual's physical well-being, mental and emotional reactions, and the social complex in which the individual exists. Coursework includes personal health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Meets Illinois teacher education health course requirements. (2)

334. Concepts of Programming and Leadership in Sports and Wellness Programs. Theories and principles underlying the development of sport and wellness programs and in providing leadership to these programs. Focus will be on assessment of clientele needs, program design, evaluation and leadership style. (2)

337. Recreation Programming and Leadership. Theories of recreation programming and leadership as informed by the principles of human development and shaped by the philosophical, sociological and economic forces affecting recreation and leisure pursuits. (2)

341. Elementary Physical Education and Dance Activities. Emphasis on movement education, games, creative and folk dance. Includes laboratory teaching experiences and meets K-12 certification requirements. Co-requisite: PE 342. Alternate years. Offered 1989-90. (2)

342. Teaching Elementary Physical Education and Dance Activities. Laboratory. Co-requisite: PE 341. Alternate Years. Offered 1989-90. (1)

345. Sociology of Sport. An examination of the relationships between sport and other aspects of society. Topics include socialization, social mobility, racism, sexism, deviance, and the institutional interaction of sport and economics, politics, and religion. Assumes that essentially sport exists as a "mirror" of contemporary society.

346. Sociology of Leisure. An explanation of the meaning, role, and importance of leisure in modern society. Leisure as a means of socialization and through the life cycle, as well as the relationship of leisure to a Christian world and its implications for Christian ministry. (2)

347. Play, Games, and Sport in the International Arena. A study of Eastern theories and philosophies of movement concentrating especially on East Asian cultures.

352. Physiology of Exercise. Characteristics of muscular exercise, the response of body systems to physical activity; modern training methods and muscular fitness, involving 4 laboratory periods. Prerequisite: Biology 201 or 231 or department permission.

361. First Aid and Personal Safety. Meets the certification requirements of American Red Cross. (2)

362. Injuries in Sports. Prevention, care, and rehabilitation of athletic injuries, including laboratory experience in training room procedures. (2)

367. Kinesiology. Detailed study of musculo-skeletal anatomy, joint action, mechanics of human balance and motion, both normal and pathological, with guidance in specific movement analysis. Prerequisite: Biology 201 or 231 or department permission.

368. Concepts in Nutrition. Theory and techniques of nutrition and dieting in proper weight control. Also offers theory and laboratory techniques for body composition analysis. Prerequisite: Chemistry 231 and 232 or 233, or department permission. Alternate years. Offered 1989-90.

369. Cardiovascular Dynamics. Physiology of the cardio-respiratory system. Includes EKG interpretation, stress test administration, exercise prescription, pharmacology, and pathophysiology. Prerequisite: PE 352, Biology 331 or permission of department. Alternate years. Offered 1988-89.

381. Applied Biomechanics in Sport. The practical application of kinesiological and biomechanical principles as related to teaching and coaching. Alternate years. Offered 1989-90. (2)

382. Methods of Coaching. Analysis, theory, and practice of coaching team and individual sports. (2)

391, 392. Methods of Teaching Physical Education. Theory and laboratory involving instruction, skill analysis, practice and teaching experience in selected team and individual sports. (2, 1) 392 is offered alternate years. Offered 1989-90.

394. Topics in Physical Education. Specific topics in Physical Education not normally included in the curriculum. (2)

Adaptive Programs in Physical Education
Advanced Athletic Training
Camp Administration
Community Wellness and Sport
Leadership in Outdoor Pursuits
Prison Sport and Wellness Leadership
Urban Sport and Wellness Leadership
Wellness and Recreation in the Church
Wellness in the Aging

451-459. Principles and Techniques of Coaching. The coach's role in the application of selected concepts and principles from psychology, sociology and physiology related to motivation, training and conditioning methods, and personal and team integration:

451. Coaching Tennis. (2)
452. Coaching Football. (2)
453. Coaching Basketball. (2)
454. Coaching Wrestling. (2)
455. Coaching Track. (2)
456. Coaching Baseball. (2)
457. Coaching Soccer. (2)
458. Coaching Volleyball. (2)
459. Coaching Softball. (2)

461. Camp Programming. Program theory, principles, and supporting skills with adaptability for all types of resident and wilderness camps. When offered at Honey Rock, pre-student teaching clinical experience of four weeks is included. (2 or 4)

468. Principles of Marketing and Financing Sports and Wellness Programs. Basic marketing and financing principles applied to sport and wellness programs drawn from theories on consumer behavior, pricing, financial analysis, and capitalization. (2)

469. Managerial Theories in Physical Education. Current management concepts applied to the field of physical education. (2)

472. Wilderness Learning Seminar. The theory and application of experiential education as applied in the wilderness setting with special emphasis on leadership preparation, group work, evaluation, and adaptation to the participant's own program and situation. Offered at Honey Rock year round.

495. Problems in Physical Education. Special projects and independent study. (1-4)

496. Internship. Practical experience under supervision in an approved program:

1. *Exercise Science.* Stress test administration, exercise prescription, and leading group exercise programs. Exposure to cardiac rehabilitation. Prerequisite: PE 369.

2. *Sport and Wellness Management.* Leadership and programming experiences in sport, wellness, and recreation settings. Prerequisites: PE 334, 468.

3. *Physical Therapy.* Internship in an approved hospital or medical clinic. Prerequisite: PE 352, 367.

4. *Sport Coaching.* Prerequisite: PE 382.

Chair, Professor Dillard W. Faries
Professors Haddock, Spradley
Associate Professors Greenberg, Wharton

**Department
of Physics
and Geology**

Physics

The purpose of the department's Physics curriculum is to provide students with the concepts of classical and contemporary physics and to develop both theoretical and experimental skills. The objective is to give the student a fuller awareness of the structure and principles of the created universe and their relationship to his technological culture.

Physics is an experimental science basic to other disciplines. The curriculum is organized to prepare a student for: (A) professional schools such as engineering, law, medicine, or further work in related fields; (B) graduate work in physics toward research or college teaching; (C) secondary school teaching.

The Requirements for a Major in Physics are 32 hours in physics, including 231, 232, 333, 341, 342, 343, 344, and 394; and either 351 or 353. Supporting course requirements are Mathematics 231, 232, 255; Chemistry 231 and 232 or 233; and a knowledge of computer programming.

Students wishing to follow program (B) should take two additional courses plus 495.

Students wishing to teach on the secondary level should meet the following requirements:

1. 32 semester hours in physics including Physics 231, 232, 333, 341, 342, 343, 344, 394, 351 or 353.
2. Supporting courses in Chemistry 231, Mathematics 231, 232, and 255; knowledge of computer programming, a biology course (2), a geology course (2), and an astronomy course (2).
3. Science 321
4. Education courses as required by the Education Department.
5. Students opting for this program should spend at least one year in laboratory assisting in the Physics Department.

The Requirements for a Minor in Physics are 20 hours in physics, including 231, 232, 333, and other courses applicable to the department major.

Physics Courses

See the Financial Information section of this catalog for course fees.

***101. Origins of Modern Science.** The historical development of science from the Greeks through the scientific revolution, including basic concepts in astronomy and mechanics, and their cultural interactions. (2)

***102. Ideas of Modern Science.** The historical development of the ideas of science from the Newtonian synthesis to the present, including concepts in optics, electromagnetism, and modern physics and their cultural interactions. (2)

***105. Physics of Music.** Basic concepts of sound and acoustics; vibrations, waves, fundamentals and overtones, musical scales, harmony, noise, physical and physiological production and detection of sound waves; acoustical properties of materials and enclosures. (2)

221, 222. General Physics. Basic concepts of mechanics, waves and heat; electromagnetism, optics, and modern physics. Three lectures, 3 hours laboratory. Prerequisite: Mathematics 215 or equivalent.

231, 232. Classical Physics. Mechanics; fluids, sound, heat, and light; electricity and magnetism. Three lectures, 3 hours laboratory. Co-requisite: Mathematics 231, 232.

***315. Topics in Physical Science.** Selected topics from the following: meteorology, including atmospheric circulation, weather, climate; cosmology, energy sources and use. Prerequisite: 2 science courses. (2)

333. Modern Physics. Special relativity, quantum effects of electromagnetic radiation, wave aspects of particles, atomic structure, x-rays, radioactivity, nuclear structure and reactions, elementary particles. Majors in fields other than physics or engineering may substitute a term paper for the laboratory. Three lectures, 3 hours laboratory. Prerequisite: Physics 232.

341. Analytical Mechanics. Vector calculus, particle and rigid body dynamics, central forces and gravitation, rotating systems and bodies, Lagrange and Hamilton formulations, generalized coordinates and normal modes. Prerequisite: Physics 232 and Mathematics 255.

342. Electromagnetic Theory. Electrostatics, steady currents, electromagnetic induction, Maxwell's equations, electromagnetic waves and radiation. Prerequisite: Physics 232 and Mathematics 255.

343. Experimental Physics. Basic experimental methods and laboratory experiments in electrical measurements and modern physics. An introduction to microprocessors and associated digital electronics. Six hours laboratory. Prerequisite: 24 hours of mathematics and physics. (2, lin)

344. Quantum Mechanics. Elements of quantum physics, solutions of Schroedinger's equation applied to atomic and molecular structure, applications, scattering theory. Prerequisite: Physics 333 and 342. Alternate years. Offered 1989-90.

351. Electronics. Basic principles of electronic circuits and devices. Applications in power supplies, amplifiers, oscillators, feedback, operational amplifiers, digital electronics and instrumentation. Three lectures, 3 hours laboratory. Prerequisite: Physics 232. Alternate years. Offered 1989-90.

352. Thermodynamics. Theory of heat and gases, introduction to kinetic theory and statistical mechanics. Prerequisite: Physics 341. Alternate years. Offered 1988-89.

353. Optics. Geometrical and physical optics, the electromagnetic basis of light, Fourier optics and contemporary physics. Three hours lecture, 3 hours laboratory. Prerequisite: Physics 333, 342. Alternate years. Offered 1988-89.

362. Solid State Physics. Physics of solids including crystal structure, thermal properties, phonons, free electron model and band theory. Prerequisite: Physics 333. Alternate years. (2)

365. Mathematical Physics. Applications of mathematical methods in physics, including boundary value problems, partial differential equations, complex variables. Prerequisite: Mathematics 255. Alternate years. Offered 1988-89.

394. Seminar. Current literature in physics, review of physics and integrations with society. Independent study and classroom presentation. Prerequisite: senior standing in the major. (2)

495. Problems in Physics. Independent research for senior majors. (1-4).

* Not applicable to physics major or minor.

Astronomy Courses

301. Planetary Astronomy. Introduction to the solar system. (2)

302. Stellar Astronomy. Introduction to the sidereal universe. (2)

Geology

The department's geology courses offer the student a general knowledge of the earth, its structure, composition, internal and external processes, and past history. Emphasis is placed upon field and laboratory investigation directed towards development of useful skills and a grasp of basic theoretical and working concepts. The Geological Sciences major provides pre-professional training which leads to graduate work in geology, geophysics, geochemistry, interdisciplinary sciences, science teaching, or employment.

The Requirements for a Major in Geological Sciences are 32 hours including Geology 211, 212, 341, 411, 412, 443, 446 and 4 elective hours in geology. Additional required supporting courses are Chemistry 231 and 232 or 233; Physics 231, 232 or 222; Mathematics 231.

The Requirements for a Minor in Geology are 20 hours in geology, including 211 and 212.

Students planning to teach on the secondary level in earth sciences must meet the requirements of a special track in the Geology Major, as follows:

1. 22 hours in core requirements consisting of Geology 211, 212, 308, 311, 312, 341; Astronomy 301 or 302; Physics 315 (Meteorology).
2. 10 hours beyond the core from: Geology 314, 364, 365, 411, 412, 443, 446.
3. Supporting courses in Chemistry 231; Physics 231, 232 or 222; Mathematics 231; Biology 231.
4. Science 321.
5. Education courses as required by the Education Department.

Geology Courses

See the Financial Information section of this catalog for course fees.

***101, 102. Introductory Geology in the Field.** Introduction to rocks and minerals, earth processes, and earth history as seen in rock strata, folds, faults, mountains and fossils. Emphasis on field procedures, topographic and geologic maps, laboratory and field work. Prerequisite: 101 before 102. Offered only at the Science Station. (4, 2) Su

211. General Geology. Earth materials and processes of geology. Economic and human implications of minerals, fuels and water. Three lectures, 2 hours laboratory. Field trips.

212. General Geology. Basic principles of interpreting earth history: geologic time, stratigraphic analysis, reconstructing past environments. Physical development of the earth: its interior, mountain building, continental drift, sea floor spreading. Origin and development of life: evolution, the fossil record, Christian concepts of creation. Three lectures, 2 hours laboratory. Field trip.

***308. General Oceanography.** An integrative science course introducing elements of physical, chemical, biological and geological oceanography. Emphasis is given to modification of the total environment by the oceans and adjacent water. Methods of sampling and data collecting are illustrated. Prerequisite: one 4 hour laboratory course in science. Three hours lecture. (2)

***311. World Resources.** Examination of mineral, fuel, water and soil resources of nations, with consideration of geographic distribution, reserves and use patterns. Application of this information to world social, economic and political situations is demonstrated. (2)

***312. Environmental Geology.** The application of geologic principles and knowledge to problems created by man's occupancy and exploitation of the physical environment. It involves studies of hydrogeology, topography, engineering geology, and economic geology, and is concerned with earth processes. (2)

314. Paleontology. A brief introduction to the study of invertebrate, and, to a lesser extent, vertebrate, index fossils. Emphasis is on distinctive morphology, habitat, and geologic range. Three lectures. (2)

341. Mineralogy. Physical, chemical, descriptive and determinative mineralogy, crystallography and optical mineralogy. Three lectures, 3 hours laboratory. Prerequisite: Chemistry 233 and Geology 211. Alternate years. Offered 1988-89.

364. Chemistry of the Earth. Principles and applications of geochemistry. Topics include nucleosynthesis, low (aqueous) and high temperature systems, trace element distribution, and geochemical exploration. Three lectures. Prerequisites: one 4 hour chemistry laboratory course. (2)

365. Physics of the Earth. Principles and applications of geophysics. Topics include paleomagnetism, geophysical prospecting, and shallow and deep earth structure as determined by seismic wave propagation, gravimetry, magnetics, and heat flow. Three lectures. Prerequisite: one 4 hour physics laboratory course. (2)

385. Topics in Earth Science. Selected topics from the following: economic geology, hydrogeology, tectonics, and regional studies. Lectures or lecture/laboratory. Prerequisites depend on topic. (2 or 4)

411, 412. Field Geology. Field methods and structural mapping problems; aerial geologic mapping on aerial photographs and topographical maps; regional geology of the Black Hills uplift, Beartooth Mountains and the Rocky Mountains of Wyoming. Laboratory and field work. Offered only at the Science Station. Prerequisite: consent of instructor. Alternate years. Su

443. Structural Geology. Architecture of the earth as determined by earth movements, interpretation of geologic maps; measurements and computations. Prerequisite: Geology 212, Math 215 or equivalent. Three lectures, 3 hours laboratory. Alternate years. Offered 1988-89.

446. Sedimentology and Stratigraphy. The study of sedimentary rocks and of the processes by which they were formed; the description, classification, origin and interpretation of sediments. Also, the character, arrangement, environment of deposition and distribution of stratified rocks. Prerequisite: Geology 212. Three lectures, 3 hours laboratory. Alternate years. Offered 1989-90.

475. Igneous Petrology and Petrography. Origins, occurrence and classification of igneous rocks; study of igneous rocks using the petrographic microscope. Three lectures, 3 hours laboratory. Prerequisite: Geology 341. Alternate years. Offered 1988-89.

495. Problems in Geology. Independent study or research. Prerequisite: consent of instructor and department chairman. (1-4)

**Not applicable to geology major.*

Chair, Professor Mark Amstutz
Professors Kellstedt, Rung

The aim of the department is to develop an understanding of the nature and role of political behavior and governmental institutions. By emphasizing concepts, theories and tools of analysis, the faculty seek to develop a critical understanding of the problems in building just and peaceful political communities and to encourage the integration of biblical perspectives with the discipline. The major serves as preparation for: (1) graduate study in political science and related fields; (2) law school; (3) careers in government; (4) professional work requiring knowledge of government and politics.

The Requirements for a Major are 36 hours in Political Science, including the Senior Seminar (494), 2-4 hours of Internship (496) and 4 hours in four of the following five areas: Ameri-

can (235 or approved substitutes), Normative, Empirical, International (375 or approved substitutes), and Comparative (356 or 357 or approved substitutes). With the chair's consent, eight upper-divisional hours in one social science may be substituted for four hours of political science. A maximum of 4 hours each of 495 and 496 may be counted towards the major. Majors may not take U.S. Constitution (225) for credit.

Students planning to teach in secondary school should meet the teacher certification requirements listed in the Education Department.

The Requirements for a Minor in Political Science are 20 hours, including 205 or 235; one course from 356, 357, 375; 341 or 342; and 8 hours of electives.

Department of Political Science

Political Science Courses

- 205. Introduction to Political Science.** A survey of concepts and theories of politics and government from a conflict-management perspective. Examines the nature and role of government in the international system and selected states.
- 225. U.S. Constitutions.** A study of the Federal and Illinois Constitutions designed for teacher certification. May not be taken with 235. (2)
- 235. American Government.** The politics, processes and functions of the American political system; national and state constitutional principles and problems. Meets the teacher certification requirement. May not be taken with 225.
- 341. Normative Political Theory.** A critical analysis of major elements of political theories of significant Western thinkers, from Plato to Freud.
- 342. Empirical Political Theory.** An introduction to the various methods of research used by political scientists. Special attention is given to survey research and to computer applications and data analysis.
- 356. Western European Politics.** A comparative assessment of the politics and government of selected Western European nations.
- 357. Third World Politics.** Examines the nature and processes of political change and development in Third World countries. Emphasis is given to comparative theories of political development and their application to selected nations.
- 358. Eastern European Politics.** A comparative assessment of the politics and government of non-democratic European states. (2)
- 359. Politics of China.** Examines the political evolution of communism in China, giving special attention to party politics, leadership and structural reform. (2)
- 371. International Organization.** An historical and analytical study of the efforts to create world order through collective action. Special attention is given to the various approaches, including regional and functional organizations. (2)
- 372. International Law.** Analyzes the nature and role of law in the international community through leading case studies. (International Studies Program.) Su
- 375. International Politics.** An examination of the major political characteristics of the world community, with a view to understanding impediments to peace as well as the possibility for creating international order and justice.
- 376. Ethics and Foreign Policy.** An examination of the role of moral values in foreign policy, with special emphasis on war, human rights, foreign aid and nuclear deterrence. (2)
- 377. Latin American Politics.** A survey of the political values, practices and institutions in Latin American states, with special emphasis on opportunities and impediments to political development. Alternate years. Offered 1988-89.
- 381. Constitutional Law.** An examination of the American constitutional system, with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions.
- 382. American Foreign Relations.** An analysis of the processes and institutions involved in making U.S. foreign policy. Emphasis given to contemporary issues. (2)
- 383. Religion and American Politics.** An assessment of the role of religion in American politics, focusing especially on the contemporary era. Particular attention is given to the role of evangelicals. (2)
- 385. Urban Politics.** An analysis of the politics of urban areas, including relationships with state and national governments, decision-making and urban public policy. The Chicago metropolitan area serves as a laboratory. (2)
- 386. Congress and American Politics.** An examination of the role of Congress in the American political process, including historical development, structure and functions, and decision-making. Recommended for those seeking Washington internships. Alternate years. Offered 1989-90. (2)
- 387. Electoral Politics.** An examination of the structures and institutions of American electoral politics, with special focus on voter choice and turnout and the role of Christian political groups. Alternate years. Offered 1988-89. (2)
- 388. Church-State Relations.** An examination of church-state constitutional issues and of the impact of religious interest groups on contemporary American politics. (2)
- 392. National Security Policy.** Examines the institutions, processes and policies of national security policy with special emphasis given to theories and debates related to contemporary defense analysis. (2)
- 494. Seminar.** An analysis of the inter-relationship of politics and the Christian faith. Seniors only. (2)
- 495. Independent Study.** A guided individual reading and research problem. Majors only. (2-4)
- 496. Internship.** A series of programs designed for practical experience in professions frequently chosen by Political Science majors, such as law, government and public service. Prerequisite: 16 hours of political science. (2-4)

Department of Psychology

Chair, Associate Professor Stanton L. Jones*
Professors Benner*, Roberts*, Rogers, White*
Associate Professors Butman, Carlson*, Hillstrom,
Assistant Professors Hannah, Tam, Vautin

*Denotes Graduate Faculty; others may teach some graduate courses.

The Department of Psychology offers both undergraduate (B.A.) and graduate (M.A.) degree programs. The general purpose of the department is to foster the understanding of the methods and applications of psychology within a Christian context. Course offerings provide (1) exposure to experimental and clinical methods for studying persons; (2) exploration of the historical back-

ground and philosophical assumptions underlying the methods and theories of modern psychology; (3) study of the major theoretical concepts and research findings of the field; (4) examples of how to interrelate the field of psychology with Christian belief and experience; and (5) experience in applying psychological knowledge in off-campus locations.

Undergraduate Major

The undergraduate program provides a foundation of knowledge in the major subfields of psychology and lays the groundwork for graduate and professional training in psychology and allied fields as well as providing a broad educational base for many post-graduation career options. The major involves introducing the student to the accumulated literature in psychology and developing the student's abilities of understanding, evaluating, and applying psychological knowledge. The student is also trained in the research methodologies utilized in psychology and provided with opportunities for practical experience in preprofessional activities related to basic and applied psychology. An important goal in all our courses is to help students in their ability to appropriately interrelate their study of psychology and the Christian faith.

The Requirements for a Major (B.A.) are 40 hours in psychology, including Psychology 101, 268, and 369. Additionally, 2 courses must be taken from Psychology 342, 344, 371, or 372; and one from Psychology 461, 494 (Topics in the Integration of Psychology and Theology, Methods in the Integration of Psychology and Theology, Consciousness, or Psychology of Religion) or Interdisciplinary Studies 341. Students are encour-

aged to take an internship (496,497) to augment their classroom experience. Internships for 8 credit hours are regarded as the norm; special permission is required to take a 4-hour internship. However, only 4 hours of internship credit may be counted toward the major credit hours requirement. Additional credits taken in internship will satisfy the College requirement for general upper-divisional electives. Students planning graduate study in psychology are also strongly encouraged to take Advanced Statistics. Students planning to teach on the secondary school level should meet certification requirements listed in the Education Department section of this catalog. Psychology majors are required to take the GRE subject test in Psychology as their required comprehensive examination. The requirements for the major, as well as recommendations for preparation for graduate school and other matters, are covered in much more detail in the departmental student handbook.

The Requirements for a Minor in Psychology are 20 hours, including 101, 268, and one course from among 342, 344, 369, 371, and 372. Any psychology course except 222, 333 or 496/497 may be used to complete the 20 hours.

Graduate Program

The graduate program offers the Master of Arts degree in Clinical Psychology. The program offers training in professional psychology in two major tracks. The first track is designed to prepare students for employment as master's level Marriage and Family counselors and therapists in clinical treatment settings. The sequence of courses in this track is designed to meet the course requirements of the certification standards of the American Association of Marriage and Family Therapists. The second track is designed to offer options for students intending to function as professional therapists at the master's level but who do not wish to specialize in Marriage and Family, or to prepare students for doctoral level work in clinical or counseling psychology.

Requirements for admission include completion of the bachelor's degree, incorporating at least 18 semester hours in psychology. Introductory or General Psychology, Abnormal Psychology and Personality are required courses, plus at least one course in each of the following groups of courses:

1. Statistics, Experimental Methods, or Tests

and Measurements.

2. Physiological Psychology, Sensation/Perception, Social Psychology, Cognitive Psychology, Learning/Motivation.

Course work in Developmental Psychology, Theories of Counseling and Psychotherapy, and Introduction to Clinical Psychology is beneficial although not required. Further, students are required to have completed at least 16 semester hours in humanities (e.g., art, English, history, literature, music, philosophy). Within the humanities, an emphasis on philosophy courses is encouraged. Course work in Bible/theology is viewed favorably but is not required. In unusual cases, exceptions to the above admissions requirements may be allowed.

In addition to the standard materials required for consideration for admission, applicants should have submitted as a part of their application a scored profile of the Minnesota Multiphasic Personality Inventory (submitted directly by the professional administering and scoring the test), and a Supplemental Reference Form which can be obtained from the Admissions Office.

Graduate Degree Requirements

The Requirements for the Clinical Psychology program leading to a Master of Arts degree are 40 semester hours of course work plus either a 4-hour thesis or an 8-hour internship for a

total of 44 or 48 hours respectively. Required courses include Psychology 611, 614, 618, 621, 622, 623, 624, 636, 637, 641, Biblical and Theological Studies 561, and a 4-hour Biblical and

Theological Studies course from the approved listing in the Graduate School section of this catalog. Electives may be selected from 400, 500, and 600

level psychology courses in consultation with an adviser.

Psychology Courses

Note: Normally, undergraduate courses are designated 100-400 and graduate courses 500-600. However, with permission of adviser and instructor, upper division students may be allowed to take 500-level courses. Similarly, graduate students may be allowed to take suitably enriched 400-level courses for graduate credit. 600-level courses are open only to graduate psychology students.

101. Introduction to Psychology. An introduction to the major theoretical perspectives, research methods, and topics of psychology.

222x. Educational Psychology. See Education 222.

235. Cross-Cultural Psychology. An examination of the impact of culture on various psychological processes and systems. This course is designed for both majors and non-majors. (2)

241. Social Psychology. A study of human thought, emotion, and behavior in an interpersonal context. Prerequisite: Psychology 101.

248. Abnormal Psychology. An overview of the major theories, concepts, issues, data, and research methodologies of abnormal psychology. Emphasis on assessment, treatment, and prevention. Prerequisite: Psychology 101.

257x. Sex Roles. See Sociology 257.

268. Statistics. A study of basic statistical procedures for psychological research, including correlation/regression, Student's *t*, factorial and repeated measures, analysis of variance, and several nonparametric procedures. Prerequisite: Psychology 101.

317. Developmental Psychology. An overview of the major theories, concepts, issues, data, and research methodologies of developmental psychology from birth through senescence. Prerequisite: Psychology 101 or Education 222.

333. Individual and Group Dynamics. Theory and practice related to the individual's interaction with his environment, others, and groups. Only open to dormitory resident assistants; does not count toward a psychology major or minor. (2)

341x. The Nature of Persons. See Interdisciplinary Studies 341.

342. Learning and Motivation. An examination of learning, motivation and cognition research, and theoretical perspectives. Prerequisite: Psychology 268.

344. Physiological Psychology. A study of the interplay between the physiological and psychological components of the mind and senses, the psychopathologies, eating disorders, pain, sleep, emotion and memory. Prerequisites: Psychology 101 and Biology 201.

346. Personality. A study of major theoretical concepts of personality development and change, and their applications to everyday life. Prerequisite: Psychology 241, 248 or 317.

352. Contemporary Psychotherapy. An overview of the major contemporary approaches to psychotherapy. Emphasis on theoretical and research literature with brief practicum experiences. Prerequisite: Psychology 248.

353x. Ethology. See Biology 353.

355. Psychological Measurement. An analysis of the principles by which psychological measures are constructed and evaluated for use in basic and applied research settings. Prerequisite: Psychology 268. (2)

363x. Persuasion. See Communications 363.

369. Experimental Psychology. An examination of the research methods of psychology and the philosophy behind their use and an opportunity to apply these skills in research. Prerequisite: Psychology 268.

371. Cognition. The study of contemporary approaches to human learning, memory and higher mental processes including information processing models of cognitive functioning.

372. Sensation & Perception. The study of the neurological and psychological correlates of sensation and perception.

461. History of Psychology. A survey of the historical and philosophical development of psychology. (2)

494. Seminar. Small group study of various topics of interest in psychology.

Topics:

— *Computer Applications in Psychology.* A seminar on the use of the computer with an emphasis on SPSS. (2)

— *Consciousness.* Christian perspectives on altered state of consciousness (psychoses, drug states, hypnosis, meditation, near-death experiences, etc.) and on the mind-body problem. (2)

— *Topics in the Integration of Psychology and Theology.* A survey of recent writings in integration oriented toward the development of an understanding both of the content areas discussed and of the nature of integration itself. Not offered every year. (2)

— *Psychology of Religion.* Introduces the student to the scientific study of religious phenomena from the viewpoint of contemporary psychology. Such aspects as conversion, glossolalia, mysticism, altered states, healing, the origins, dynamics and effects of religion will be considered. The development of the field, significant theorists and various research methodologies will also be presented. (2)

— *Methods in the Integration of Psychology and Theology.* An examination of contemporary approaches to and issues in relating Christian faith and psychology. (2)

— *Personnel Psychology.* This course focuses upon the bases for personnel decisions. Primary topics include job analysis, predictor development and validation, criterion development, performance appraisal, legal issues, and personnel training. (2)

— *Organizational Psychology.* This course is concerned with the mutual influence of the individual worker and the organization. Primary topics include work motivation, job satisfaction, leadership and supervision, work design, and organization development. (2)

495. Independent Study. Individual library or experimental research carried on under the supervision of a staff member. Prerequisite: consent of the instructor. (1-4)

496, 497. Internship. Credit given for participation in the department's internship program. Only four credits can be counted toward a major. Prerequisite: five courses in psychology.

498. Practicum in Teaching Psychology. An opportunity for a few students to assist through research, lectures, and demonstrations in the conduct of a particular course in psychology. Prerequisite: senior standing and consent of instructor.

512. Clinical Psychology for Lay Counselors. Designed for non-psychology graduate students, this course provides an examination of several of the major theories of counseling with an emphasis on techniques and principles common to each theory. The course also examines the fundamentals of abnormal psychology with particular focus on knowing one's limits of competence and knowledge of when and to whom one should refer. This course does not count towards the M.A. in Clinical Psychology.

515. Maturity and Mental Health. An examination of healthy or mature personality addressed from psychological, theological, and philosophical perspectives. (Not offered every year.) (2)

- 611. Philosophy of Integration.** An examination of the theoretical issues involved in the integration of psychology and Christian commitment. (2)
- 614. Group Therapy I.** An experiential small group designed to promote personal and professional growth. This course is taken pass/fail rather than for a letter grade. (0)
- 615. Group Therapy II.** The study of group psychotherapy theory and models of practice. Prerequisite: 614. (2)
- 618. Clinical Research Design.** Overviews the research methodologies available to clinical psychologists conducting basic and applied research related to human behavior, including methods for single-subject evaluation. Emphasis will be placed on developing skills in the design, implementation, and critique of clinically relevant research. (2)
- 621. Personality, Psychopathology and Psychotherapy I.** The first in a series of 3 courses each of which will examine models of personality, psychopathology and psychotherapy. In addition to the study of theory, each of these courses will also introduce practical clinical skills relative to the therapeutic approach being examined. The first course in the series deals with client-centered theory and therapy. (2)
- 622. Personality, Psychopathology and Psychotherapy II.** The study of personality, psychopathology and psychotherapy from a psychodynamic perspective. (2)
- 623. Personality, Psychopathology and Psychotherapy III.** The study of personality, psychopathology and psychotherapy from behavioral and cognitive-behavioral perspectives. (2)
- 624. Issues in Professional Practice.** An examination of a range of professional and ethical issues encountered in the practice of psychology. (2)
- 632. Situational and Developmental Crises in Families.** Studies the family in developmental perspective. Emphasizes the situational and developmental crises which occur at crucial life stages in marriages and/or along with their implications for therapeutic interventions. Prerequisites: 621, 622, 623. (2)
- 633. Behavioral Marital Therapy.** The study of behavioral approaches to couple therapy. (2)
- 635. Integration Seminar.** An indepth examination of one select issue from the perspective of psychology and theology. A different issue will be considered each course offering and will be announced prior to the beginning of the semester. (Not offered every year.) Prerequisite: 611. (2)
- 636. Family Systems Theory.** An examination of the major models of Family Systems Theory applied to the understanding of normal and abnormal family functioning. Prerequisites: 621, 622, 623. (2)
- 637. Family Systems Therapy.** The application of the major theoretical models for the change process in work with dysfunctional families. Prerequisite: 636. (2)
- 638. Clinical Seminar.** An advanced seminar for the discussion of a variety of clinical, professional and integrative issues. (Not offered every year.)
- 639. Differential Family Treatment.** Focuses upon the development of differential strategies and techniques for dealing with distinct problem complexes in the context of the family. Prerequisites: 636, 637. (2)
- 641. Psychological Assessment.** A clinical skill course focusing on the administration, scoring and interpretation of intelligence and personality tests. General principles of psychological assessment will also be examined. (2)
- 642. Behavioral Medicine.** Psychophysiological perspectives on the formulation and treatment of psychological and physiological disorders. Topics will include stress, biofeedback, relaxation training, cardiovascular dysfunction, compliance, chronic pain, weight management, and therapeutic use of exercise. (2)
- 643. Community Psychology.** Focusing on the preventive and psychoeducative aspects of psychology, this course will examine models and programs applicable to the field of community psychology. (2)
- 645. Child and Adolescent Therapy.** An examination of the theories and techniques of therapy for children and adolescents. Prerequisites: 621, 622, 623. (2)
- 648. Human Sexuality.** Contemporary findings in the area of human sexuality are surveyed with particular attention paid to the developing of appropriate theological and ethical perspectives on the topics examined. (2)
- 649. Sexual Therapy.** Directive approaches to the alleviation of sexual dysfunction are studied. Students will begin the process of developing practical skills necessary for treatment in this area. (2)
- 695. Independent Study.** Guided research on an elected problem in counseling or the related fields of prevention or psychoeducation. (1-4)
- 696. Graduate Internship I.** Supervised clinical experience in an approved setting. (2)
- 697. Graduate Internship II.** Continuation of internship experience for second semester. (2)
- 698. Thesis.** (2)
- 699. Thesis Continuation.** (0)

Coordinator, William R. Wharton

Science departments aim to provide the background and experience necessary for professional work in science and for continuation of the study of science in graduate school and to stimulate and interrelate scientific thinking with other disciplines. A belief in the God of the Bible as the Creator and Sustainer of the universe is a basic presupposition.

Courses of study are offered in biology, chem-

istry, computer science, geology, mathematics and physics, with cooperative programs in engineering and nursing. Assistance is provided for all students to help them make appropriate educational plans and career choices. This aid is given by the student's faculty adviser, by department chairmen, and by the science careers counselor, who maintains files of resource materials for the student to use.

Science Co-Op Program (Argonne National Laboratory)

Opportunities are available for students to do research at Argonne National Laboratory, 20 miles away. Upperclass students in the physical sciences, mathematics, computer science, or pre-engineering participate in a cooperative program

working 10 to 20 hours per week at Argonne National Laboratory. The laboratory prefers that this continue more than one semester for each student and that it also include one summer of full-time employment.

Science Area Programs

Preparation for Health Professions

Students planning on a career in medicine or one of the related health fields may major in any subject area, but must meet the specific admission requirements of the professional schools to which they expect to apply.

A faculty Health Professions Committee

Medicine and Dentistry

Regardless of the major selected, students planning on these careers **must take the following preprofessional courses** which meet the minimal entrance requirements for most medical and dental schools: Chemistry 231, 233, 341, 342; Biology 231, 232; Mathematics 231 and Physics 231, 232 (or 221, 222). To provide the best preparation for these professions, the following courses are highly recommended and are required by some schools: Chemistry 355, 461; Biology 331, 332, 361, 371; and Mathematics 232.

Students should be aware that, in addition to meeting minimal entrance requirements, good grades and a strong performance on the national admission tests are essential. Nationwide, the mean undergraduate GPA of first-year medical

works closely with students who are interested in any of the health fields. Career information and counseling are provided to help students in selecting courses, preparing for required admissions tests, and applying for admission to professional schools in their chosen fields.

school entrants during the 1970s and early 1980s was approximately 3.5, a high B+. Fifty-four percent of the applicants were enrolled in 1986-87. However, qualified Wheaton applicants are generally being accepted at medical and dental schools. The acceptance rate of between 80 and 90% is due to good planning and careful preparation by our students; it is also due to meaningful internship experiences and counsel and evaluation provided by the Health Professions Committee. Professional schools also show an increasing interest in personal qualities of applicants, such as maturity, integrity, broad educational and social experiences, and evidence of altruism in the commitment to the profession.

Allied Health Professions

Students can receive basic preparation for many health careers such as optometry, pharmacy, medical technology, physical therapy, occupational therapy, and public health. Students generally pursue a major, receive a B.S. degree, and continue their studies in clinical or graduate programs, although some choose to transfer prior to

completing requirements for a degree from Wheaton College. The Health Professions Counselor maintains catalogs and information concerning health careers, and is available for advice and counsel concerning course selection, types of programs, and the application process.

Cooperative Degree Programs

Liberal Arts/Nursing

Coordinator, Sara Miles

Affiliated programs are offered leading to two degrees, a Bachelor of Arts or Sciences from Wheaton and a Bachelor of Science in Nursing, a Master of Science in Nursing, or a Doctor of Nursing from a related nursing school. Three years are spent at Wheaton in the pursuit of general education and basic science courses. The two or three final years are spent at the nursing school completing professional preparation for the nursing degree. Affiliations have been established with Rush, Emory, Northwestern, University of Rochester, Case-Western, and Goshen Nursing Schools. Transfer to unaffiliated NLN-accredited baccalaureate nursing programs schools is possible.

Since prerequisites vary somewhat with nursing schools, students are strongly encouraged to contact the Coordinator of Nursing early in the freshman year. This assistance can be provided in

course selection and other steps toward admission to an appropriate nursing school. In addition to general education courses, **basic natural and social science courses required by Wheaton** (and most B.S.N., M.S.N., or N.D. programs) include the following: Chemistry 231, 232, 241; Biology 231 plus at least 8 semester hours of upper division natural science courses (Biology 321, 364, and 371 suggested); Psychology 101, 317, and Sociology 215; and Science 229 or Biology 483. Additional courses may be required by the affiliated nursing schools. A student applying to the LA/N major should have three years of high school mathematics, one year of high school chemistry and biology, and at least two years of foreign language. Students in the 3/2 nursing program meet the Bible general education requirement listed for sophomore transfer students.

Liberal Arts/Engineering

Coordinator, Joseph L. Spradley

A five-year program is offered leading to two degrees, a Bachelor of Arts from Wheaton and an engineering degree from a university. The first three years, taken at Wheaton, include general education requirements and basic science courses. The last two years are spent at the engineering school. Formal affiliations are established with the University of Illinois, Case Western Reserve University School of Engineering, and Washington University School of Engineering and Applied Science, but transfer to other engineering schools is possible. The student must meet the require-

Science Area Courses

229. Internship/Seminar in the Health Professions. Economic, political, sociological, psychological and ethical problems facing health professionals and some biblical responses to these problems. Designed for students with a definite interest in one of the health professions, this course provides opportunity to observe the field first-hand for a short time, and to study the scope of health care in the U.S. Prerequisites: sophomore standing, registration with the Health Professions Committee, one year of college biology or chemistry, consent of instructor. Does not apply toward the general education science requirement. (2, lin)

321. Science for Teachers. Required for both secondary and elementary school teachers. Survey of science curricula, computer applications in science teaching, laboratory theory and evaluation processes, management of laboratories and field trips. Prerequisite: specific to department of teaching area. (2)

Chair, Associate Professor Ivan J. Fahs
Professors Arnold, Lindblade
Associate Professors Mathisen, Nieves

The Department of Sociology and Anthropology seeks:

- to provide liberal arts courses and programs intended to develop an understanding of human behavior as influenced by culture and group life.

- to guide the student in pursuing the relationship between Christianity and sociology and anthropology.

- to prepare students for graduate work and professional opportunities in sociology, anthropology, social work, family studies, and international development.

- to provide a broad social science base for other students planning to enter careers of service as pastors, medical and public health workers, missionaries, lawyers, city planners, and other such professionals.

The Requirements for a Major in Sociology are at least 36 hours including Sociology 215, 376, 383, 482 and 494 (or 498); 3 courses from Sociology 257, 258, 356, 364, 366, 385, 469, 477 (if more than 8 hours are accumulated, the additional hours will be applied to the electives requirement); one course from 238, 252, 337, 367, and 368; and at least 4 hours in sociology electives. One supporting course in anthropology, other than 216, is also required as part of the 36 hours of sociology.

Approved concentrations with a sociology major include the HNCR program, family studies, and social work. See department chair for details.

The sociology major with a concentration in anthropology provides a curriculum for students who have an interest in anthropology, missions,

and cross-cultural concerns. The concentration enables students to focus on anthropology and cross-cultural concerns within the Sociology major.

The Requirements for the Wheaton Degree include: Chemistry 231 and 232 or 233; Mathematics 231, 232, 255; Physics 231, 232, 333; Computer Science 235; and one additional upper divisional course in physics or chemistry. Students planning a degree in chemical engineering should take Chemistry 341, 342 which exempts them from the Physics 333 requirement. Students in the 3/2 engineering program meet the Bible general education requirement listed for sophomore transfer students.

The Requirements for a Sociology Major with a Concentration in Anthropology are at least 36 hours of sociology/anthropology including Soc 376, 482, and Anthro 483; 14 hours of anthropology electives; 10 hours of sociology/anthropology electives including any anthropology course, Soc 337, 366, 383, 385; and either a 4-hour sociology elective or 6 hours of cross-cultural courses from another department such as HNCR or missions. These cross-cultural courses are to be chosen in consultation with the anthropology faculty.

An internship in sociology (urban ministries, urban planning, criminal justice, social welfare, social policy, law, or social research) or anthropology, or a professional semester may be arranged to meet the individual needs of students. Eight hours of internship credit (Soc 496, 497 or Anthro 496, 497) may be substituted for one sociology course elective. See department chair for further details.

Computer Science, and supporting courses in Social Ethics (Philosophy 215) and Science and Human Values (Phil 231) are recommended for majors.

The Sociology and Anthropology Department offers five minors for persons with majors in other departments:

The Requirements for a Minor in Social Work are 20 hours, including Social Welfare 331, 332, and 496; plus 12 hours from one of two tracks: a) Justice Ministries track - Sociology 238, 258, 337, 367, 368; Philosophy 215, 334; or b)

Department of Sociology and Anthropology

Family track - Sociology 228, 257, 258, 356; Social Welfare 341; Psychology 317; Bible and Theology 354. This minor is designed for persons interested in a career in social welfare.

The Requirements for a Minor in Family Studies are 20 hours, including Sociology 356; 257 or BI/TH 489 and Soc. 252; plus 12 elective hours from Sociology 228, 238, 252, 258; Social Welfare 341; Communications 361; Economics 225; Psychology 317 or CE 322; Soc. 252 (if not already used); and Literature 326. This minor is designed for persons interested in family life in the community and church.

The Requirements for a Minor in Social Action are 20 hours, including 6-10 required hours of Sociology 385, 469, and 482 (482 required if the student does not have a methods course in the major); plus 10-14 elective hours from Sociology 238, 252, 337, 364, 366, 367,

368, 469; Philosophy 215; Political Science 385; and Communications 363.

The Requirements for a Minor in Human Resource Management are 20 hours, including 8-12 required hours of Sociology 257, 258, 477, and 482 (482 required if the student does not have a methods course in the major); plus 8-12 elective hours from Sociology 252, 337, 364, 469, and Business Economics 328. This minor is designed for persons interested in the management of organizations.

The Requirements for a Minor in Anthropology are 20 hours of anthropology including 483. No more than 4 hours may be applied from 495, 496, or 497. The minor gives students an opportunity to learn about the field, integrate anthropology with Christian concerns, and provide a basis for further graduate study.

Sociology Courses

- 215. Introduction to Sociology.** An overview of the theory, methodology, and conceptualizations of the discipline of sociology. Offers opportunity to develop an understanding of American society.
- 228. Human Sexuality.** Socio-psychological and physiological study relating to all phases of human sexual behavior. Presented in open, direct, and scientific manner within a Christian value framework; intended to cultivate healthy sexual relationship. Does not count toward the major. (2)
- 238. Contemporary Social Concerns.** An in-depth seminar focusing on major concerns of world societies, such as: problems of youth, old age, refugees (including inner city migrants), human rights, energy and technology. Alternate years. Offered 1987-88. (2)
- 241x. Social Psychology.** See Psychology 241. Equivalent to Sociology 257/258.
- 252. Population Issues and Policies.** Application of population studies to American concerns, such as: family planning, abortion, immigration, and poverty; social and economic implications of population trends. Also recommended for business, political science, and education majors.
- 257. Sex Roles.** Origins and effects of gender roles; socialization, family influence and effect; life, and contemporary changes; critique from biblical perspectives. Alternate years. Offered 1989-90.
- 258. Small Groups—Interpersonal Relations.** The human personality in group settings, together with an emphasis on roles, the practical application of small groups to accomplish specific goals and the development of koinonia. A process-oriented course. Alternate years. Offered 1988-89. (2)
- 337. Racial and Ethnic Relations.** Socio-historical and cultural background of ethnic Americans. Through class discussion, films, and research about minority cultures, students explore and examine such sociological concepts as assimilation, conflict, and pluralism.
- 345x. Sociology of Sport.** See Physical Education 345.
- 346x. Sociology of Leisure.** See Physical Education 346. (2)
- 356. The Family.** Examination of family trends and the dynamic nature of marriage; family patterns from cross-cultural, institutional, inter-actional, and related perspectives. Opportunity for individual and group projects. Recommended prerequisite: Sociology 215. (See also Social Welfare 341.)
- 364. Urban Sociology.** Growth and patterning of city life; social relations and social institutions in the city; examination of urban problems and solutions proposed.
- 366. Sociology of Religion.** Religion as a social phenomenon and its functions for the individual and society. Focus upon religious socialization, measurement of religious behavior, and variety of religious roles; includes organizational forms and relationships to other social institutions.
- 367. Criminology.** The incidence, nature, and development of crime in America; methods of control, treatment, and prevention including current research and innovations in approaching adult offenders. Alternate years. Offered 1989-90.
- 368. Juvenile Delinquency.** In-depth study of youth offenders, including delinquency law, methods of treatment, and innovations in prevention. (2) Alternate years, offered 1988-89.
- 376. Sociological Theory.** A survey of social thought of classical theorists such as Weber, Durkheim, and Marx, as well as an overview of contemporary social theory.
- 383. Social Statistics.** Statistics common in sociological research. Topics include descriptive and inferential statistics, hypothesis testing, significance, correlation, analysis of variance and multivariate analysis. Emphasis is on application including the use of the computer as an effective tool.
- 385. Social Change.** Classical and contemporary theories of social change; effects of industrialization on societal change. Problems and concerns of developing countries; integration of these human concerns and theories with a biblical view of man and society.
- 469. Political and Social Movements.** Analysis of social conditions fostering such groups as terrorist movements, Christian communes, Greenpeace, and Amnesty International. Case study and seminar approach. (2) Alternate years, offered 1989-90.
- 477. Organizational Management.** Analysis of social structure in military, government, business, religious, and educational organizations. Survey and critique of leading theoretical traditions, such as European bureaucratic and American managerial. Focus on problems of administration, incentives, communication, constituencies, goal-attainment.
- 482. Social Research.** Techniques and methods for scientific research in the social sciences; review of significant literature; field experience and SPSS computer laboratory work. Recommended prerequisites: Sociology 215, 376, 383.
- 494. Seminar in Applied Sociology.** A seminar focusing on the integration of sociology and Christianity. Examination of the philosophies, literature, and research of selected problem areas in the discipline. Recommended for seniors. Meets the integrative seminar requirement. Prerequisites: 215, 376. (2)

495. Independent Study. Guided reading and research for the advanced major or research internship in ongoing institutional or faculty research. (1-4)

496, 497. Internship in Sociology. Credit given in connection with internship assignment in social research, criminal justice, law, urban ministries, urban planning, or social policy. Offered as a block placement for an entire semester on or off campus (in the Chicago area). Sociology majors may apply eight hours of internship credit toward one sociology elective course. See department for details, including course prerequisites.

498. Practicum. Internship in sociology to provide experience in small group leadership within a class setting. Open to senior majors with the approval of the department chair. Meets the integrative seminar requirement.

Anthropology Courses

216. Introduction to Anthropology. Emphasis on a Christian perspective of fossil man and examination of the principal assumptions, methods and results of cultural anthropology; attention to the understanding of other cultures and issues of Christianity and anthropology.

247. Worlds of Man. Survey of the cultural patterns of five contemporary "worlds" of man: Africa, Asia, Europe, the Middle East, and Latin America. Focus on values, manners, world view, non-verbal communication of each of the cultural areas. Relevant for economics, business, education, and health care majors who anticipate working overseas. Films, guest speakers, case study approaches. (2) Alternate years.

256. Incas, Aztecs, and Mayas. An extensive, illustrated survey of the achievements of the Inca, Aztec, and Maya civilizations. Relevant for history, HNGR, and biblical studies majors. Alternate years. (2)

342. Latin American Peoples: Hispanic Patterns. An illustrated survey of the major cultural patterns of Hispanic America with attention to peasant and urban populations and the processes of urbanization. Applications to missions, development, and to living and working in Latin America. (2)

343. Latin American Peoples: Indigenous Peoples. An illustrated survey of the major cultural patterns of Indian Latin America including Andean and Lowland South America and Mexico and Central America, with emphasis on the patterns relevant to other areas of the world. Applications to missions and development. (2)

353. Biculturalism. Principles of anthropology that highlight understanding of and adapting to other cultures, with focus on the problems of cross-cultural adaptation for the Christian. Relevant for HNGR interns, missions, C.E. and Biblical Studies majors, and all who are interested in cross-cultural work.

361. Medical Anthropology. Cultural differences in conceptions of illness and health care, and the processes of change in medical systems throughout the contemporary world. Relevant for health care professions, missions, HNGR. (2)

385x. Field Research Methods. See HNGR 385. (2)

483. Culture Concepts. A survey of the major contemporary conceptual and theoretical paradigms of anthropology, their philosophical and historical roots, and their role and significance in studying human culture. Alternate years. Offered 1988-89. (2)

495. Independent Study. Guided reading and research for the advanced students, or research internship in ongoing institutional or faculty research. (1-4)

496, 497. Internship in Anthropology. Credit given in connection with an internship assignment in medical anthropology, missions, HNGR, cross-cultural settings which involve education, development, business, or family life with participation in the research of a faculty anthropologist. Majors may apply eight hours of internship credit toward one sociology elective course. See department for details, including course prerequisites.

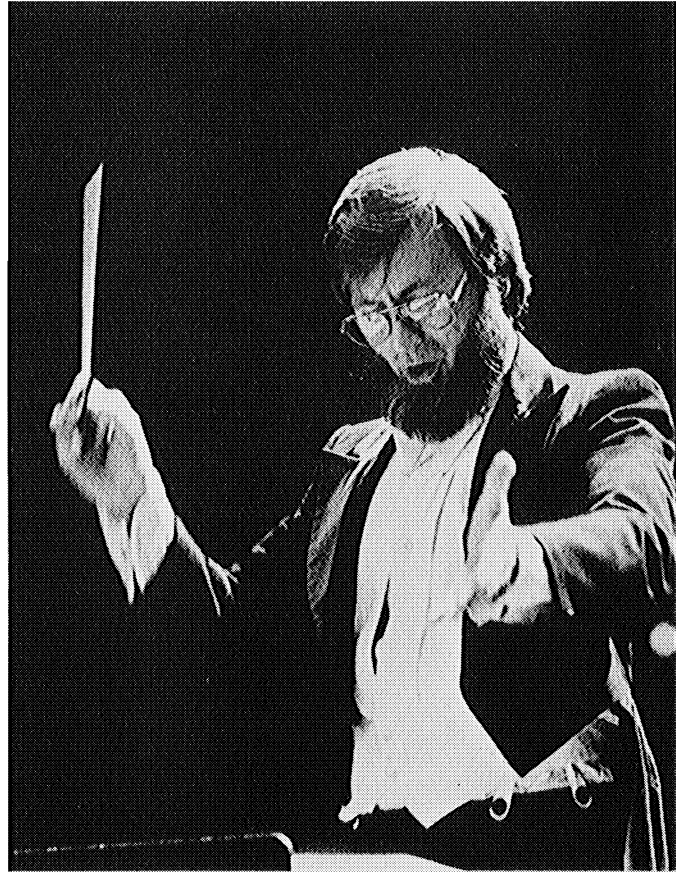
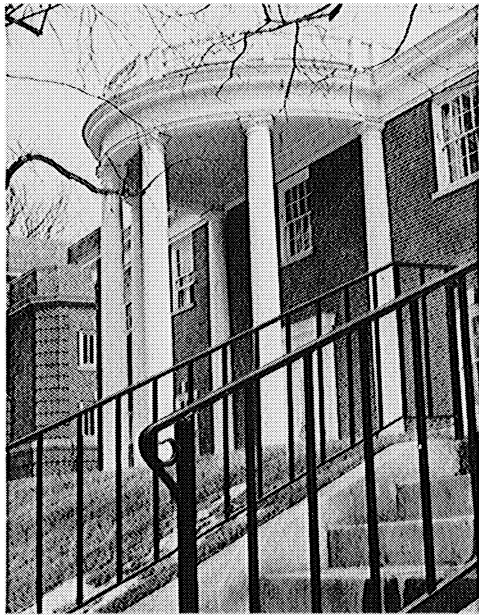
Social Welfare Courses

331. Introduction to Social Welfare. Examination and critique of the social welfare institution in America; its history, value orientation, issues past and present, and the agencies through which social welfare is administered. Christian perspective, agency visits, and field trip. (2)

332. Human Services Practice. Development of self-awareness for the human services professional. Methods used in social work practice, including methods of therapy and practice in counseling. Professional social workers as guest speakers. (2)

341. Courtship and Marriage. A general and practical examination of courtship and marriage in American culture. Premarital preparation emphasized, with some focus on issues in marriage and family counseling. (See Family Studies concentration.) (2)

496, 497. Social Work Internship. A field experience providing opportunities for observation and participation in selected welfare agencies. Knowledge of community resources; skill and technique development; theory-in-practice experience. Offered as a block placement for an entire semester. Placements are made in the Chicago area. Sociology majors may apply eight hours of internship credit toward one sociology elective course. Prerequisites: Social Welfare 331, 332. See department for details.



Steven H. Park

The Conservatory of Music.

The Conservatory of Music functions both as a professional school with courses leading to the Bachelor of Music and the Bachelor of Music Education degrees, and as a department of the College, offering courses leading to the Bachelor of Arts degree.

The Conservatory seeks to bring each of its students to an intellectual understanding of the theoretical, historical and stylistic aspects of musical practice; to relate each of these to the vast literature of music; and to demand the highest level of technical and artistic achievement in performance, composition and teaching. Most importantly the Conservatory seeks to undertake this task in the light of a biblical perspective which describes the making of music as an act of worship, calls for excellence as the norm of stewardship, and relates all of man's creativity to the Creatorhood of God.



Faculty

Harold M. Best, S.M.D.	Dean, Professor of Music
Tony Payne, D.M.	Assistant Dean, Assistant Professor of Music
Vida Chenoweth, Ph.D.	Professor of Ethnomusicology
Gladys Christensen, Mus. M., A.A.G.O.	Professor of Organ
D. Stephen Cushman, Ph.D., A.A.G.O.	Professor of Music
William Phemister, D.M.A.	Professor of Piano
Ellen R. Thompson, M.A., Mus. M.	Professor of Theory and Piano
Margarita S. Evans, Mus. M.	Associate Professor of Voice
Curtis H. Funk, D.M.Ed.	Associate Professor of Music Education
Howard Whitaker, Ph.D.	Associate Professor of Music
Paul W. Wiens, D.M.A.	Associate Professor of Choral Music and Conducting
John D. Zimmerman, Mus.M.	Associate Professor of Piano
Karin R. Edwards, D.M.	Assistant Professor of Piano
Mary Hopper, D.M.A.	Assistant Professor of Choral Music and Voice
Daniel P. Horn, Mus.M.	Assistant Professor of Piano
Lee Joiner, Mus. M.	Assistant Professor of Violin
Kathleen S. Kastner, Mus. M.	Assistant Professor of Percussion
Robert E. Minor, Jr., D.M.A.	Assistant Professor of Voice
Terry R. Schwartz, Mus. M.	Assistant Professor of Trumpet
Melanie Kocher, Mus. B.	Special Instructor in French Horn
Stephen Kolb, Mus.M.	Special Instructor in Piano
Maria Lagios, Mus.M.	Guest Lecturer in Voice
Michael Masters, M.M.	Guest Lecturer in Cello
Christopher Mlynarczyk, Mus.B.	Guest Lecturer in Classical Guitar
Audrey Morrison, Mus. B.	Guest Lecturer in Trombone
Carl Sonik, B.A.	Guest Lecturer in Oboe
David Taylor, Mus. M.	Special Instructor in Violin
Kathleen Goll-Wilson, Mus.B.	Guest Lecturer in Flute

Admission

Prospective students should address inquiries to the Director of Admissions. Those wishing to pursue a Bachelor of Music or Bachelor of Music Education degree should request a Conservatory application. Those wishing to pursue a Bachelor of Arts degree in music need to request a regular college application. The deadline for Conservatory applications is June 1 with notification being sent through July 15.

In addition to the requirements for college admission, a Music Experience Profile is required in which the applicant furnishes information per-

taining to training and experience in music, after which an audition is arranged. Those interested in pursuing a Bachelor of Arts degree with a major in music are admitted on the same basis as other college students, without the Music Experience Profile or the audition.

Students desiring to transfer from the Conservatory to a liberal arts program (including music) must make application through the Registrar. At least one semester of course work must be completed in the Conservatory before the application can be considered.

Performing Organizations

The Conservatory of Music sponsors five performing organizations: Symphony Orchestra, Wind Ensemble, Concert Choir, Women's Chorus, and Men's Glee Club.

Each of these groups is dedicated to learning and presenting a full range of sacred and secular literature. Performance opportunities are numerous and varied, including on-campus concerts, long and short tours leading to appearances in churches, colleges, and concert halls.

Auditions for both the choral and instrumen-

tal organizations are held each fall. Membership in one of them is required of all music majors and minors: B.Mus. and B.M.E. majors for each semester enrolled, B.A. majors for one year after the major is declared, and music minors for one year.

The West Suburban Choral Union is composed of members of the civic and college communities. Performances of major choral works and oratorios are presented twice a year. Membership is by audition.

The Artist Series for the college and community, sponsored by the Conservatory, annually brings to campus such internationally reputed artists as Yo-Yo Ma, Vladimir Ashkenazy, the Beaux Arts Trio, the Chicago Symphony Orchestra, the Canadian Brass Ensemble, and the King's Singers.

The Faculty Recital Series includes a wide variety of performing media and musical styles and emphasizes the integration of teaching and performing.

Student recitals and performance classes are held each week with required attendance for music students. Junior and senior recitals, sponsored by the Conservatory of Music, are presented throughout the school year.

MENC Chapter. Membership in Music Edu-

cator's National Conference Chapter is open to all students and faculty who are interested in becoming involved in the communication of music to others. Musicians of all levels and in all areas are eligible for membership. Regular meetings are held, field trips are taken from time to time, and attendance and participation in state and national conferences and clinics are encouraged.

AGO Chapter. Membership in the student chapter of the American Guild of Organists (an affiliate of the Chicago chapter) is open to organ students and others interested, and provides extra-curricular experience and contact with developments in church music and professional organ playing.

Other Music Opportunities

Seven organs, including a four-manual Schantz, a three-manual Austin and two Roderer mechanical-action instruments, a Kingston harpsichord, five concert grand pianos, as well as quality teaching and practice pianos, are available to music students. A variety of orchestral instru-

ments is also available for performance and practice. The books, periodicals and the extensive collection of scores and records in the library cover a wide range of musical literature, performing artists and performance practice.

Library and Equipment

Following is an outline of the curricula for the four-year courses leading to the Bachelor of Music and the Bachelor of Music Education degrees.

The Bachelor of Music Education degree is the approved teacher education program in music at Wheaton College. Any student planning to teach elementary and secondary music should enroll in this program. Students earning other degrees in music will not be recommended for certification.

The Bachelor of Music with Elective Studies combines a professional curriculum in music with one of three elective areas: Business, Theater, or Communication. The richness of each of these programs, along with possible course work in an

increasing variety of graduate curricula, prepares for work in such areas as arts management, music merchandising, publishing, instrumental and equipment sales, theater, media related occupations and church ministries.

The Conservatory offers an eight-week summer program in Aspen, Colorado. Designed to complement the on-campus curriculum, the program includes course work with selected Conservatory faculty along with private lessons, by special arrangement, with the renowned faculty of the Aspen Music Festival. During the Wheaton-in-Aspen program, Conservatory students have access to more than sixty concerts as well as master classes, open rehearsals, and memorable alpine treks.

Programs and Requirements

Bachelor of Music (Performance)

The four-year curriculum with a major in piano, organ, voice or orchestral instrument is designed for those who are contemplating a variety of graduate programs or careers in music. In addition to music performance, courses in theory, music history and literature, conducting and cultural subjects are included to give the student a thorough preparation in complete musicianship.

A theory, history-literature, ethnomusicology, or church music emphasis may be undertaken through careful use of free electives. Voice majors must demonstrate satisfactory proficiency in French and German or take equivalent college courses in the same. Organ majors must take service playing and improvisation.

General Education

	33 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
History	6 hrs (Hist 101 or 301)
Philosophy	4 hrs (Phil 101)
Electives	6 hrs (Non-music general education courses)
Physical Education	3 hrs (See PE general education requirement)

Music Theory

	20 hours
Theory, Sight-singing, and Keyboard	121, 122, 221, 222, 223
Counterpoint	322
Orchestration or Composition	334, 231 or 232
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	

Music History-Literature

	22 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Practice of Church Music	426
Principles of Style Analysis	431, 432
Literature of Major Instrument	

Performance and Pedagogy

34 hours

Applied General

	8 hours
Basic Conducting I	211
Basic Conducting II	212
Ensemble: 4 hours	321, 331-1 through 6, 332, 333

Free Electives

10 hours

These may be taken in any combination of music and non-music subjects.

Junior and Senior Recitals

Total hours required for degree

127 hours

The course of study for the Composition major stresses advanced work in theory, literature, and composition. Performance hours are adjusted

accordingly. A composition recital is required in the senior year.

Bachelor of Music (Composition)

General Education	33 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
History	6 hrs (Hist 101 or 301)
Philosophy	4 hrs (Phil 101)
Electives	6 hrs (Non-music general education courses)
Physical Education	3 hrs (See PE general education requirement)

Music Theory & Composition	43 hours
Theory, Sightsinging, and Keyboard	121, 122, 221, 222, 223, 323
Counterpoint	322, 333
Orchestration	334, 335
Composition	231, 232, 233, 331, 332, 451, 452
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	

Music History-Literature	28 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Practice of Church Music	426
Principles of Style Analysis	431, 432
Electives	8 hrs

Conducting and Applied	18 hours
Basic Conducting I	211
Basic Conducting II	212
Piano	10 hrs or proficiency
Voice	4 hrs

Free Electives	6 hours
These may be taken in any combination of music and non-music subjects.	

Senior Composition Recital

Total hours required for degree	128 hours
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Bachelor of Music Education

These requirements are for students graduating no later than May 1991. **Requirements are currently being revised for students who will complete degree requirements after May 1991.**

Prospective teachers will find that this degree program is more than sufficient to meet the principal requirements for teaching in elementary and

secondary school systems. Minor modifications may be made in education subjects to meet specific state requirements.

Instrumental, vocal or keyboard emphases are available in the course of study, each preparing for a particular area of work. Certification is granted upon successful completion of all requirements.

General Education

	43 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Introduction to Musical Studies	2 hrs (Mus HL 121)
Survey of World Musics	2 hrs (Mus HL 223)
Art	2 hrs (Art 101)
Natural Science	4 hrs
Mathematics	2 hrs
Social Science	6 hrs (Psych 317, Pol Sci 225)
Speech	2 hrs (Comm 101, 211, 213, or 314)
Language or Literature	4 hrs
Electives	4 hrs (Non-music general education courses)
Physical Education	3 hrs (See PE general education requirement)

(Note: Hours from courses waived through testing must be replaced by elective courses from the same academic discipline in order to meet state teacher certification requirements.)

Music Theory

	20 hours
Theory, Sightsinging, and Keyboard	121, 122, 221, 222, 223, 334; one from 231, 232, 322, or 335

(Theory 101 and 123 may be required if proficiency is lacking.)

Music History-Literature

	8 hours
+ Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
+ Music Since 1945	421
+ Principles of Style Analysis	431
+ Choose one	

Performance and Applied General

	36 hours
Performance Concentration	16 hrs
Performance Electives	6 hrs
Instrumental Techniques	6 hrs (341:1-9, 342)
Conducting	8 hrs (211, 212, 311, 312)

Professional Education

	30 hours
Multicultural Educ & Practicum	3 hrs (Educ 121, 121L)
Educational Psychology	4 hrs (Educ 222, 222L)
History & Philosophy of Education	4 hrs (Educ 425)
Special Education and Practicum	3 hrs (Educ 427, 427L)
Elementary School Music	4 hrs (Mus Meth 421)
Secondary School Music and Administration	2 hrs (Mus Meth 422)
Student Teaching	10 hrs (Educ 496)

Senior Recital

Total hours required for degree

137 hours

The Music History-Literature major is designed to prepare the student for entrance into graduate programs and careers in musicology and college teaching, in addition to music criticism, broadcasting, publishing and library/archival sci-

ence. The major also offers opportunities for interdisciplinary study. Required hours in performance are intended to balance and integrate the student's experience. Additional hours in performance may be elected beyond those required.

Bachelor of Music (History and Literature)

General Education	37 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
History	6 hrs (Hist 101 or 301)
Philosophy	4 hrs (Phil 101)
Social Science	4 hrs
Physics of Music	2 hrs (Physics 105)
Foreign Language	4 hrs (German or French; if proficient in one language elect the opposite.)
Physical Education	3 hrs (See PE general education requirement)
Music Theory	25 hours
Theory, Sightsinging, & Keyboard	121, 122, 221, 222, 223
Counterpoint	322
Advanced Counterpoint or Composition	333, 231 or 232
Orchestration	334 and 335
Advanced Score Reading	323
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	
Music History-Literature	26 hours
Intro to Musical Studies	121
Intro to Musical Bibliography and Research	331
Music Before 1600	422
Studies in Renaissance Music	433
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Survey of World Musics	223
Principles of Style Analysis	431, 432
Practice of Church Music	426
Senior Document or Document Recital	495
Music Electives	10 hours
History-Literature Electives	6 hrs
Free Music Electives	4 hrs
Applied and Conducting	18 hours
Major Instrument	10 hrs (or equivalency)
Second Instrument	4 hrs
Basic Conducting I, II	211, 212
Free Electives	12 hours
These may be taken in any combination of music and non-music subjects.	
Total hours required for degree	128 hours

Bachelor of Music (Emphasis in Ethnic Music Theory)

The Ethnic Music Theory program provides an exposure to the musics of the world, and extends musical perception and analysis beyond that of Western tradition. Special emphasis is given to the investigation of cultures with oral traditions and to the development of music for Christian worship, including an ethnic hymnody.

In addition to its rich potential for work in music and missions, this program constitutes a solid foundation for graduate study in ethnomusicology and provides opportunity for studies in linguistics, Bible translation, cross-cultural communication and computer related studies in musical analysis.

General Education	35 hours
Bible	10 hrs (BI/TH 111, 212, 214, 316, 482)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
History	6 hrs (Hist 101 or 301)
Anthropology	4 hrs (Anthro 353)
Philosophy	4 hrs (Phil 101)
Physical Education	3 hrs (See PE general education requirement)

Music Theory and Ethnomusicology	44 hours
Theory, Sight-singing, and Keyboard	121, 122, 221, 222, 223
Composition	231 or 232
Counterpoint	322
Organology	441
Analysis of Ethnic Musics	442, 443
Field Work in Music Analysis	453
Advanced Analysis of Ethnic Musics	454
Senior Document	495
Physics of Music	Physics 105
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	

History and Literature	20 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Principles of Style Analysis	431, 432
Practice of Church Music	426

Applied and Conducting	18 hours
Major Instrument	10 hrs
Performance Electives	4 hrs
Basic Conducting I, II	211, 212

Free Electives	12 hours
These may be used in any combination of music and non-music subjects, especially in exploring cognate areas, i.e., computer science, anthropology, HNCR Program, foreign language or linguistics (Summer Institute of Linguistics).	

Total hours required for degree	129 hours
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Bachelor of Music (With Elective Studies in Business)

General Education	29 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
Philosophy	4 hrs (Phil 101)
Social Science or History	4 hrs
Psychology	4 hrs (Psych 101)
Physical Education	3 hrs (See PE general education requirement)

Business Emphasis	24 hours
Principles of Microeconomics	211
Fundamentals of Accounting I	226
Business Ethics	328x
Management Information Systems	329
Marketing Principles	341
Principles of Management	342
Electives from (4 hours):	
Fundamentals of Accounting II	(227)
Investment Analysis & Capital Markets	(351)
Economic Development & Growth	(365)
Business Law	(452)

Music Theory	20 hours
Theory, Sightsinging, & Keyboard	121, 122, 221, 222, 223
Counterpoint	322
Composition	231 or 232

(Theory 101 and 123 may be required if proficiency is lacking.)

Music History and Literature	18 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Principles of Style Analysis	431 or 432
Practice of Church Music	426

Performance	20 hours
Principal Instrument	16 hrs
Performance Electives	4 hrs

Applied General	6 hours
Basic Conducting I, II	211, 212
Ensemble (2 hours)	321; 331:1-6; 332; 333

Free Electives	10 hours
These may be taken in any combination of music and non-music subjects.	

Senior Recital

Total hours required for degree	127 hours
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Bachelor of Music (With Elective Studies in Communica- tions)

General Education	31 hours
Bible	6 hrs (BI/TH 111, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
Philosophy	4 hrs (Phil 101)
Speech	2 hrs (Comm 101, 211, or 314)
Social Science or History	4 hrs
Psychology	4 hrs (Psych 101)
Physical Education	3 hrs (See PE general education requirement)

Communications Emphasis	24 hours
Mass Comm in Democratic Society	241
Contemporary Human Communication	391
Introduction to Theater	271
Introduction to Radio and TV	141
Elective Tracks (Choose one):	8 hrs
Production - Choose from 173, 331x, 332x, 333x, 334x, 343, 344, 345.	
Theory - Choose from 362, 364, 376, 381, 461.	
Communications Electives	6 hrs

Music Theory	20 hours
Theory, Sightsinging, Keyboard	121, 122, 221, 222, 223
Counterpoint	322
Composition	231 or 232
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	

Music History and Literature	18 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Principles of Style Analysis	431 or 432
Practice of Church Music	426

Performance	20 hours
Principal Instrument	16 hrs
Performance Electives	4 hrs

Applied General	6 hours
Basic Conducting I, II	211, 212
Ensemble (2 hours)	321; 331:1-6; 332; 333

Free Electives	8 hours
These may be taken in any combination of music and non-music subjects.	

Senior Recital

Total hours required for degree	127 hours
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Bachelor of Music (With Elective Studies in Theater)

General Education	31 hours
Bible	6 hrs (BI/TH 211, 212, 214)
Writing	4 hrs (Eng Writing 103)
Literature	2 hrs
Art	2 hrs (Art 101)
Philosophy	4 hrs (Phil 101)
Speech	2 hrs (Comm 101, 211 or 314)
Social Science or History	4 hrs
Psychology	4 hrs (Psych 101)
Physical Education	3 hrs (See PE general education requirement)

Theater Emphasis	24 hours
Contemporary Human Communication	391
Intro to Theater	271
Acting	273
Directing	374
Church and Theater	376
Electives from (6 hours): 141, 332x, 333x, 345, 375.	

Music Theory	20 hours
Theory, Sightsinging, Keyboard	121, 122, 221, 222, 223
Counterpoint	322
Composition	231 or 232
<i>(Theory 101 and 123 may be required if proficiency is lacking.)</i>	

Music History and Literature	18 hours
Introduction to Musical Studies	121
Survey of World Musics	223
Music Before 1600	422
Music from 1600-1750	222
Music from 1750-1900	221
Music from 1900-1945	321
Music Since 1945	421
Principles of Style Analysis	431 or 432
Practice of Church Music	426

Performance	20 hours
Principal Instrument	16 hrs
Voice (if voice is principal, elect piano)	4 hrs

Applied General	6 hours
Basic Conducting I, II	211, 212
Ensemble (2 hours)	321; 331:1-6; 332; 333

Free Electives	8 hours
These may be taken in any combination of music and non-music subjects.	

Senior Recital

Total hours required for degree	127 hours
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The College Department

In the music program leading to the Bachelor of Arts degree, one may emphasize performance, theory, history-literature, conducting, or ethnomusicology. The large number of general electives

available enables the student to build a strong program in a second field, such as Christian Education, Science, Language, etc. See General Education Requirements.

Bachelor of Arts Degree (Music Major)

The Requirements for the Music Major are 46 hours including: Music Theory *121, 122, 221; Music History-Literature 121, 221, 222, 321, 421, 422, 431; Performance, 8 hours; Concentration, 8 hours taken from a single area (i.e., theory-composition, history-literature, performance, conducting or ethnomusicology); music electives, 4 hours. Membership in a music organization is required for one year after the major has been declared. No more than 16 hours of performance may count towards the degree.

The Requirements for a Minor in Music are 20 hours including:

Theory (6) - 101, 121. Students excused from 101 enroll instead for 2 hours of credit in 122 (A quad).

History & Lit (6) - 121, 221 or 321, elective Applied (6) - One Instrument, taken in successive semesters. Exit level is determined by department.

Elective (2)

Membership in a music organization is required for one year. For admission to the minor, approval must be granted by the Conservatory Office.

*Theory 101 and 123 are required if proficiency is lacking.

Course Descriptions

See the Financial Information section of this catalog for music fees.

Theory Courses

- 101. Theory.** Rudiments of music, including rhythm, ear training, notation, keyboard geography, treble and bass clef reading. (2, lin)
- 121. Theory.** Elements of music (key signatures, scales, modes, intervals, triads, seventh chords, non-chordal tones, formal aspects) with special emphasis on rhythm and ear training; melodic and harmonic analysis. Four-part writing using diatonic triads and dominant seventh chords in root position and inversions; diatonic modulation; harmonization of figured basses and melodies; some instrumental style writing. Additional laboratory work in ear training and rhythm. Prerequisite: Music Theory 101 or proficiency exam.
- 122. Theory.** Continuation of four-part writing using all diatonic triads and seventh chords, secondary dominants, non-chordal tones, sequence, dominant ninth and thirteenth chords, Neapolitan and augmented sixths, other altered chords and chromatic modulation; harmonic and formal analysis of Bach, Beethoven, Chopin, Brahms; creative work. Ear training tape laboratory. Prerequisite: Music Theory 121.
- 123. Sightsinging.** Beginning studies in music reading. (1)
- 221. Theory.** Breakdown of major-minor tonal system; study of Wagner and 20th century techniques from Impressionism to the present. Creative work, analysis and listening. Prerequisite: Music Theory 122.
- 222. Sightsinging.** Intermediate and advanced studies in music reading including simple modulation, chromatic and atonal exercises. Prerequisite: Music Theory 123, or proficiency examination. (2, lin)
- 223. Keyboard.** Basic geography of the keyboard including triads, seventh chords, harmonization of melodies and basses, realization of figured bass; modulation to nearly-related keys, transposition of simple progressions, simple improvisations. Score reading of anthem and instrumental scores; C clefs, transposition by clef. Reading four or five parts, including two transpositions and C clef. Prerequisite: Music Theory 121. (2, lin)
- 231, 232. Composition.** Exploration of newer pitch relationships and stylistic devices, motivic development, variational techniques. Compositions in smaller forms. Prerequisite: Music Theory 221 and 322, waived for composition majors only. (2, 2, lin)
- 233. Technomusic Theory and Composition.** Emphasis on theories of current analog and digital technology. Explanation of basic sound generation theory leading to hands-on studio experience in composition. Prerequisite: consent of instructor. (2, lin)
- 322. Principles of Counterpoint.** Imitation, inversion, augmentation, diminution, retrograde, from a poly-stylistic perspective; composition and analysis. Prerequisite: Music Theory 122. (2, lin)
- 323. Advanced Score Reading.** Reading of graduated exercises which increase in number of parts and transpositions, culminating in readings of full score. Recommended for conducting, composition and music history emphasis. Prerequisite: Music Theory 223. (1 lin)
- 331, 332. Composition.** Original work progressing from simple vocal and instrumental forms to more complex forms. Prerequisite: Music Theory 221 and 322 which may be taken concurrently. (2, 2, lin)
- 333. Advanced Counterpoint.** Continued application of contrapuntal procedures; analysis and larger scale composition in canon, fugue, chorale prelude. Prerequisite: Music Theory 322. (2, lin)
- 334. Orchestration.** Instruments of band and orchestra: range, tone quality, technical possibilities. Scoring and arranging for small ensembles. (2, lin)
- 335. Orchestration.** Extension of the above, into larger instrumental contexts. Continued work in arranging. Prerequisite: Music Theory 334. (2, lin)
- 441. Organology.** Studies in instrumental typologies; aerophones, idiophones, chordophones and membranophones, set in a context of world music. (2, lin) 442, 443. Analysis of Ethnic Musics. Application of linguistic theory to musical analysis. The separation of essential from nonessential elements in a musical system and analysis of relationships within a musical system; composition within indigenous musical systems. Prerequisite: consent of instructor. (4, 2)
- 451, 452. Advanced Composition.** Extensive writing in larger instrumental, vocal and choral forms. Private or semi-private instruction. Prerequisite: Music Theory 331 and 332. (4, 4)
- 453. Field Work in Music Analysis.** Collection, cataloging, analysis, notation and composition on field assignment with linguist. Prerequisite: Music Theory 442 and 443. (8) Su

- 454. Advanced Analysis of Ethnic Musics.** A continuation of Music Theory 442 and 443 with special attention to advanced research, notational procedures and cross-cultural syntheses drawn from field work. Prerequisite: Music Theory 453. (4)
- 495. Music Research.** Independent research in selected field of music theory, ethnomusicology or analysis. Prerequisite: consent of Dean of the Conservatory. (1 to 4)

History and Literature Courses

- 101. Introduction to Music.** The place of music in cultural values and in creational framework. Raw materials and terminology within music; introduction to major bodies of musical literature, both in classic and in commercial/vernacular types. Surveys of musical media, instruments, performance practices; relationships to associated areas outside of the field. For non-music majors; limited to freshmen and sophomores. (2)
- 121. Introduction to Musical Studies.** Overview of Western music, Christian views of creativity and creation in the arts. Introduction to writing techniques in music. Cultural and historical norms in musical perception, communicative function and value. Professional fields within music; integration of the church and secular society within the musical world. (2, lin)
- 221. Music from 1750-1900.** Genres, styles and issues in the arts, from the Classic Era to the end of the 19th century Romanticism. Regional schools, primary sources in musical aesthetics. Surveys of important repertory, introduction to selected analytical techniques. Contextualized approach to composers and their output. (2)
- 222. Music from 1600 to 1750.** Musical literature, theoretical issues, style and performance-practice from the early Baroque through J.S. Bach. Emphasis on the evolution of techniques, forms and styles, and on the aesthetic "battle grounds" of the age. Bibliographical aids and guides in research problems. (2)
- 223. Survey of World Musics.** A cross-cultural approach to music and musical practice with special emphasis on non-western vocabularies. (2)
- 301. The Understanding of Music.** Study of the literatures of classic and commercial/vernacular music, within the framework of historical and cultural processes. For non-music major transfer students. (2)
- 321. Music from 1900 to 1945.** Characteristics of music and associated issues of the first half of the century. The consideration of prominent streams of 20th century musical practice expressed through Late Romanticism, Impressionism, Atonality, and Serialism, Neo-classicism, and related movements. (2)
- 322. Choral Music.** Major contributions to the present day. Emphasis on style and analysis. Prerequisite: Music History-Literature 221. Alternate years. Offered 1989-90. (2)
- 323. Piano Literature.** Comprehensive historical overview of materials of the harpsichord, clavichord and piano to the present day. Brief attention to the function of the piano in the church. The literatures in survey; attention to typologies. Alternate years. Offered 1988-89. (2)
- 324. Art Song Literature.** Prerequisite: Music History-Literature 221. Alternate years. Offered 1989-90. (2)
- 325. Organ Literature.** Survey of organ music of all historical periods. Prerequisite: Music History-Literature 222. Alternate years. Offered 1989-90. (2)
- 326. Chamber Music.** Major contributions to the present day. Emphasis on style and analysis. Prerequisite: Music History-Literature 221. Alternate years. Offered 1988-89. (2)
- 327. Solo String Literature.** Survey of the major concerto, sonata and etude repertoire for violin, viola, cello and string bass. Prerequisite: Music History-Literature 221 or permission of instructor. Required of all B.M. string majors. Alternate years. Offered 1989-90. (2)
- 331. Introduction to Musical Bibliography and Research.** Techniques in musical research, with attention to expository writing in the field. Major categories of musical bibliography, including comprehensive exposure to reference indices, discography, biography, iconography, and organology. Selected problems in music history and performance practice, requiring bibliographical solution. Exposure to specific issues in notation and printing. (2, lin)
- 421. Music Since 1945.** The continuing force of traditional principles and styles co-existing with post-Webern ultra-rationalism, post-Cage anti-rationalism, and more recent stylistic experiments and fusions. Issues in notation and terminology. (2)
- 422. Music Before 1600.** Musical studies from the Augustinian Era to 1600. Emphasis on theological, scientific and philosophical bearings on music, view of Church Fathers, Islamic influences, and the development of Eastern Orthodox and Western Christian liturgies. The development of polyphony, notational systems and mensural theory, styles, composers, instrumental and vocal types. Bibliographical and research aids. (2)
- 424. Opera Literature.** Alternate years. Offered 1988-89. (2)
- 425. Symphonic Literature.** Alternate years. Offered 1989-90. (2)
- 426. Practice of Church Music.** Biblical and theological perspectives; hymnological, liturgical and music developments, issues and practices of church music and related arts, especially since 1960. (2)
- 431. Principles of Style Analysis (Middle Ages to 1850).** Major structural processes in music, and relations to surrounding theoretical and aesthetic principles. Criteria for critical analysis, hearing and assimilation. Selected musical works representing crucial stylistic principles. Prerequisite: Music Theory 221. (2)
- 432. Principles of Style Analysis (1850 to present).** Continuation of 431 with concentration on music from the mid-nineteenth century to the present day. Prerequisite: Music History-Literature 431. (2)
- 433. Studies in Renaissance Music.** Seminar-style course in selected topics of the 15th and 16th centuries. The Mass and Motet, paraphrase and parody techniques; secular vocal and instrumental forms. Relations to contemporary studies and performing collegia in the field. Introductory work in source materials. Offered 1988-89. (2)
- 495. Music Research.** Independent research in selected field of music history and literature. Prerequisite: consent of the Dean of the Conservatory. (1 to 4)

Methods Courses

- 211. Diction for Singers.** Phonetics; phonetic analysis; the relation of these to style, acoustics, placement and timbre, especially in the solo voice. Alternate years. Offered 1988-89. (2, lin)
- 222. Marching Band Seminar.** Analysis and selection of available music for marching band. Planning of shows, drills, movements, scripts. Alternate years. Offered 1989-90. (2)
- 311. Keyboard Accompaniment.** Analysis and practice in the art of keyboard accompaniment, with attention to basic vocal and instrumental literature; sight reading, transposition, clefs and score reading; matters of style and performance practices. By permission of instructor. Alternate years. Offered 1989-90. (2, lin)
- 321. Piano Pedagogy.** Procedures for teaching keyboard fundamentals and musicianship for both private and class lessons. Study of technique and its historical developments. Survey of graded teaching materials. Prerequisite: achievement of freshman piano major level. Exceptions by permission of the instructor. (2, lin)

- 322. Vocal Pedagogy.** Teaching methods from scientific, artistic, and psychological viewpoints; a survey of repertoire for all voices. Open to advanced students only. Alternate years. Offered 1989-90. (2, lin)
- 323. Organ Pedagogy.** Survey of various teaching methods and materials. Consideration of playing techniques. Supervised practice teaching. Prerequisite: equivalent of 2 years organ study. Alternate years. Offered 1989-90. (2, lin)
- 324. String Pedagogy.** Survey and critique of teaching methods for the violin, viola, and cello, from Leopold Mozart to the present day; introduction to Baroque technical concepts. Prerequisite: completion of one year of private study, or permission of instructor. Required of all B.M. string majors. Alternate years. Offered 1989-90. (2, lin)
- 331. Music for Elementary Teachers.** Fundamentals of music. Study of pedagogical principles involved in teaching music from kindergarten through grade six. Research of music materials. Laboratory teaching. For non-music majors. (2)
- 341. Instrumental Techniques.** Instruction in the instruments of the band and orchestra in preparation for teaching elementary and secondary instrumental music. Methods of tone production. Development of technical facility and understanding of pedagogical principles involved. Nine semester courses. Fee: \$30 per course. (1 or 2, lin)
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| 341-1 String Techniques. (2) | 341-5 Oboe, Bassoon. (1) |
| 341-2 Guitar Techniques. (1) | 341-6 Brass Techniques. (2) |
| 341-3 Flute, Piccolo. (1) | 341-7 Percussion Techniques. (1) |
| 341-4 Single Reed Techniques. (1) | |
- 342. Vocal Techniques.** Techniques of vocal production, the function of the voice and application of these concepts to choral singing; special emphasis on the training of young and maturing voices. (1, lin)
- 343. Improvisation.** Studies in musical spontaneity within the framework of specific stylistic constraints. The first half of the course focuses on broadly applicable aural and conceptual foundations. In the second half, one of two specialized tracks may be elected: jazz or traditional/ experimental. In special instances both tracks may be elected for extra credit. May be repeated. (2, lin)
- 411. Organ Service Playing.** Musicianship for the church organist. Hymn playing, accompanying, improvisation, conducting from the console. Playing of various liturgical services. Required of Bachelor of Music organ majors; open to others by permission. Alternate years. Offered 1988-89. (2, lin)
- 412. Choral Methods.** Methods of tone production and development; classification and placement of singers; diction, style, interpretation, balance, blend, rehearsal procedures and ensemble management. Alternate years. Offered 1989-90. (2, lin)
- 421. Elementary School Music.** Philosophy of elementary music education from kindergarten through grade six. Study of the facets of music and their integration. Study of basic music series, research and laboratory teaching. Prerequisite: Music Theory 122, Music History-Literature 101 or equivalent.
- 422. Secondary School Music and Administration.** Junior and senior high school music; study of the adolescent. Organization of instruction in choral and instrumental music. Curriculum building, programming, budgets, supervision, educational materials, and research. Prerequisite: Music Theory 121, 122 or equivalent. (2, lin)
- 495. Music Research.** Independent research in selected areas. Prerequisite: consent of Dean of Conservatory. (1 to 4)

Applied Courses

- 211. Basic Conducting I.** Basics of conducting; study and development of techniques and competencies necessary for the choral and instrumental conductor. (2, lin)
- 212. Basic Conducting II.** A continuation of Basic Conducting I. Prerequisite: Applied Music 211. (2, lin)
- 213. Music Organization.** Open to all students by audition; required of music majors. (no credit)
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| 213-1 Symphony Orchestra | 213-4 Men's Glee Club |
| 213-2 Symphonic Wind Ensemble | 213-5 Women's Chorale |
| 213-3 Concert Choir | |
- 214. Jazz Ensemble.** Open to all students by audition. (No credit)
- 311. Choral Conducting.** Problems of choral rehearsal and performance through conducting advanced choral literature. Prerequisite: Applied Music 212. (2, lin)
- 312. Instrumental Conducting.** Score reading; transposition; interpretation; body mechanics; technical expectation of the various sections; study of master conductors through recordings and live performances. Two sessions per week. Prerequisite: Applied Music 212. (2, lin)
- 321. Opera Workshop.** The learning of basic techniques of musical stage production, including make-up, costume, stage movement, through preparation and performance of opera scenes or short operas. By permission of instructor. (2)
- 331. Ensemble Courses.** These courses provide extensive performance opportunities in the various chamber music media. Attention is given to the study and preparation of selected works, with a view to public performance. Any course may be repeated.
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|------------------------------------|--------------------------------|
| 331-1 Brass Ensemble (1, lin) | 331-4 String Ensemble (1, lin) |
| 331-2 Percussion Ensemble (1, lin) | 331-5 Wind Ensemble (1, lin) |
| 331-3 Piano Ensemble (1, lin) | |
- 332. Mixed Ensemble.** Chamber music for non-traditional combinations of instruments and voices. Prerequisite: Approval of student's principal instructor. May be repeated. (1, lin)
- 333. Small Jazz Ensemble.** Trios, quartets, quintets; emphasis on improvisation. May be repeated. Prerequisite: Music Methods 343 or proficiency. (1, lin)
- 334,335. Chamber Singers.** Vocal chamber music of wide-ranging repertory. Both semesters are required consecutively. May be repeated. Prerequisite: junior or senior standing. (1, lin)
- 421. Honors Conducting.** Choral or instrumental emphasis. For students who demonstrate a superior skill in conducting. Prerequisite: Conducting 311 or 312; Theory 323 or proficiency. (2, lin)

Performance Courses

Instruction in music performance is given privately or in class. In private instruction 2 or 4 hours may be earned per semester, minimum of 14 lessons. Six hours may be earned only with the consent of the private teacher and the Dean of the Conservatory. All lessons are taken over the entire span of the semester. Majors in departments other than Music may begin at any level and may

take lessons for elective credit not to exceed a total of 16 hours toward a degree. Earning of credit is dependent upon completion of the requisite number of lessons, consistent practice and artistic accomplishment of the literature as outlined for each year's level. Private lessons may be taken on a Pass/Fail basis according to College policy. See the Financial Information section of

this catalog for lesson fees.

Non-music majors are to enroll in Music Performance 121; music majors normally enroll in Music Performance 221 freshman and sophomore

year; 331 in the junior year and 441 in the senior year. Each instrument is indicated by section number as follows:

121-1	221-1	331-1	441-1	Piano
121-2	221-2	331-2	441-2	Organ
121-3	221-3	331-3	441-3	Harpichord
121-4	221-4	331-4	441-4	Voice
121-5	221-5	331-5	441-5	Violin
121-6	221-6	331-6	441-6	Viola
121-7	221-7	331-7	441-7	Cello
121-8	221-8	331-8	441-8	String Bass
121-9	221-9	331-9	441-9	Trumpet
121-10	221-10	331-10	441-10	French Horn
121-11	221-11	331-11	441-11	Trombone
121-12	221-12	331-12	441-12	Euphonium
121-13	221-13	331-13	441-13	Tuba
121-14	221-14	331-14	441-14	Flute
121-15	221-15	331-15	441-15	Clarinet
121-16	221-16	331-16	441-16	Oboe
121-17	221-17	331-17	441-17	Bassoon
121-18	221-18	331-18	441-18	Saxophone
121-19	221-19	331-19	441-19	Harp
121-20	221-20	331-20	441-20	Percussion
121-21	221-21	331-21	441-21	Timpani
121-22	221-22	331-22	441-22	Classical Guitar

At the time of the audition, prospective students are expected to demonstrate that they have achieved certain performance levels in their major instrument. These are listed below. Compositions, equivalent in difficulty, are acceptable.

The requirements which follow are for the Bachelor of Music in Performance. Levels are

adjusted accordingly for the Bachelor of Music in Composition, History and Literature, Ethnic Music Theory, the Bachelor of Music Education and the Bachelor of Arts. In some cases deficiencies may be removed by extra work during the first year of study.

Entrance Requirements for Applied Music Majors

1. **Piano.** (Bachelor of Music degree) — Major and harmonic minor scales; major and minor triad arpeggios — hands separately or together at the octave in rhythms of 1, 2, 3, 4 notes to the beat, M.M. 92; Bach, Three-part Inventions; Sonatas such as Beethoven, Op. 79, Mozart K.282 or 547a, and Haydn D Major, Hoboken 37; and compositions by nineteenth and twentieth century composers such as Schubert Impromptu Op. 142, No. 2, Bartok Sonata, or Debussy Arabesques.

2. **Piano.** (Bachelor of Music Education, Bachelor of Music with Elective Studies, or B.A. degree).— Major and harmonic minor scales, diminished seventh arpeggios — hands separately or together at the octave in rhythms of 1, 2, 3, 4 notes to the beat, M.M. 72-84; Bach, Two-part Inventions; easier Haydn, Mozart, or Beethoven sonatas such as Beethoven; Op. 49, No. 1, easier compositions by nineteenth and twentieth century composers such as Chopin Prelude Op. 28, No. 6, Schumann Scenes of Childhood, Roy Harris Little Suite, Kabalevsky Sonata Op. 13, No. 1.

3. **Organ.** For those who have had no previous organ study, the following piano music: Bach fugue, Two-part Invention, or the equivalent; Haydn, Mozart, or Beethoven, allegro movement from a sonata; a composition contrasting in style to the above. For those with previous organ study, a chorale prelude of the 17th-18th centuries for manuals; a chorale prelude with pedals (e.g. Bach, Orgelbuchlein, Dupre 79 Chorales, Old Masters); a baroque fugue (e.g. Bach Eight Short Preludes and Fugues). At the discretion of the department, a student who has not had sufficient piano study may enter the organ course while continuing the study of piano, taking one piano and one organ lesson each week.

4. **Voice.** The audition will involve an evaluation of the student's vocal potential within the contexts of the various degree programs. Particular attention will be given to tonal quality, range, volume, pitch perception, and poetic sense. A basic piano proficiency and some background in either German or French are strongly recommended. The student should present several songs or arias which would demonstrate the level of technical and vocal achievement.

5. **Strings.** Two 3 octave scales and arpeggios. One etude of the applicant's choice. A program piece or movement from a larger work demonstrating the fullest extent of the applicant's technical development. A contrasting second piece (preferably from another period), lyrical in nature which best communicates maturity in style and musicianship.

6. **Woodwinds, Brass.** Fundamentals of good tone production and breath control; ability to play all major and minor scales and arpeggios. A technical study and/or a solo which demonstrates the fullest extent of the student's technical development. A contrasting second piece, lyrical in nature, which best demonstrates the student's musical and stylistic perceptions.

7. **Percussion.** A fundamental ability in all areas of percussion, including snare drum, mallets and timpani. The student should select a representative etude or solo in two of the above three areas which best demonstrates the level of technical and musical achievement.

Private Lessons and Practice Requirements

All students normally study with members of the Conservatory faculty. In cases where a resident teacher is not available, a qualified off-campus teacher will be provided.

Advanced notice is required if a lesson is to be missed. Lessons are not made up except for illness, other emergencies, or fault of the instructor.

Minimum practice requirements are as follows:

- 2 hours credit — 6 hours per week
- 4 hours credit — 12 hours per week
- 6 hours credit — 18 hours per week

If these hours are not achieved, credit may be withheld and/or the grade lowered.

Rental of practice rooms and instruments is included in the Conservatory fee. No refunds are made when private lessons are dropped. See the Financial Information section for more information about charges and refunds.

Orchestral instruments owned by the Conservatory are made available for students in music organizations, music education courses, as well as private instruction.

Performance Attainment Levels

For each of the degree programs there are specific year-by-year levels in technique and repertoire which must be achieved. These are set by the respective instrumental faculties and are made available to each student upon entry into the program.

The semester hour requirements for the several degrees are as follow:

Bachelor of Music in Performance — 32 hours. Four hours per semester is usual; six hours is the maximum allowed. A junior and senior recital are required.

Bachelor of Music Education — 16 hours. A senior recital is required.

Bachelor of Music in Composition — 14 hours.

Ten hours in piano, four in voice.

Bachelor of Music in History and Literature — 10 hours in a principal instrument.

Bachelor of Music in Ethnic Music Theory — 14 hours; 10 in a principal instrument, 4 in electives.

Bachelor of Music with Elective Studies — 16 hours. A senior recital is required.

Bachelor of Arts — A minimum of 8 semester hours in one instrument. To this the student may add no more than 8 additional hours in the same instrument or in a second instrument.

Basic Piano. A piano proficiency level is outlined for all Conservatory students and varies according to the degree program being taken. An outline is available from the Conservatory Office.



Dawn Stewart

Financial information.

A college education in the 1980's is not an inexpensive proposition. The high quality education offered at Wheaton College is no exception.

For a college, cutting corners on costs can be a dangerous business. Should the expenditure budgets be cut too much, the quality of education will suffer. Should there be too many frills, the cost can become prohibitive. Ultimately, students suffer when optimum choices and decisions are not made.

For Wheaton, the goal is clear—high quality Christian education at the most reasonable price for the student. To reach that goal means very careful budget planning in conjunction with additional resources from current gifts and endowment as provided by donors over a period of many years. The maximizing of the non-student revenues in conjunction with a high level of stewardship of all financial sources will maintain Wheaton's financial stability and educational leadership for current and future students.



Steven H. Park



Mike Hudson

Expenses

The expenses at Wheaton are moderate and are kept so by the generous gifts and grants from individuals and corporations and by the income from its endowment. A student pays for about seventy percent of the cost of his education; substantial sums are raised annually by the College to cover the difference between what the student pays and the cost of operation.

The tuition rate includes most miscellaneous

items for which separate charges are usually made, such as library, student center, health services (for undergraduates only), and various student activities. Some limitations apply to part-time students.

Substantial student aid funds are available for many students from College, government and self-help sources. No student should fail to apply to Wheaton for financial reasons.

Undergraduate Costs

Undergraduate Tuition	
12 to 18 hours, per semester.....	\$3864
Hours over 18, per hour	215
Less than 12 hours, per hour	320
Special Students (1-8 hours only), per hour	200
Undergraduate audit, per hour	60
Board, per semester; 20-meal plan	830
Room, per semester; double occupancy	780
Service Charges:	
Application Fee	30
Admission Deposit	200
Late Registration	30
Late Payment Fee	50
Vehicle Parking Permit, per year College apartments, commuters, dormitory students	30
Conservatory Fees:	
General Music Fee, per credit hour	15
Applied Music Fees:	
Performance Courses	160
Second instruments	30

Music Methods 341	30
Course Fees: (Lab fees do not apply to general education lab science courses.)	
Biology labs (not including excessive loss or breakage, which is billed)	50
Chemistry labs (not including excessive loss or breakage, which is billed)	70
Communication 394	45
Geology, Physics labs	40
Geology Field Trip 212	50
446	80
Military Science 131, 321	15
Physical Education 155,	30
223, 224	45
226, 276	65
231 (subject to change)	70
232, 236	90
234	165

Service charges are non-refundable. Course fees for officially dropped courses are refunded as follows: 100% the first week of the semester; 90% the second week; and none thereafter unless approved by the department.

Approximate Fixed Costs Per Semester

Tuition	\$3864
Board, 20-meal plan	830
Room, double occupancy	780

Books, supplies, miscellaneous

550

Transportation charges vary for each state.

Graduate Costs

Graduate Tuition, per hour	\$214
Graduate Audit, per hour	60
Board, per semester; 20-meal plan	830
Application fee	20
Admission deposit	100
Health Fee, per semester	100
Vehicle Parking Permit	30

Late registration	30
Late Payment Fee	50
Educational Ministries Comp. Exam fee	90
Thesis/Project re-entry fee	60
Thesis/Project Continuation fee	30

Graduate students taking undergraduate courses must pay course fees as listed in the undergraduate costs section.

Settlement of Accounts

All bills are to be paid at the beginning of each semester and received by the established due date shown on each invoice and in the college calendar. If no invoice has been received by the first day of classes, one should be requested from the Student Accounts Office, Blanchard W205. An unpaid account may result in the cancellation of the student's enrollment and will be assessed a \$50 late penalty plus a 1½% charge per month on the unpaid balance. Statements of accounts are mailed to students each month while enrolled through the College Post Office. Students are advised to send these records to the person who will make any payment due.

It is recommended that payments be mailed at least five days before the due date shown. All payments should be made in U.S. funds.

The Wheaton Installment Program is available for students who wish to finance the cost of education throughout the school year. The two available plans are the Monthly Budget Plan which costs \$30 per year, and the Deferred Plan which costs \$50 per semester. Additional information may be requested from the Student Accounts Office.

Students with unpaid accounts are not permitted to re-enroll or receive diplomas or transcripts.

The admissions deposit will be retained by the College until 60 days after graduation or withdrawal.

Student accounts with credit balances \$10

and under will be forfeited if not claimed in two months. All credit balances will be forfeited if not claimed in six months. Credits must be requested in person or in writing.

Due Dates for the 1988-89 Academic Year

The dates will be the Friday at the end of the first week of classes for Fall and Spring Semesters. Based on the proposed calendar these dates are:

Fall Semester — Friday, September 2, 1988
Spring Semester — Friday, January 13, 1989
Summer Semester — First day of your session

Reduction of Load. To decrease a student's load, an approval slip with the required signatures must be filed with the Registrar. Full refund is allowed for any resulting difference in tuition charge filed during the first week of the course; 90% during the second week; and none thereafter.

Withdrawal from College. To withdraw from college during a semester, a student must initiate the process at the Student Development Office and file the withdrawal card at the Registrar's Office with the approvals required. Refunds are allowed as follows:

100% before the end of the first week of the semester

90% the second week

75% the third and fourth weeks

60% the fifth week

40% the sixth week

none thereafter

(For specific dates, see Registrar's calendar.)

Part-time students who enrolled only in courses scheduled for 8 weeks are allowed the following refund: 100% during the first week of the half session; 90% during the second week; 50% during the third week; and none thereafter.

For the student who has received financial aid, a refund schedule is used which is consistent with the current government regulations. This schedule is published and available to students in the Financial Aid Office.

Effective Dates for Refund. Refunds are computed on the date the course drop application is filed, or on the date of the application for withdrawal.

Refunds on Tuition

Room. One-half of the room rent for the remainder of the term following official withdrawal date. No refund is made after the 7th week. (One-half of the room rent is charged if the student cancels enrollment or housing less than

one month before classes for the next term begin.)

Board. Full pro rata refund from date ID meal ticket is returned.

Service charges are not refundable.

Other Refunds

Most Wheaton College financial aid is allocated on the basis of need as demonstrated by the Financial Aid Form of the College Scholarship Service. This analysis of family information is required and approved by federal law. Students must be enrolled full-time to receive maximum aid; however, students enrolled less than full-time but at least half-time may receive reduced aid awards.

Entering students seeking financial assistance are required to submit a Financial Aid Form (FAF)* to the College Scholarship Service, which serves as the Financial Aid Application for federal, Illinois state (if applicable) and college funds. The FAF should be mailed to the College Scholarship Service no later than March 15th for fall semester, or October 1st for spring semester applicants.

Several academic merit grants are available to students meeting certain criteria. A separate application for these awards is not necessary.

Residents of the following states are required to apply for scholarships/grants offered by them on their required forms: Illinois, Pennsylvania, Rhode Island, Vermont.

Students must reapply for financial aid each year. Those who are ineligible for financial assistance from the College are encouraged to apply for Guaranteed Student Loans from their local bank or state lending agency if living outside the State of Illinois. Illinois residents, or students applying through an Illinois bank, can obtain an application form from the Financial Aid Office. It is also necessary to have a current Financial Aid Form on file to determine eligibility for a Guaranteed Student Loan.

Questions pertaining to financial aid should be directed to the Director of Financial Aid.

For R.O.T.C. scholarships available, see Special Funds and Prizes.

*Forms are available from a high school counselor's office.

Undergraduate Financial Aid

Entering students who seek financial assistance are requested to submit the financial aid application form of the Graduate and Professional School Financial Aid Service (GAPSFAS)*. This application is submitted directly to GAPSFAS

and they in turn send an analysis to the College. Each applicant must remember to indicate Wheaton College as the school to receive the information. Financial aid will not be awarded until this information is available. Results from the

Graduate Financial Aid

GAPSFAS analysis should be in the financial aid office no later than July 1 to receive consideration for funds available in September. Students must reapply for financial aid each year by following the above procedure. Students must be enrolled full-time to receive maximum aid; however, students enrolled less than full-time but at least half-time may receive Guaranteed Student Loans and

Guaranteed Student Loans

The most readily available resource to graduate students comes from the Guaranteed Student Loan Program. This loan is based on need plus enrollment status and hours carried per term. The loans are interest free during a student's program of study (minimum 6 semester hours per term). Repayment is deferred until six months after studies are completed at which time they become 8% simple interest loans.

Graduate students may borrow up to \$7,500 per year not to exceed \$54,750 (an aggregate total which includes any undergraduate indebtedness). The interest rate (8%) is paid by the Federal Government until six months after studies are completed or the student withdraws from classes.

The Guaranteed Student Loan Program en-

ables students to borrow directly from lenders. Banks, credit unions, and savings and loan associations participate voluntarily in this program and lend their own funds. Students may apply for a GSL loan if they have been accepted for enrollment at Wheaton College Graduate School, and have a current GAPSFAS on file in the Financial Aid Office.

**If you cannot secure one of these forms through your local college financial aid office, write to the Director of Financial Aid, Wheaton College, Wheaton, IL 60187.*

In participating states, independent graduate students can also borrow under the Supplemental Loan program currently at about 10% interest rate, but this may vary. Repayment begins 60 days after the loan is made, with the exception of some banks which allow deferment of principal and interest.

ables students to borrow directly from lenders. Banks, credit unions, and savings and loan associations participate voluntarily in this program and lend their own funds. Students may apply for a GSL loan if they have been accepted for enrollment at Wheaton College Graduate School, and have a current GAPSFAS on file in the Financial Aid Office.

In participating states, independent graduate students can also borrow under the Supplemental Loan program currently at about 10% interest rate, but this may vary. Repayment begins 60 days after the loan is made, with the exception of some banks which allow deferment of principal and interest.

Veterans' Benefits

There is financial aid available to veterans and their families through the GI Bill, War Orphans Educational Law, and other programs. Widows and children of deceased veterans as well as spouses and children of totally disabled veterans are eligible for educational benefits. Further information can be secured from your local Veterans Administration Office.

Students eligible to receive veterans benefits should complete the necessary forms in the Regis-

trar's Office to certify enrollment to the Veterans Administration. Those expecting government checks are reminded that this aid may not be available for two to three months. All bills are to be paid in full prior to the first day of classes for each semester.

All students receiving benefits through the Veterans Administration are required to demonstrate satisfactory progress in their academic program.

International Students

All foreign students who submit an application for admission will be sent a Declaration of Finance Form on which to show the financial status of the family, and sources of support while enrolled at Wheaton. Financial sponsors will be required to sign an Affidavit of Support and sub-

mit the required advance deposit before clearance can be given to issue the Immigration form I-20. GAPSFAS is not used to evaluate the financial needs of a foreign student. Additional information can be received by contacting the Financial Aid Office.

Student Employment

The Employment Office provides free service to help students secure work. Although many opportunities are available for both men and women, the College cannot promise work for all who desire aid. The College Dining Hall, Library, the Bookstore, Service Department and offices pro-

vide on-campus work for many with funding from both college sources and the Federal College Work Study Program. Churches, offices, stores, homes, restaurants, and industrial plants furnish others with steady employment.

Special Funds

Honor Scholarships — \$1,500 to the undergraduate students carrying at least 16 credits per semester who have attained the highest grade point average during the year in the freshman, sophomore, and junior classes. These are not transferable and may be used only during the following year.

ROTC Scholarships, including tuition, educational expenses, and a \$100 monthly sub-

sistance, are offered by the U.S. Army to outstanding students enrolling in the four-year ROTC program. Applications are available from ROTC units and high school counselors. Also, full scholarships for three, two and one year are available to students enrolled in ROTC. Interested students should contact the Department of Military Science for details.

The Wheaton College Endowed Scholarship Fund is an important commitment to our students made entirely possible by the willingness of friends of the College to consistently make generous and substantial gifts to Christian education at Wheaton. We express our appreciation to each of these dedicated supporters and list the name of each scholarship below.

Wheaton College gratefully accepts contributions from donors who desire to create or add to a perpetual fund which financially assists worthy students in attaining a Christian education. These funds, known as Endowed Scholarship Funds, distribute each year a stated percentage of the principal value of the fund for student scholarships and may be funded with contributions from a number of donors, an individual donor, or a family of donors.

Endowed Scholarships are of two general types: General Endowed Scholarship Funds which

distribute scholarships with no restrictions except for the general requirement of student financial need; Specific Endowed Scholarship Funds which distribute scholarships to students who have financial need but who also meet a particular requirement (for example, a particular major, professional goal, or grade average) designated by the donor.

If the amount contributed to a new Endowed Scholarship Fund is less than \$5,000, the donated amount will be retained as unrestricted endowment until it reaches \$5,000. After the fund reaches that amount, the name of the fund will be carried as a restricted fund and any restrictions on the awarding and handling of the endowed fund proceeds will be observed at that time.

These scholarships represent a portion of the total financial aid budget each year, and therefore, specific applications for these funds are not necessary.

Endowed Scholarship Funds

General Endowed Scholarships

John F. Albrecht Scholarship
 Anonymous Scholarships
 Annette Hoyt Ames Scholarship Fund
 Hudson T. and Miriam B. Armerding Scholarship
 Lois Arlene Ausherman Memorial Scholarship Fund
 Sidney R. Beamer Memorial Scholarship
 Stephen R. and Ida E. Beamer Scholarship Fund
 Harriet G. Blaine Scholarship
 William H. Blair Memorial Scholarship Fund
 Blanchard Family Scholarship Fund
 Charles A. Blanchard Scholarship Fund
 Julia Blanchard Scholarship
 Gertrude L. Blocki Scholarship Fund
 C. Harry and Jessie T. Bolinder Scholarship Fund
 C. L. Bristol Memorial Scholarship Fund
 John H. Breyer Scholarship
 Dorothy Brobeck Scholarship Fund
 Allen E. Bryson Scholarship Fund
 The Catherman Memorial Scholarship
 Benjamin O. Chapman Memorial Scholarship
 Christian Memorial Scholarship
 Mary H. Clark Scholarship Fund
 Class of 1959 Scholarship Fund
 Beryl E. Cocks Endowed Scholarship Fund
 Florence M. Collins Scholarship
 Anna M. Conaway Scholarship
 Harold and Elizabeth Cope Memorial Scholarship
 John M. Crobarger Scholarship
 Julia M. Crull Scholarship
 The Jean VanderWarf Dean Scholarship Fund
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 E. D. Given Scholarship
 David and Elizabeth Gowdy Scholarship Fund
 Vernon Lee Hall Scholarship
 Flora G. and Robert G. Harris Scholarship Fund
 George R. and D. Gladys Harris Scholarship Fund
 Herbert S. Harris Scholarship Fund
 Lafayette and Ethel Hill Memorial Scholarship
 Gertrude B. Holford Scholarship Fund
 Else A. Horsch Scholarship
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Beth Jaderquist Memorial Scholarship
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 The John E. Kanarr Scholarship
 Dicran Y. Kassouny Memorial Scholarship Fund
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 Jean Kennedy Memorial Scholarship
 Frank Kilborn Memorial Fund
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 Dell J. and Olive T. Lanan Scholarship Fund
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 Paul J. Ludwig Scholarship Fund
 M.A.C. Scholarship
 J. E. Mauney Memorial Scholarship Fund
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 The Harold Mistele Scholarship Fund
 Herbert Moule Scholarship
 Donald Northway Scholarship
 William and Ada Paddon Memorial Scholarship Fund
 W. Roy and S. Alice Pearson Scholarship
 The Julius A. Peehl Endowment
 Arthur C. Pelton Scholarship
 Donald H. Petersen Family Scholarship Fund
 Rosalba V. Preston Scholarship
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 Richard H. Seume Scholarship
 Nellie Miles Shuster Scholarship Fund
 F. Louis Siebert Scholarship Fund
 Nellie Hepburn Sloan Memorial Scholarship
 Snow Family Scholarship
 Raymond Snyder Memorial
 Stearns-Daer Scholarship Fund
 R. Jack Stewart Scholarship Fund
 William G. Stone Scholarship Fund
 Mrs. Ann M. Swift Scholarship
 Henry C. and Anne Thiessen Scholarship
 Katherine B. Tiffany Scholarship Fund

Mary Louise Tinkler Scholarship
 Edith C. Torrey Scholarship
 Carolyn Tower Scholarship
 Edna B. Towers Scholarship
 Charles H. and Lena D. Troutman, Sr. Endowed Scholarship
 Fund
 Warner M. Van Norden Scholarship
 Ralph Victor Memorial Scholarship Fund

Charles B. and Lillian Weaver Memorial Scholarship Fund
 Edward F. Werhane Scholarship
 Effie Jane Wheeler Scholarship
 George S. Whiffen Scholarship Fund
 Edward Wick Memorial Scholarship Fund
 Jessie Wight Memorial Scholarship Fund
 Ralph E. and Vivien P. Wight Scholarship Fund
 Mrs. Bernice K. Wilder Scholarship Fund

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 Margaret S. Algar Scholarship
 Mr. and Mrs. John Androne Scholarship Fund
 Anderson Endowed Scholarship Fund
 Dr. Benjamin L. Armstrong Scholarship Fund
 Muriel Arney Memorial Scholarship
 Alice Baker-John Carter Scholarship Fund
 Bank of Wheaton Scholarship Fund
 Stephen Barabas Scholarship Fund
 Dorothy Johnston Bass Memorial Scholarship
 Doug Beers Scholarship
 Curt N. Bergwall Scholarship Fund
 Blanchard Family Scholarship
 William J. and Nora J. Bolthouse Scholarship Fund
 Mabel Ruth Bryant Scholarship
 Dr. Thomas O. Burgess Endowed Scholarship Fund
 Business Forum
 Pansy Ethel Campbell Memorial Scholarship
 Walter Carrell Scholarship Fund
 Chinese Graduate Studies Scholarship Fund
 Chrouser Scholarship Fund
 Class of 1960, Wheaton College: John L. and Buth B. Leedy
 Scholarship Fund
 W. J. and Rosa Clendenin Scholarship Fund
 The Charles W. Colson Scholarship Fund
 Robert Locke Cooke Memorial Scholarship Fund
 Edward A. Coray Scholarship Fund
 Robert B. Corey Memorial Scholarship Fund
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 John A. Dahl, Jr. Memorial Scholarship Fund
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 Matthias Elsen Memorial Scholarship Fund
 Elsie and Allan C. Emery Scholarship Fund
 The John C. Ericksen Memorial Scholarship Fund
 Howell G. Evans Memorial Scholarship Fund
 Helen McLendon Ewert Memorial Scholarship Fund
 The Russell H. Fehnel Scholarship Fund
 Professor Herman A. Fischer Memorial Scholarship Fund
 Lawrence Foster Memorial String Scholarship
 Anna, Marie and Souto Frisch
 L. Belle Funk Scholarship
 Jane V. Gantzer Scholarship
 Paul Gast Memorial Scholarship
 The Goetz Family Scholarship in Mathematics
 David Gordon Memorial Scholarship Fund
 Tommy Gould Scholarship Fund
 The Albert Green Student Prize
 Gremmels Family Memorial Trust
 Josephine Halvorsen Memorial Composition Prize
 Gerald F. and Jane E. Hawthorne Scholarship Fund
 Ruth Hislop Scholarship Fund
 HNGR Scholarship Fund
 John Hutchings Scholarship Fund

Ida H. Jackson Scholarship
 Jaderquist Memorial Scholarship Fund
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 Dr. Clarence W. Jones Memorial Scholarship
 Dr. T. F. Kinley Memorial Scholarship
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 Ethel J. Laird Scholarship Fund
 Dallas and Gladys Lankford Scholarship Fund
 Ruth Berg Leedy Scholarship Fund
 The Lloyd Memorial Fellowship in Christian Education
 The Theodore and Yilee Lo Scholarship Fund
 Harry T. and Nora B. Lockwood Scholarship
 Thomas W. Looby Scholarship for Honey Rock Camp
 Lowry-Neale Memorial Scholarship
 Ethel T. McCarthy Scholarship Fund
 McCully-Elliott Memorial Scholarship Fund
 Missionary Scholarship
 Missionary Children Scholarship
 Hong Moy Scholarship Fund
 Grace L. Moyer Scholarship Fund
 Dr. Bernard A. Nelson Memorial Scholarship
 The Dr. H. William Nordin Scholarship in Music
 Norton Family Scholarship
 Paul Nyberg Family Fund for Engineers (Honey Rock)
 C. Dale Older and Eleanor Johnson Older Scholarship Fund
 The Walter E. Olson Memorial Fund
 Carolyn Patrick Memorial Scholarship Fund
 Avis Miller Pillsbury Scholarship
 Professor Russell H. Platz Memorial Scholarship
 Lena Qualley Scholarship
 Mary C. Reith Scholarship Fund
 Reader's Digest Foundation Scholarship
 Kenneth S. Roughton Memorial Scholarship Fund
 Lindley L. Roughton Memorial Scholarship
 Stella Russell Scholarship in Music
 Albert H. Salter Scholarship Fund
 Dr. and Mrs. E. R. Schell Memorial Scholarship Fund
 The Rose Schneberger Memorial Fund
 Charles F. and Edith H. Schnicke Endowed Scholarship Fund
 The Ernest R. Shaw Memorial Scholarship
 Sara H. Sipzer Memorial Scholarship Fund
 Esther Smith Scholarship
 Leonard S. and Beth A. Smith Memorial Scholarship Fund
 Edith Frisch Soellner Memorial Scholarship Fund
 George and Joyce Carr Stedelbauer Fund
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 Britton H. and Bessie C. Tabor Memorial Scholarship
 Henry Tucker Scholarship
 Effle B. Tuveson Scholarship Fund
 Peter Van Winkle, M.D., Memorial Scholarship Fund
 William Ross Voellmig, Helen E. Ball, William Voellmig, and
 Ida Voellmig Scholarship Fund
 Lamberta Voget Memorial Sociology Scholarship Fund
 Carl S. and Julia Scott Vrooman Scholarship
 The James R. Weir Memorial Scholarship Fund
 Evan Welsh Scholarship Fund
 Andrew C. Weyland, Jr. and H. Louise Weyland Memorial Fund
 Jacob A. and Ella G. Woten Scholarship Fund
 Wayne Wray Endowed Scholarship Fund
 Mr. T. H. Wu Memorial Scholarship

Billy Graham Center Scholarship Program

The Billy Graham Center Scholarship Program supports graduate study at Wheaton College for men and women in Christian service overseas. It is comprised of named funds honoring individ-

uals who have contributed to the cause of evangelism and missions worldwide. Awards from the funds are available to internationals, furloughing missionaries, and pre-field missionary candidates.

Hudson T. and Miriam B. Armerding
Norman H. and Mabel A. Cook
Albert R. and Marjorie Fesmire
W. Lloyd and Helen Fesmire
Philip and Jane Buswell Foxwell
P. Kenneth and Catharine Gieser
James R. Graham, Jr.
Adolph and Emma Hermann

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Jane McNally
Walter and Ethel Smyth
Herbert J. Taylor
Henry C. Thiessen
Evan D. and Olena Mae Welsh
Thomas B., Jr. and Carrie E. Wessner
Clarence and Elizabeth Wyngarden

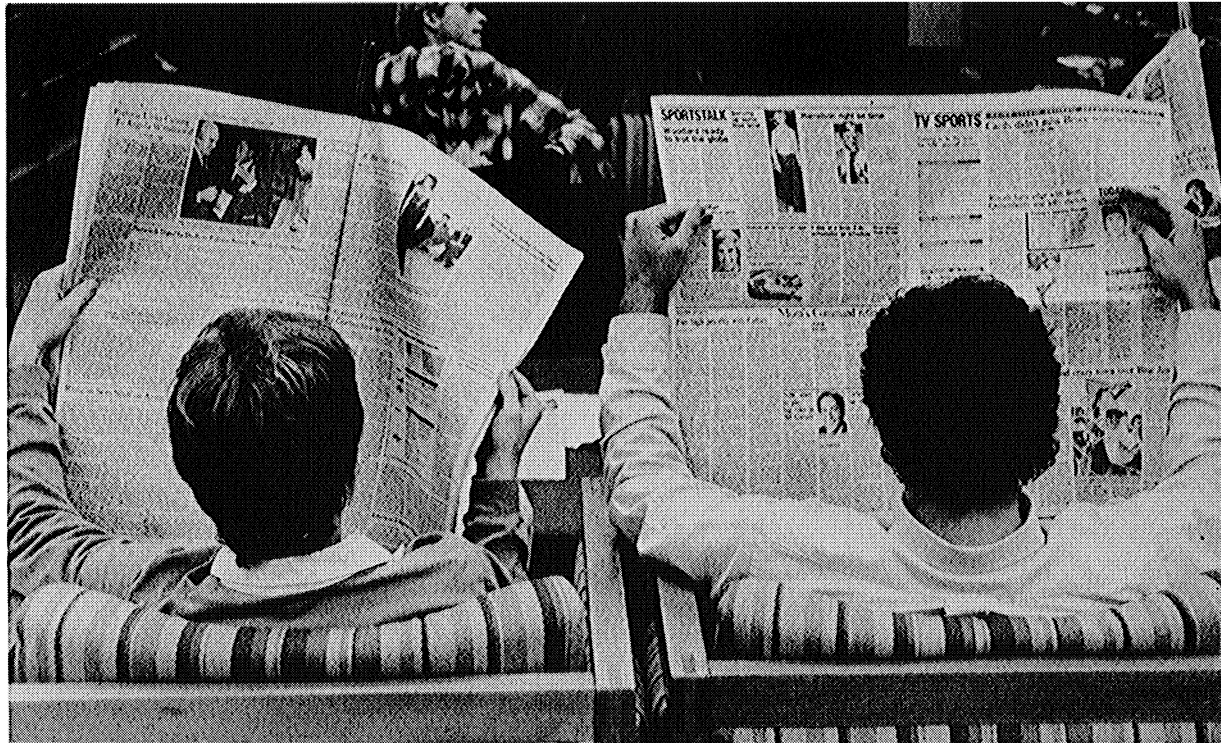
Ruffin Beasley Loan Fund
Lola M. Bradshaw Loan Fund
Charles H. and Katherine M. Cody Loan Fund
Florence E. Cobb Memorial Fund
Florence Collins Loan Fund
George E. Cook Revolving Loan Fund
Bing Crosby Youth Fund
Thomas F. Crull Memorial Revolving Scholarship Loan Fund
Clifton L. Dawley Loan Fund
Kenneth H. Glazier Memorial Loan Fund
The Rachel A. Hargrove Loan Fund
O. P. Harnish Revolving Loan Fund
Harper-Long Revolving Loan Fund
The Almon Cyrus Hazlett Loan Fund
Heaton Revolving Loan Fund
H.E.S., Inc. Revolving Loan Fund
Home Mission Service Loan Fund
The Horness Loan Fund
Leo Knapp Revolving Loan Fund
The Harold Kramer Memorial Student Loan Fund
Light Trust Fund
Pearl Lockhart Revolving Loan Fund
The Helen Macaulay Memorial Loan Fund
Medical Missionary Loan Fund

James R. and May D. Merrill Loan Fund
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Loan Funds



Stephen L. Somheim



Bruce Phillips

Directory.

There is a kind of unspoken pact between a student and the college of his or her choice that revolves around the people—the administrators, staff, faculty, trustees, and the alumni—who are a part of the college. The student must trust the college to engage the highest quality people available.

Very often, a student has met only a handful of those people by the time classes have begun. A relatively brief visit with two or three key admissions people, an hour or so with an adviser, several quick encounters with a handful of people it takes to register, and so forth, is generally the extent of a new student's experience with the college staff.

It takes a fair amount of faith on the part of students. They must believe that the people who will be responsible for guiding them through the world of higher education will be fair, competent, stimulating, and responsible.

At Wheaton, we take on the responsibility of that unspoken pact with all seriousness and surround ourselves, and our students, with the finest people we can find. The result is an uncommonly distinctive academic community that is worthy of the trust placed in us by our students.



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 Paul M. Bechtel, Ph.D., 1946-77, Professor of English Emeritus
 LaVern Ruby Bjorklund, M.A., 1954-83, Professor of Physical Education Emerita
 Donald Chapin Boardman, Ph.D., 1940-79, Professor of Geology Emeritus
 Neal Orin Brace, Ph.D., 1966-88, Professor of Chemistry Emeritus
 Earle E. Cairns, Ph.D., 1943-77, Professor of History Emeritus
 Harvey C. Chrouser, M.A., 1940-77, Professor of Physical Education; Director Emeritus, Honey Rock Camp
 Howard H. Claassen, Ph.D., 1952-66, 1971-80, Professor of Physics Emeritus
 Edward Atherton Coray, M.Ed., 1926-51, Professor of Physical Education Emeritus
 Edward A. Cording, B.S., 1948-70, Professor of Educational Administration Emeritus
 Helen Siml deVette, M.A., 1948-82, Professor of English Emerita
 Robert O. deVette, Ph.D., 1947-82, Professor of Spanish Emeritus
 David A. DeVries, Ph.D., 1967-85, Professor of Geology Emeritus
 John H. Fadenrecht, Ed.D., 1946-73, Professor of Education Emeritus
 Harold Alvin Fiess, Ph.D., 1944-83, Professor of Chemistry Emeritus
 Reginald Gerig, M.S., 1952-1987, Professor of Music Emeritus
 Frank O. Green, Ph.D., 1945-75, Professor of Chemistry Emeritus
 Clarence Hale, Ph.D., 1929-74, Professor of Foreign Language Emeritus
 Clayton Elmer Halvorsen, M.Mus., 1957-88, Professor of Music Emeritus
 Arne Torkel Howard, M.B.A., 1948-81, Professor of Economics and Business Administration Emeritus
 Morris Alton Inch, Ph.D., 1962-86, Professor of Biblical Studies Emeritus
 Willard Carol Jackman, Ph.D., 1958-70, Professor of Education Emeritus
 Jean R. Kline, M.A., 1948-80, Professor of Psychology Emerita
 John L. Leedy, Ph.D., 1937-76, Professor of Botany Emeritus
 Ruth B. Leedy, M.A., 1935-76, Professor of Physical Education Emerita
 Lois E. LeBar, Ph.D., 1945-75, Professor of Christian Education Emerita
 James Meredith Lower, Ed.D., 1965-86, Professor of Education Emeritus
 Cyril E. Luckman, Ph.D., 1947-79, Professor of Zoology Emeritus
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 Peter Veltman, Ph.D., 1948-1984, Dean of College and Professor of Education Emeritus
 Arthur H. Volle, Ph.D., 1946-80, Professor of Educational Administration, Vocational Counselor Emeritus
 Arlene E. Whiteman, M.S., 1967-80, Associate Professor of Education Emerita
 Jonathan G. Williams, M.A., 1947-62, Associate Professor of French Emeritus
 Paul McCoy Wright, Ph.D., 1929-70, Professor of Chemistry Emeritus

Regular

Year indicates appointment to faculty

Mark Robert Amstutz, Ph.D., Professor of Political Science, Department Chair
 B.A. Houghton; M.A., Ph.D. American. 1972
 David Anderson, Ed.D., Assistant Professor in Economics
 B.A. Wheaton; J.D. George Washington; M.B.A. Michigan; Ed.D. Harvard. 1983
 Dean Arnold, Ph.D., Professor of Anthropology
 B.A. Wheaton; M.A., Ph.D. Illinois. 1973
 Glenn F. Arnold, Ph.D., Professor of Journalism
 B.A. Tennessee Temple; M.Div. Northern Baptist; M.A. Northwestern; Ph.D. New York. 1976
 Ruth E. Bamford, M.A., Associate Professor of Educational Administration, Associate Dean of Students
 B.A. Wheaton; M.A. Michigan State. 1970
 Jill P. Baumgaertner, Ph.D., Associate Professor of English
 B.A. Emory; M.A. Drake; Ph.D. Emory. 1980
 Joseph Waller Bean, M.Ed., Associate Professor of Physical Education
 B.S. East Stroudsburg State; M.Ed. Ohio. 1969
 David G. Benner, Ph.D., Professor of Psychology,
 B.A. McMaster (Canada); M.A., Ph.D. York (Canada). 1978
 Harold MacArthur Best, S.M.D., Professor of Music, Dean of the Conservatory of Music
 B.S.M. Nyack; M.A. Claremont; S.M.D. Union Theological Seminary. 1970
 Gilbert G. Bilezikian, Th.D., Professor of Biblical Studies
 B.D. Gordon-Conwell; Th.D. Boston. 1966-68. 1974
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 Leslie D. Blackford, M.S., Assistant Professor of Computer Science
 B.S. Wheaton; M.S. Iowa State. 1986

- Edith Blumhofer, Ph.D., Assistant Professor of History
A.B., M.A. Hunter College, CUNY; Ph.D. Harvard. 1987
- Robert Lee Brabenc, Ph.D., Professor of Mathematics, Department Chair
B.S. Wheaton; Ph.D. Ohio State. 1964
- Raymond Howard Brand, Ph.D., Professor of Biology
B.A. Wheaton; M.S., Ph.D. Michigan. 1959
- Joseph L. Bridges, Ph.D., Associate Professor of Telecommunications
B.A. Tabor; M.S., Ph.D. Southern California. 1982
- David Stewart Bruce, Ph.D., Professor of Biology
B.S. Ed., B.A. Taylor; M.S., Ph.D. Purdue. 1974
- C. Hassell Bullock, Ph.D., Professor of Biblical Studies, Franklin S. Dryness Chair in Biblical Studies
B.A. Samford; B.D. Columbia; Ph.D. Hebrew Union. 1973
- Richard Eugene Butman, Ph.D., Associate Professor of Psychology
B.A. Wheaton; M.A. Fuller Theological Seminary; Ph.D. Fuller Graduate School of Psychology. 1980
- John T. Caldwell, M.F.A., Assistant Professor of Art
B.A. Wheaton; M.F.A. California Institute of Arts; M.A. California at Los Angeles. 1982
- Charles R. Carlson, Ph.D., Associate Professor of Psychology
B.S. South Dakota State; M.A., Ph.D. Vanderbilt. 1984
- Joel Carpenter, Ph.D., Associate Professor of History
B.A. Calvin; M.A., Ph.D. Johns Hopkins. 1983
- Dorothy Chappell, Ph.D., Associate Professor of Botany, Department Chair
B.S. Longwood; M.S. Virginia; Ph.D. Miami of Ohio. 1977
- J. Richard Chase, Ph.D., Professor of Rhetoric and Public Address, President
B.Th. Biola; B.A., M.A. Pepperdine; Ph.D. Cornell. 1982
- Vida Chenoweth, Ph.D., Professor of Ethnomusicology
B.Mus. Northwestern; M.Mus. American Conservatory; Ph.D. Auckland, N.Z. 1979
- Derek Alan Chignell, Ph.D., Professor of Chemistry, Department Chair
B.S., Ph.D. King's, London; M.A. Wheaton. 1975
- Gladys Carol Christensen, Mus.M., A.A.G.O., Professor of Music
B.A. Wheaton; M.Mus. Northwestern. 1954
- Donald Lee Church, M.A., Associate Professor of Physical Education
B.S. Wheaton; M.A. Colorado State. 1958
- John F. Clark, M.A., Associate Professor of Spanish
B.S. Nyack; M.A. Columbia. 1964
- Sharon Ann Coolidge, Ph.D., Associate Professor of English
B.A. Wheaton; M.A., Ph.D. Duke. 1977
- Lynn O. Cooper, M.A., Assistant Professor of Speech
B.A. Illinois; M.A. Wheaton; M.Sc. Edinburgh. 1979
- D. Stephen Cushman, Ph.D., Professor of Music
B.A. Harvard; M.Mus. New England Conservatory; Ph.D. Boston. 1975
- Paul Henry de Vries, Ph.D., Associate Professor of Philosophy
B.A. Calvin; M.A., Ph.D. Virginia. 1979
- Lyle Dorsett, Ph.D., Professor of History, Curator, Marion Wade Center
B.A., M.A., Ph.D. Missouri. 1983
- Karin R. Edwards, D.M., Assistant Professor of Piano
B.Mus. University of Manitoba; M.M., D.M. Indiana University. 1987
- Mark R. Elliott, Ph.D., Professor of History; Director of Institute for the Study of Christianity and Marxism
B.A. Asbury, M.A., Ph.D. Kentucky. 1986
- Duane H. Elmer, Ph.D., Associate Professor of Christian Education
Diploma Moody Bible Institute; M.A. Trinity Evangelical Divinity School; B.A., Ph.D. Michigan State. 1986
- Walter Alexander Elwell, Ph.D., Professor of Biblical and Theological Studies, Dean of the Graduate School
B.A., M.A. Wheaton; Ph.D. Edinburgh. 1975
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B.S. Drake; M.S., Ph.D. Illinois. 1972
- Norman R. Ericson, Ph.D., Professor of New Testament Studies, Department Chair
B.A. Nebraska; B.D. Trinity; Ph.D. Chicago. 1977
- Margarita Evans, M.Mus., Associate Professor of Voice
B.A. Cascade; M.Mus. Portland. 1971
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B.A. Tabor; M.A., Ph.D. Wisconsin. 1986
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B.A. Tabor; M.A. Kansas; Ph.D. Southern Illinois. 1973
- P. Mark Fackler, Ph.D., Associate Professor of Communications, Department Chair
B.A. Westmont; M.A. Minnesota; M.A. Wheaton; Ph.D. Illinois. 1983
- Ivan J. Fahs, Ph.D., Associate Professor of Sociology, Department Chair
B.A. Wheaton; M.Ed., Ph.D. Cornell. 1981
- Dillard Wayne Faries, Ph.D., Professor of Physics, Department Chair
B.A. Rice; Ph.D. Berkeley. 1969
- David Bruce Fletcher, Ph.D., Associate Professor of Philosophy
B.A. Trinity; M.A. Loyola; Ph.D. Illinois. 1981
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B.S. Syracuse; B.D. Fuller; M.A. Wheaton. 1972
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B.S. Lebanon Valley; Ph.D. Lehigh. 1969
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B.M.Ed. Tabor; M.M.Ed. North Texas State; D.M.Ed. Indiana. 1984

- Barry C. Gardner, M.B.A., Assistant Professor of Business
B.A. Wheaton; M.B.A. Chicago. 1986
- Eugene S. Gibbs, Ed.D., Associate Professor of Educational Ministries
B.A. Baylor; M.R.E. Golden Gate Baptist Theological Seminary; M.A. San Francisco State; Ed.D. University of the Pacific. 1981
- Victor Gordon, Ph.D., Assistant Professor of Bible, Chaplain
B.A. Stanford; M.Div., Ph.D. Fuller Theological Seminary. 1983
- Myrna Grant, Ph.D., Associate Professor of Communications
B.S. Moody Bible Institute; M.A. Wheaton; Ph.D. Northwestern. 1974
- John A. Gratton, Ph.D., Professor of Missions/Intercultural Studies, Department Chair
B.A. Gordon; M.A. Wheaton; Ph.D. New York. 1975
- Jeffrey K. Greenberg, Ph.D., Associate Professor of Geology
B.S. Florida State; M.Sc. Kentucky; Ph.D. North Carolina. 1986
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B.A. Michigan; B.D. Fuller; M.A., Ph.D. Northwestern. 1970
- Gerald H. Haddock, Ph.D., Professor of Geology
B.S. Wheaton; M.S. State College of Washington; Ph.D. Oregon. 1959
- James Halteman, Ph.D., Associate Professor of Economics, Department Chair
B.A. Goshen; M.A., Ph.D. Penn State. 1979
- Darlene Hannah, Ph.D., Assistant Professor of Psychology
B.A. Virginia; M.S., Ph.D. Northwestern. 1984
- Gerald F. Hawthorne, Ph.D., Professor of Greek
B.A., M.A. Wheaton; Ph.D. Chicago. 1953
- John C. Hayward, Ph.D., Associate Professor of Mathematics (Computer Science)
B.S. Wheaton; M.S., Ph.D. California. 1979
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B.A. Wheaton; B.D. Grace; M.A., Ph.D. Purdue. 1970
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B.A., M.Div. Grand Rapids Baptist College and Seminary; M.A., Ph.D. Michigan. 1984
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B.A., M.A., Ph.D. Northern Illinois. 1976
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B.A., M.A. Chicago. 1968
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B.A. Wheaton; M.A., Ph.D. University of Toronto. 1980
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B.A. Bob Jones; M.A., Ph.D. Northwestern. 1954
- Arthur F. Holmes, Ph.D., Professor of Philosophy, Department Chair
B.A., M.A. Wheaton; Ph.D. Northwestern. 1951
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B.Sc. Cheng Kung; M.A. Wellesley; Ph.D. Rochester. 1969
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B.A. Houghton; M.A., Ph.D. SUNY Buffalo. 1987
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B.A. Kings; M.A., Ph.D. New York. 1967
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B. Mus., M.Mus. Juilliard; D.M.A. Cand. Eastman. 1983
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B.A. Wheaton; M.A. Columbia; M.A. Michigan. 1960
- Ward Allen Kriegbaum, Ph.D., Associate Professor of Educational Administration, Vice President for Academic Affairs
B.A. Grace; M.S. Indiana; Ph.D. Purdue. 1971
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B.A. Taylor; M.A. Minnesota; Ph.D. Ohio State. 1983
- Donald Max Lake, Ph.D., Associate Professor of Bible
B.A., M.A. Wheaton; Ph.D. Iowa. 1970
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B.S., M.A. Bradley; Ph.D. Wisconsin. 1980
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B.A. Wheaton; M.A. Michigan State; Ph.D. Loyola. 1964
- Melvin Elling Lorentzen, Th.D., Professor of Communications, Assistant Director of Billy Graham Center
B.A. Wheaton; M.A. Johns Hopkins; B.D., Th.D. Northern Baptist Seminary. 1958
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B.A. Oklahoma State; B.D. Faith Seminary; M.A. Oklahoma; M.S. Governor's State; Ph.D. Michigan State; C.C.C. Speech Pathology. 1969
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B.A. Wheaton; M.T.S. Gordon-Conwell; M.A., Ph.D. Connecticut. 1978
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B.A. Wheaton; M.A., M.A. Middlebury (VT). 1983
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B.A. Wheaton; M.A. California State; Ph.D. Wisconsin. 1970
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B.S. Virginia Tech; Ph.D. Harvard. 1982
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B.S. Frostburg State; M.A. George Washington; Ph.D. East Texas State. 1980
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B.A. Bryan; M.A. Wheaton; Ph.D. Northwestern. 1983
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B.A., M.A., Ph.D. Northwestern. 1985
- Joe McClatchey, Ph.D., Professor of English
B.A. Bob Jones; M.A., B.D., Th.B. Southwest Christian Seminary; M.A., Ph.D. Arizona State. 1970
- Lois McKinney, Ph.D., Professor of Missions/Intercultural Studies
B.A. Biola; M.R.E. Conservative Baptist Theological Seminary; Ph.D. Michigan State. 1980
- John Robert McRay, Ph.D., Professor of New Testament and Archaeology
B.A. David Lipscomb; M.A. Harding Graduate School; Ph.D. Chicago. 1980
- John Edward Miles, Ph.D., Professor of French
B.A., M.A. Oxford; Ph.D. Illinois. 1973
- Sara Miles, M.S., Assistant Professor of Biology
B.A. Ball State; M.R.E. Texas Christian; M.S. Illinois. 1975
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B.S., M.A. Wheaton; Ph.D. Candidate, Northwestern. 1983
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B.A. Birmingham Southern; M.M. Illinois; D.M.A. Texas. 1986
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B.A. City College of N.Y.; M.A. Sorbonne. 1978
- Wahneta Mullen, Ph.D., Associate Professor of French
B.A. Purdue; M.A.T., Ph.D. Indiana. 1983
- Henry Walter Nelson, Ed.D., Professor of Educational Administration, Vice President for Student Development
B.A. Taylor; M.Ed. Boston; Ed.D. Indiana. 1969
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B.A. Miami; M.A. Kentucky; Ph.D. Virginia Tech & State. 1983
- Mark A. Noll, Ph.D., Professor of Church History
B.A. Wheaton; M.A. Iowa; M.A. Trinity Evangelical Divinity School; Ph.D. Vanderbilt. 1978
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B.F.A. Alma; M.F.A. Indiana. 1980
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B.A. Wheaton; M.A. Northwestern. 1952
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B.Mus. Wheaton; M.Mus. Bowling Green State; D.M.A. Northwestern. 1983
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B.S. Northwestern College, Orange City; M.A. University of Iowa; Ph.D. Ohio State University. 1987
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B.S. Wheaton; Ed.D. S.U.N.Y., Buffalo. 1972
- William Phemister, D.M.A., Professor of Music
B.S. Juilliard; Licence de Concert, Ecole Normale de Musique de Paris; M.Mus., D.M.A. Peabody Conservatory of Music. 1972
- Timothy Phillips, Ph.D., Assistant Professor of Biblical Studies
B.A. Wheaton; M.T.S. Gordon-Conwell Seminary; Ph.D. Vanderbilt. 1987
- James E. Plueddemann, Ph.D., Professor of Educational Ministries, Rebecca R. Price/Lois and Mary LeBar Endowed Chair in Christian Education, Department Chair
B.A., M.A. Wheaton; Ph.D. Michigan State. 1980

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B.S. Southeastern Louisiana College; M.S., Ph.D. Louisiana State University; M.Div. Southwestern Baptist Theological Seminary. 1987
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B.S. California State, San Diego; M.A. Wheaton; M.A., Ph.D. S.U.N.Y., Buffalo. 1973
- Dean Reginald Rapp, Ph.D., Associate Professor of History
B.A. Wheaton; M.A., Ph.D. Johns Hopkins. 1970
- Robert C. Roberts, Ph.D., Professor of Philosophy/Psychology
B.A., M.A. Wichita State; B.D., Ph.D. Yale Divinity/Graduate School. 1984
- James Leo Rogers, Ph.D., Professor of Psychology
B.A. Colorado; M.A., Ph.D. Northwestern. 1976
- Richard C. Rung, M.A., Professor of Political Science
B.A. Gordon; M.A. Boston. 1963
- Arthur A. Rupprecht, Ph.D., Professor of Classical Languages, Department Chair
B.A. Houghton; M.A. Illinois; B.D. Faith Seminary; Ph.D. Pennsylvania. 1961
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B.S. Springfield, Mass.; M.A. Wheaton; Ph.D. Utah. 1973
- Leland Ryken, Ph.D., Professor of English
B.A. Central Iowa; Ph.D. Oregon. 1968
- Clifford D. Schimmels, Ph.D., Professor of Education
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- Terry R. Schwartz, M.M., Assistant Professor of Music, Band Director
B.S. Houghton; M.M. Yale University School of Music. 1981
- James Julius Scott, Jr., Ph.D., Professor of Biblical and Historical Studies
B.A. Wheaton; B.D. Columbia Theological Seminary; Ph.D. Manchester (England). 1977
- Marilyn June Scribner, M.A., Associate Professor of Physical Education
B.A., M.A. Western Washington. 1961
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- Samuel A. Shellhamer, Ph.D., Assistant Professor of Educational Administration, Dean of Students
B.A. Taylor; M.A. Ball State; Ph.D. Michigan State. 1978
- Albert John Smith, Ph.D., Professor of Biology
B.A. Wheaton; B.D. Northern Baptist Seminary; M.S. Northern Illinois; Ph.D. Chicago. 1967
- Joseph Leonard Spradley, Ph.D., Professor of Physics
B.S., M.S., Ph.D. California at Los Angeles. 1959
- Michael Edward Stauffer, M.A., Assistant Professor of Speech
B.S. Wheaton; M.A. Portland State. 1979
- Alva William Steffler, M.F.A., Professor of Art
B.A. Grace, B.D. Grace Seminary; M.A.T. Indiana; M.F.A. Northern Illinois. 1970
- Robert E. Stickney, Ph.D., Professor of Physics, Director of Human Needs and Global Resources
B.S., Ph.D. California. 1987
- Jack Lee Swartz, Ed.D., Professor of Physical Education
B.A. Wheaton; M.A. Michigan State; Ed.D. Northern Colorado. 1958-70, 1972
- C. Isaac Tam, Ph.D., Assistant Professor of Psychology, Director of Institute of Chinese Studies
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- Ellen R. Thompson, M.Mus., Professor of Music
B.Mus. Houghton; M.A. Columbia; M.Mus. American Conservatory. 1951
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B.S. Oral Roberts; M.A., Ph.D. Kent State. 1981
- Richard C. Turner, Ed.D., Associate Professor of Education, Department Chair
B.A., M.A. Wheaton; C.A.S., Ed.D. Northern Illinois. 1981
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Kandidaats Free University (Amsterdam); Ph.D. Cambridge. 1981
- Patricia A. Ward, Ph.D., Professor of French and Comparative Literature, Dean of Arts and Sciences
B.A. Eastern Nazarene; M.A., Ph.D. Wisconsin. 1984
- Russell J. Watson, Ed.D., Assistant Professor of Education
B.A. North Park; M.A. Northeastern Illinois; Ed.D. Northern Illinois. 1986
- Robert Eugene Webber, Th.D., Professor of Theology
B.A. Bob Jones; B.D. Reformed Episcopal; Th.M. Covenant; Th.D. Concordia. 1968
- Charles Weber, Ph.D., Associate Professor of History
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- William Wharton, Ph.D., Associate Professor of Physics, Science Coordinator
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- Howard Whitaker, Ph.D., Associate Professor of Music
B.M.E. Wheaton; M.M.E. Colorado; M.A., Ph.D. Chicago. 1972
- Frances Jayne White, Ph.D., Professor of Psychological Studies
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- Raymond E. Whiteman, Ph.D., Assistant Professor of Educational Administration, Dean of Academic Records and Services
B.A. Spring Arbor; M.S., Ph.D. Michigan State. 1983
- Paul Willard Wiens, D.M.A., Associate Professor of Choral Music
B.A. Bethel (Kansas); M.M.E. George Peabody; D.M.A. Iowa. 1981
- James C. Wilhoit, Ph.D., Associate Professor of Christian Education
B.A. Washington; M.R.E. Covenant (St. Louis); M.Div. Trinity (Deerfield); Ph.D. Northwestern. 1981
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- George Herbert Williams, Jr., Ed.D., Associate Professor of Physical Education
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B.A. Wheaton; M.A. Northern Illinois. 1969
- Herbert Martin Wolf, Ph.D., Professor of Theological Studies
B.A. Wheaton; Th.M. Dallas Seminary; M.A., Ph.D. Brandeis. 1967
- W. Jay Wood, Ph.D., Assistant Professor of Philosophy
B.A. Westmont; M.A., Ph.D. Notre Dame. 1982
- Robert W. Yarbrough, Ph.D., Assistant Professor of New Testament
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- M. James Young, Ph.D., Professor of Speech
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- Helmut Ziefle, Ph.D., Professor of German
B.A., M.A. New York at Albany; Ph.D. Illinois. 1967
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B.Mus. Wheaton; M.Mus. Illinois. 1968
- *Leave-of-Absence 1988-89*

Library Faculty

- Jolene Carlson, M.A.L.S., Head Public Services Librarian
B.A. Trinity (Deerfield); M.A.L.S. Rosary. 1985
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B.A. Wheaton; M.L.S., M.Ed. Oklahoma. 1986
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B.S. Philadelphia College of Bible; Th.M. Dallas Theological Seminary; A.B. North Texas; M.A. Northern Illinois;
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Reserve Officers Training Corps

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B.S. Oklahoma State University; M.S. Olivet Nazarene College; Major, Infantry, United States Army. 1987
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Visiting and Special Faculty (1987-88)

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B.S. Wheaton; M.S. Illinois at Champaign. 1973
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A.B. Roosevelt; M.A. University of Chicago; Ph.D. Pennsylvania State. 1987
- C. George Fry, Ph.D., Visiting Professor in Missions
B.A. Capital University; B.D., M.Div. Trinity Lutheran Seminary; D. Min. United Theological Seminary; M.A., Ph.D. Ohio State University. 1987
- Brenda J. Gibson, M.A., Guest Lecturer in French
B.A. St. Dominic; M.A. Loyola. 1986
- Kathleen Goll-Wilson, M.M., Guest Lecturer in Flute
M.M. Paris Conservatory. 1982
- Stephen Graham, M.A., Visiting Instructor in History
B.A., M.A. Wheaton; Ph.D. Candidate Chicago. 1986
- Joseph Greeson, M.A., Guest Lecturer in Physics
B.A. Indiana; M.S. Colorado State. 1985
- Lisa Hall, B.A., Visiting Instructor in Philosophy
B.A. Wheaton; Ph.D. Candidate Stanford. 1987
- Mark E. Hallen, M.A., Guest Instructor in Communications
B.A. Wheaton; M.A. Southern Methodist University. 1987
- Karen Halvorsen, M.A., Visiting Instructor in English
B.A. Wheaton; M.A. SUNY Binghamton. 1987
- Hutz Hertzberg, M.A., Guest Instructor in Communications
B.A., M.A. Wheaton. 1987
- Hope Hodgkins, M.A., Guest Instructor in English
B.A., M.A. Wheaton. 1987
- Kenneth Holstein, Ph.D., Guest Lecturer in Psychology
B.A. Olivet Nazarene; M.A., Ph.D. Ohio State. 1983
- Diane Horan, Ph.D., Visiting Assistant Professor in Education
B.A. Muskingum; M.A. George Washington; Ph.D. Iowa. 1985
- Gregory Horn, M.B.A., Visiting Assistant Professor in Business/Economics
B.S. University of Wisconsin; M.B.A. University of Minnesota. 1987
- Theodore Hsieh, M.A., Guest Lecturer in Psychology
B.A. Trinity; M.A. Northern Illinois University; M.A. Trinity Evangelical Divinity School. 1987
- Grace Huitsing, M.A., Guest Lecturer in English
B.A. Calvin; M.A. University of Michigan. 1987
- Stephen Hurlbut, Ph.D., Visiting Assistant Professor of Physics
B.S. Stanford; M.S., Ph.D. Washington. 1983
- Alan R. Jacobs, Ph.D., Visiting Assistant Professor of English
B.A. Alabama; Ph.D. Virginia. 1984
- Paul King, Ph.D., Guest Instructor in Chinese Studies
B.S. Nyack; M.A., Ph.D. Cornell University. 1987
- Melanie Kocher, B.M., Special Instructor in Brass
B.M. Northwestern. 1974
- Stephen Kolb, M.M., Special Instructor in Piano
B.M. Wheaton; M.M. Northwestern. 1986
- Roberta L. Kuechler, B.S., Special Instructor in Physical Education
B.S. Western Illinois. 1982
- Maria Lagios, M.Mus., Guest Lecturer in Music
B.Mus. Michigan; M.Mus. Northwestern. 1976
- Timothy Larkin, M.S.W., Visiting Instructor in Sociology
B.A. Wheaton; M.S.W. Illinois. 1985
- Gary Larson, M.A., Visiting Assistant Professor of Speech
B.A. St. Paul Bible College; M.A. Wheaton; M.A. Arizona State. 1980
- Jillian N. Lederhouse, M.E., Special Instructor in Education and Physical Education
B.A. Wheaton; M.E. DePaul. 1979
- Jonathan Lederhouse, M.Ed., Special Instructor in Physical Education
B.A. Wheaton; M.Ed. Northern Illinois. 1976
- Dimitri Liakos, Ph.D. Equivalency, Guest Lecturer in Art
Certificate University of Athens. 1987
- Michael Masters, M.M., Guest Lecturer in Cello
B.Mus., M.M. Juilliard. 1987
- Barbara L. McClatchey, M.A., Guest Instructor in English
B.A. Southwest Christian Seminary; M.A. Arizona State University. 1987
- Margaret McDonell, M.S., Guest Instructor in Physical Education
B.S. Illinois State University; M.S. Indiana State University. 1987
- Cynthia Minor, M.Ed., Special Guest Instructor in Physical Education
B.A. University of Illinois; M.Ed. University of Texas. 1987
- Phyllis Mitchell, Ph.D., Visiting Associate Professor of Spanish
B.A. University of Oregon, M.A., Ph.D. Johns Hopkins University. 1987

- Christopher Mlynarczyk, B.Mus., Guest Lecturer in Guitar
B.Mus. DePaul School of Music. 1982
- Audrey Morrison, Special Instructor in Music
Eastman School of Music. 1981
- Terry C. Muck, Ph.D., Guest Lecturer in Bible
B.A. Bethel; M.Div. Bethel Theological Seminary; M.Sc. National College of Education; Ph.D. Northwestern University.
1987
- Jane Nelson, B.S., Guest Instructor in Physical Education
B.S. Wheaton. 1987
- Kathleen Nielson, Ph.D., Visiting Instructor in English
B.A. Wheaton; M.A., Ph.D. Vanderbilt. 1987
- Leslie A. Nieves, M.S., Guest Instructor in Business/Economics
B.A., M.S. Virginia Polytechnic Institute and State College. 1987
- Lawrence Reining, M.S., Guest Instructor in Chemistry
B.S. Houghton; M.S. Purdue. 1987
- John G. Rorvik, M.S., Guest Instructor in Communications
B.A. Houghton, M.S. Syracuse University. 1987
- Carole Shellhamer, M.A., Guest Lecturer in Sociology
B.S. Taylor; M.A. Ball State. 1980
- Valerie Shih, M.A., Guest Lecturer in Foreign Language
B.A. Fu-Jen Catholic University; M.A. Northwestern University. 1987
- Carl P. Sonik, B.A., Special Instructor in Oboe
B.A. Roosevelt. 1983
- Joan B. Stough, M.A., Guest Lecturer in Christian Education and Psychology
R.N. West Suburban Hospital; B.A., M.A. Wheaton. 1983
- Jana Sundene, M.A., Visiting Instructor in Speech
B.A. Wheaton; M.A. Northern Illinois. 1986
- Elliott Treadwell, Ph.D., Visiting Professor in Physics
B.S. Central State University of Ohio; M.A. SUNY at Stonybrook; M.S., Ph.D. Cornell. 1987
- Valerie Vander Vliet, M.S., Guest Lecturer in Biology
B.A. Blackburn; M.S. SIU-Edwardsville; M.S. University of Michigan. 1987
- Thomas Vessey, B.A., Visiting Instructor in Psychology
B.A. Wheaton. 1987
- Margaret Walkosz, M.A., Guest Instructor in Biology
B.S. Florida State; M.A. Georgia. 1986
- Robert Watson, M.A., Guest Instructor in Psychology
B.A. Florida State; M.A. Wheaton. 1987
- Wightman Weese, M.A., Guest Instructor in English
B.A. Columbia Bible College; M.A. Syracuse. 1987
- David Wilcox, M.S., Guest Instructor in Education
A.B. Wheaton; M.S. Illinois State. 1987
- Noreen Williams, M.S., Visiting Assistant Professor in Economics
B.A. Rosary; M.S. University of Wisconsin. 1987
- J. Dudley Woodberry, Ph.D., Visiting Professor in Missions/Intercultural Studies
B.A. Union; M.A. Am. U. of Beirut; B.D. Fuller; Ph.D. Harvard. 1985
- Don Workman, M.A., Visiting Instructor in Bible
B.A., M.A. Wheaton. 1986

Faculty Status Without Rank (1987-88)

- Franklin Harris, B.S., Visiting Laboratory Associate in Physics
B.S. Newark College of Engineering. 1987
- Kimberly Ruit, B.S., Laboratory Associate in Biology
B.S. Wheaton. 1982
- Kenton W. Ross, B.S., Laboratory Associate in Physics
B.S. Wheaton. 1987
- Wesley K. Underwood, M.S., Senior Laboratory Associate in Chemistry
B.S. Wheaton; M.S. UCLA. 1982

College Calendar

1988

August		
15-20	Mon.-Sat.	International student orientation
22-27	Mon.-Sat.	New graduate student orientation
23	Tuesday	Conservatory students arrive
		New faculty orientation
24	Wednesday	Conservatory student orientation
		New undergraduate students arrive
24-28	Wed.-Sun.	New undergraduate student orientation
25	Thursday	Graduate registration
26	Friday	Registration of admitted undergraduates
		Faculty banquet
27	Saturday	Dormitories open for continuing students
		9:00 a.m.
		Faculty Workshop
29	Monday	Classes begin
September		
5	Monday	Labor Day — no classes
6-9	Tues.-Fri.	Special services
October		
7-8	Fri.-Sat.	Homecoming Weekend
19	Wednesday	End of first half of semester (A Quad)
20-23	Thurs.-Sun.	Mid-semester break — no classes
24	Monday	Beginning of second half of semester (B Quad)
31-Nov. 4	Mon.-Fri.	Advance registration advising for spring 1989
November		
4-6	Fri.-Sun.	Parents' Weekend
7-23	Mon.-Wed.	Advance registration—course scheduling for Spring 1989
10	Thursday	Senior comprehensives — departmental preference
24-27	Thurs.-Sun.	Thanksgiving vacation
December		
15	Thursday	Last day of fall classes
16	Friday	Reading day
17,19-20	Sat., Mon., Tues.	Final Examinations
21	Wednesday	Christmas vacation begins

1989

January		
6	Friday	Registration for new students
9	Monday	Classes begin
16	Monday	Martin Luther King Day — no classes
17-20	Tues.-Fri.	Special services
February		
20	Monday	Presidents' Day — no classes
March		
3	Friday	End of first half of semester (A Quad)
4-12	Sat.-Sun.	Spring vacation
13	Monday	Beginning of second half of semester (B Quad)
20-27	Mon.-Mon.	Advance registration for summer school
24	Friday	Good Friday — no classes
27-30	Mon.-Thurs.	Missions in Focus
27-31	Mon.-Fri.	Advance registration advising for 1989-90
30	Thursday	Senior comprehensives—department preference
April		
3-14	Mon.-Fri.	Advance registration-course scheduling for 1989-90
May		
5	Friday	Last day of spring classes
8	Monday	Reading day
9-11	Tues.-Thurs.	Final Examinations
12-14	Fri.-Sun.	Commencement Weekend
13	Saturday	Alumni Day
18	Thursday	Summer session begins
29	Monday	Memorial Day holiday (Monday classes meet on Wednesday)
June		
14	Wednesday	First summer session ends
15	Thursday	Second summer session begins
July		
4	Tuesday	Holiday (Tuesday classes meet on Wednesday)
11	Tuesday	Summer session ends on campus

AUGUST

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JULY

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23	24	25	26	27	28	29
30	31					

Please address inquiries to the appropriate office, Wheaton College, Wheaton, Illinois 60187. Telephone calls may be dialed direct to campus offices, faculty or dormitory students. The area code is 312.

Central Switchboard	260-5000
Admissions—Undergraduate	260-5005
Admissions—Graduate	260-5195
Athletics—Physical Education	260-5125
Career Development Center	260-5048
Office of Christian Outreach	260-5076
Course Information, Registration	260-5045
Faculty—Academic Affairs Office	260-5004
Financial Aid	260-5021
Health Services—Health Center	260-5072
Housing, Student	260-5027
Music Activities—Conservatory of Music	260-5099
Payment of Accounts	260-2801

ROTC—Military Science	260-5121
Student Employment	260-5030
Transcript Requests—Registrar's Office	260-5046
Veteran's Benefits—Registrar's Office	260-5044
Advancement Office	260-5016
Alumni Office	260-5047
Business Office	260-5012
Chaplain	260-5087
Dean of Arts and Sciences	260-2802
Dean of the Music Conservatory	260-5098
Dean of the Graduate School	260-5069
Graham Center	260-5157
Library	260-5102
Office of Academic Records and Services	260-3737
Office of the President	260-5002
Physical Plant Service Department	260-5113
Registrar's Office	260-5045
Student Development Office	260-5022

Telephone Numbers

The following summarizes the deadlines to be observed by all graduate and undergraduate students.

Registrar's Calendar

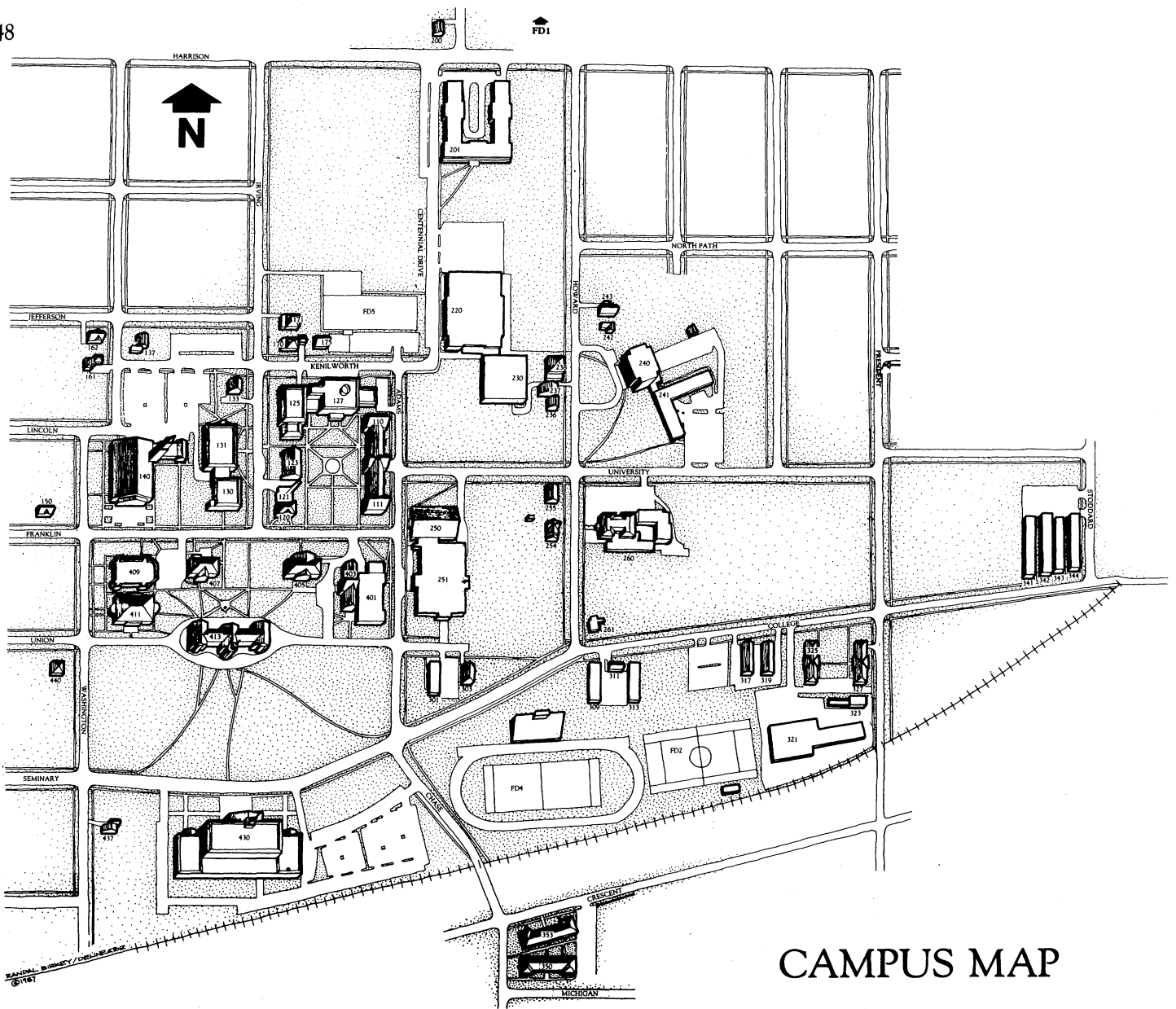
		Fall '88	Spring '89
Last day to add course:	Full	Sept. 9	Jan. 20
	Half A*	Sept. 2	Jan. 13
	+ Half B*	Oct. 28	Mar. 17
Last day before drops are recorded on student's permanent record	Full	Sept. 16	Jan. 27
	Half A	Sept. 16	Jan. 27
	Half B	Nov. 11	Mar. 31
Last day to drop course with a W grade, or to elect pass/fail	Full	Nov. 18	Apr. 7
	Half A	Oct. 7	Feb. 17
	Half B	Dec. 2	Apr. 21
Last day for refund on reduced load (if applicable)	100%	Sept. 2	Jan. 13
	90%	Sept. 9	Jan. 20
Last day for tuition refund on withdrawal:	100%	Sept. 2	Jan. 13
	90%	Sept. 9	Jan. 20
	75%	Sept. 23	Feb. 3
	60%	Sept. 30	Feb. 10
	40%	Oct. 7	Feb. 17
Last day to remove incompletes: From	Spring '88	June 23	
	Summer '88	Aug. 23	
	Fall '88		Jan. 31
Freshman grades due (A Quad)		Oct. 26	—
Comprehensive exam grades due		Dec. 1	Apr. 14
Final Grades due 9 a.m. (except as noted)	Full	5pm, Dec. 22	May 17
	Half A	Oct. 26	Mar. 15
	Half B	5pm, Dec. 22	May 17
Preliminary grades (May graduates)		May 4	

*"A" courses meet the first half of the semester; "B" meet the second half.

+ B Quad added should be an exchange for a course dropped so that load and billing remain the same for the semester.

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CAMPUS MAP

RESIDENCES

- Apartments**
- 301 602 College Ave.
 - 309 802 College Ave.
 - 311 810 College Ave.
 - 313 814 College Ave.
 - 317 904 College Ave.
 - 319 916 College Ave.
 - 341 1047 College Ave.
 - 342 1051 College Ave.
 - 343 1055 College Ave.
 - 344 1057 College Ave.
 - 350 701-709 Michigan Ave.
 - 353 700-708 Crescent Ave.

- Dormitories**
- 325 Elliot Hall
 - 110 Evans Hall
 - 201 Fischer Hall
 - 111 McManis Hall
 - 327 Saint Hall
 - 241 Smith Hall
 - 240 Traber Hall
 - 403 Williston Hall

STUDENT SERVICES

- 251 Anderson Commons (Dining Hall)
- 407 Bookstore
- 405 Memorial Student Center
- 123 Wyngarden Health Center

ACADEMIC BUILDINGS

- 407 Adams Hall
- 127 Armerding Hall (Science Bldg.)
- 430 Billy Graham Center
- 413 Blanchard Hall
- 125 Breyer Laboratory
- 131 Buswell Memorial Library
- 140 Edman Memorial Chapel
- 260 Jenks Hall/Arena Theater
- 411 McAlister Conservatory
- 130 Nicholas Library
- 409 Pierce Memorial Chapel
- 120 Schell Hall (Financial Aid)

ADMINISTRATION

- 401 Administrative Annex
- 430 Billy Graham Center
- 413 Blanchard Hall
- 440 Westgate (Alumni Association)

ATHLETICS

- 220 Centennial Gym
- 230 Chrouser Fitness Center
- 250 Coray Alumni Gym
- FD2 East McCully Field (Soccer)
- FD1 Lawson Field (Baseball)
- FD3 Leedy Field (Softball)
- FD4 McCully Field (Football, Track and Field)
- FD5 Tennis Courts
- FD6 Centennial Field (Field Hockey)

PHYSICAL PLANT

- 321 Chase Service Center
- 323 Greenhouse
- 121 Steam Plant

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