**COURSE GUIDE**

*Dates to Remember*

**July 26**
Last day for pre-registration  
(Liberal Arts freshmen only)

**August 23-27**
Orientation for parents and new students

**August 27**
Registration reopens for all new students

**August 28**
Fall semester classes begin

**2019-2020 COURSE GUIDE**

*First-Year Student Registration*

501 College Avenue, Wheaton, IL, 60187
wheaton.edu
# Course Guide

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Welcome first-year students, class of 2019. We hope you are eager to begin your course of studies, during which we hope you will grow intellectually, emotionally, spiritually, and socially.

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

In it you will find information about:
1. The typical academic load
2. The Christ at the Core general education courses and requirements
3. The majors offered at Wheaton
4. Some elective programs offered at Wheaton

After reading through this information, you will be asked to do the following:
1. Decide on the courses that you want to include in your first semester at Wheaton.
2. Register for your Fall courses through your Banner Self Service Account.
3. Keep the booklet for a reference throughout your time at Wheaton.

Every course that you will take at Wheaton fits into one of the following five categories:
1. Core Competency (up to 20 hours)
2. Shared Core (up to 24 hours)
3. Thematic Core (12-40 hours)
4. Major courses (about 32-48 hours)
5. Elective courses (includes courses for education teacher endorsements, military science, HNGR, a second major, a minor, etc.)

COURSE LOAD

Students must carry at least 12 semester hours to be a full-time student, and 18 hours is the maximum number of hours for a first-year student. First-year students are encouraged to carry between 14 and 16 hours in the fall semester. A full semester course (4 credits) meets for the entire 16-week semester, while quad courses (2 credits) meet for 8 weeks (half of a semester). Both full and quad courses usually meet on Mondays, Wednesdays, and Fridays for 70-minute periods, or on Tuesdays and Thursdays for 110-minute periods. Quad courses generally meet for either the first half (Quad A) or the second half (Quad B) of the semester. There are some exceptions to this general rule. A few two-hour courses meet for the entire semester and are referred to as linear (lin) quad courses. These meet for 16 weeks. Some classes meet one evening a week in three and a half hour sessions.
The general education requirements listed below apply to students in the Bachelor of Arts and Bachelor of Science degree programs. Requirements for Music degrees are listed in the Conservatory of Music section of the catalog. The catalog also lists the Christ at the Core requirements for Liberal Arts Nursing and Liberal Arts Engineering majors. The credit hours listed for each requirement are based on Wheaton College course offerings. Variations may occur when requirements are met through testing and/or with transfer credit. Hence, course requirements might be listed as (0-2) or (0-4) depending on the number of hours needed to complete the requirement. The Wheaton Catalog can be found at wheaton.edu/catalog.

Several different examinations are used for establishing competency, determining course placement, or receiving college credit. You should also refer to the brochure entitled “Advanced Credit by Testing” which is posted on the First-Year Student Advising website.

Why Does Wheaton Emphasize General Education?

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

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

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

To pursue an integration of faith, life and learning:

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

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

General Education at Wheaton supports the overall goal of the College to prepare students—intellectually, emotionally, physically, spiritually, and socially—for life in church and society, for involvement in Christ’s redemptive work in creation, and for lives of joy and service to the glory of God.
CORE COMPETENCIES
(UP TO 20 HRS)

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

How to Pass the Four Core Competencies:

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

First-Year Writing (ENGW 103/104) equips students to express themselves as writers in their work throughout the Wheaton College academic curriculum and beyond. The course is designed to prepare students to write effectively in a variety of contexts and to improve student learning and performance in many other areas of their undergraduate education. Since the course introduces students to ideas and practices that are central to a liberal arts education, students should fulfill this requirement during their first year. Students are also encouraged to take additional writing courses beyond the general education requirement. Successful completion of the requirement is a prerequisite for enrollment in any upper-division writing course.

Meeting the Writing Requirement

You may satisfy the writing requirement by taking ENGW 103 (4 hours), and earning a grade of C or higher.

OR

You may satisfy the writing requirement by taking ENGW 104 (2 hours), and earning a grade of C or higher IF:

1. You have received a 3 on the LANGUAGE/Composition Advanced Placement exam.

2. You have scored a 10, 11, or 12 subject-level score on the ACT Writing Test.

3. Your ELA score (an average of your English, Reading, and Writing scores) is 32 or higher on an ACT exam taken on or after September 1, 2015.

4. You have scored a 10, 11, or 12 on an SAT Essay Exam taken before March 2016.

5. You have scored a minimum of 6 on each category (reading, analysis, and writing) of the SAT Essay Exam taken on or after March 1, 2016.

Options to Meet the Requirement with Advanced Placement (AP) Testing Credit

1. If you have scored a 4 or 5 on the LANGUAGE/Composition Advanced Placement exam, you earn 4 semester hours of writing credit and have completed the writing requirement.

2. If you have scored a 3 on the LANGUAGE/Composition Advanced Placement exam, you earn 2 semester hours of writing credit. You may complete the writing requirement by taking ENGW 104 (2 hours) or passing the Writing Competency Exam ($30 fee) that is given each semester to first-year and new transfers only. No academic credit is given for passing the exam.

Option to Waive the Requirement without Academic Credit

The Writing Competency Exam is given each semester (on a date to be announced through campus portal announcement) and is open only to first-year and transfer students. Students have one opportunity to take the exam in the fall or spring of their first year at Wheaton. If students do not score well enough on the exam to waive the requirement, they will be placed in ENGW 103 or ENGW 104 based on their earned score. Students who do not take the exam during their first year at Wheaton MUST take either ENGW 103 or ENGW 104 based on eligibility requirements listed above. No advanced standing credit will be awarded to students taking ENGW 104.

2. Oral Communication (0-4 hours)

If you have had extensive speech training or experience, take the oral competency exam offered by the Communication Department. The exam is offered each semester. First-year students are encouraged to wait until their Sophomore year to
increase their chances of passing the test. The exam consists of presenting a persuasive speech to a jury composed of one or more members of the Communication faculty. No academic credit is given for passing the exam.

**OR** Take one of the following courses:

COMM 101 - Public Speaking (2 hours)

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

COMM 252 - Argumentation and Debate (4 hours)

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

3. Modern/Classical Language (0 - 12 hours)

The Christ at the Core Language Competency requirement is met by demonstrating linguistic proficiency in either a modern or classical language. This requirement must be completed by the end of the junior year. This can be achieved by one of the following means:

1. **Language Study at Wheaton College:** Students may take and pass with a C- or above a four credit course in a modern or classical language at the intermediate (201) or upper-division (300+) level to satisfy the requirement.

   - Unless beginning a new language at the 101-level, all undergraduate students who anticipate completing competency via language study MUST take a placement test and follow the recommendation of the Department of Modern & Classical Languages (MCL) in order to enroll in a modern or classical language course. This includes students with dual enrollment language credit.

   - For modern languages (CHIN, FREN, SPAN, and GERM), placement tests may be taken online at any time during the academic year. This test MUST be taken by July 1st if you plan to enroll in a language course for the Fall term. Register online at: https://www.wheaton.edu/academics/programs/modern-and-classical-languages/language-placement-testing/.

   - For classical languages (GREK, HEBR, LATN), course placement will be determined by a written placement test offered at the beginning of each academic semester. Register for placement test online at: https://www.wheaton.edu/academics/programs/modern-and-classical-languages/language-placement-testing/.

   - 100-level language courses serve as academic preparation for intermediate-level 201 course and may not be taken pass/fail, nor as an audit unless the Language Competency Requirement has already been completed.

   - Students who are attempting to fulfill the Language Competency Requirement via an LTI OPI or OPIc test (for modern languages) or by departmental competency exam (for classical languages) must do so before the end of the first year after matriculation at Wheaton. The test may be taken only once to satisfy the requirement.

2. **Transfer Credit:** Students may transfer one intermediate or upper division modern or classical language course (passed with a C- or above) from a four-year accredited college or university or two intermediate-level courses (both of which must have been completed and passed with a C- or above) from a two-year college to satisfy the requirement. Courses taken abroad may also be considered on a case-by-case basis with prior approval by the MCL Department. Online modern language courses are not accepted. Four hours from an intermediate-level dual enrollment course taken in person will be accepted if validated by an ACTFL OPI or OPIc rating of “Intermediate-Mid” via LTI testing proctored by the Department of Modern and Classical Languages.

3. **Test Score:** See Charts on the following page
4. Applied Health Science (0-2 hours)

All students should fulfill the Wellness Competency requirement during their first or second year.

Meeting the Wellness Requirement

1. Most students will fulfill the Wellness Competency requirement by taking Wellness (AHS 101) during their first or second year.

2. Students demonstrating physical competency through participation in ROTC or Intercollegiate athletics will satisfy the Wellness Core Competency requirement by completing the following requirements:
   
   - the Wellness Competency Exam with a score of 70% or higher (this exam will include an essay of how wellness can be shaped by Christian faith and practice)
   - successful completion of one year of ROTC program or one season of Intercollegiate athletics program

3. Students who are not formal participants in ROTC or Intercollegiate athletics may satisfy the Wellness Core Competency by completing the following requirements:
   
   - the Wellness Competency Exam with a score of 70% or higher (this exam will include an essay of how wellness can be shaped by Christian faith and practice)
   - an activity log
   - a dietary analysis
   - a sleep log

4. Exemptions from the Core Competency Language Requirement: International students (non-native speakers of English) who have fulfilled the English proficiency requirements for admission to Wheaton, and students who have completed four years of high school coursework (oral and written) in a language other than English (transcript validation required) must complete a petition with the MCL Department to be exempted from the Language Competency Requirement.
SHARED CORE
(UP TO 24 HRS)

The Shared Core fosters students’ developmental learning of the integration of faith and learning and liberal arts study. These common courses are required of all students as either pre-requisites or as a required course which explore topics and cultivate skills valued in the development of Christian perspectives on all of life and learning. Courses used to meet the Shared Core requirement must be taken at Wheaton College (cannot be transferred).

1. First Year Seminar: Enduring Questions
   CORE 101 (4 hours)
   All incoming students will take First Year Seminar: Enduring Questions in the fall semester. This course is intended to present a framework to help students understand the nature of a Christian liberal arts education and the integration of faith with learning.

2. Old Testament Literature and Interpretation
   BITH 211, BITH 221, BITH 213 or ARCH 211 (4-hour Old Testament course)

3. New Testament Literature and Interpretation
   BITH 213, BITH 317 or ARCH 213 (4-hour New Testament course)

4. Christian Thought
   BITH 315: Christian Thought,
   BITH 318: Christian Theology (Holy Lands),
   BITH 374: Systematic Theology (open only to Bible/Theology or Philosophy majors),
   OR
   BITH 376: Theologies of Transformation (only offered for Wheaton in Chicago students)

5. Advanced Integrative Seminar
   CORE 3XX (4 hours)
   The Advanced Integrative Seminar builds upon the work of the First Year Seminar and fosters advanced skills in Christian liberal arts learning. AIS Seminars are not approved to meet any major, minor, or certificate requirements.

6. Capstone Experience: Disciplinary Questions and Vocational Challenges (2-4 hours)
   Students will complete a Capstone course in their major, as designated by that department.

THEMATIC CORE
(12-40 HRS)

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

* Up to three themes of the Thematic Core can be met with major courses
* For Liberal Arts students, up to 4 Thematic Core tags can be met through transfer credit
* Courses can carry up to 2 Thematic Core tags. Secondary tags are noted in ( ) next to primary listing

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

1. Applied Abstract and Quantitative Reasoning – AAQR
   AHS 281 - Biostatistics
   CSCI 235 - Programming I: Problem Solving
   CSCI 243 - Discrete Math/Functional Programming
   ENVR 341 - Quantitative Methods – Environmental
   GEOL 341 - Quantitative Methods – Environmental
   MATH 106 - Math for Mission & Society
   MATH 107 - Finite Math
   MATH 131 - Precalculus
   MATH 163 - Basic Statistics (AP credit)
   MATH 221 - Applied Calculus
   MATH 243 - Discrete Math/Functional Programming
   MATH 231 - Calculus I
   MATH 233 - Calculus I B (for students with 2 hours AP Calc)
   MATH 263 - Introduction to Statistics
   PHIL 245 - Logic
   PSCI 361 – Political Research
   PSYC 268 - Statistics
   SOC 383 - Statistics
2. Diversity in the United States – DUS
ANTH 342 – Food, Farms, and Culture
ANTH 353 - Biculturalism (GP)
ART 351 - History of Art & Architecture II (VPAV)
COMM 324 – Communication and Diversity
COMM 253 - Messages, Influence, Culture
CORE 312 - AIS: Colonialism & Redemption (SI)
CORE 321 - AIS: Engaging Hip-Hop Culture (VPAM)
CORE 322 - AIS: What is Money Good For? (GP)
CORE 324 – AIS: Black Theology & Lit (LE)
CORE 334 – AIS: Race, Theology & Place
CORE 346 – AIS: Div in American Theater (VPAT)
CORE 348 – AIS: Wheaton College (HP)
EDUC 201 – U.S. Education Policy (SI)
ECON 378 - Economics of Labor & Poverty
HIST 103 - Exploring the American Past (HP)
HIST 353 - American Cities & Suburbs
LING 224 - Theoretical Found ELL Methods
PACS 201 – Intro to Peace and Conflict (SI)
PHIL 105 - Race & Justice (PI)
PSCI 201 – U.S. Education Policy (SI)
PSCI 344 – Women, Politics, and Am Society
PSCI 363 – Race & Politics in the U.S.
PHIL 257 – Gender and Being Human (PI)
SOC 115 - Intro to Sociology (SI)
SOC 337 – Racial and Ethnic Relations
SOC 371 - Asians in America
SPAN 357 - Hispanics in the US
*URBN 233 - Chicago (SI)
*only offered for Wheaton in Chicago students

CORE 318 - AIS: Islam Faith & Politics (PI)
CORE 322 - AIS: What is Money Good For? (DUS)
CORE 335 – AIS: Holocaust & Jewish Experience
CORE 344 – AIS: Gender and Global Health (SIP)
CORE 351 – AIS: Cults, Power, and Politics
ECON 374 – Globalization (SI)
ENGL 202 - Literary and Global Explorations (LE)
ENVR 325 - International Issues in Envr Sci (SIP)
GEL 231 – Orientation to Study Abroad
GEL 232 – Study Abroad Re-entry Seminar
GERM 343 - German Cultural Identity (HP)
GERM 431 - German Minority Experience
GERM 432 – Holocaust and Contemp Jewish Exp
HIST 102 - Exploring the Global Past (HP)
HIST 232 – History in Africa Since 1850
HIST 291 – Intro to Modern East Asia
HIST 335 - Construction of Modern Japan
HIST 336 – Modern Korea
HNGR 114 - Poverty, Justice, and Transformation (SI)
IR 155 - Comparative Politics (SI)
IR 348 – Middle East Politics (HP)
IR 375 – Globalization (SI)
PHIL 227 - Asian Philosophy (PI)
PHIL 251 - Global Justice (PI)
SOC 385 - Social Change (SI)
SPAN 334 – Spanish Culture & Civilization
SPAN 335 - Latin American Culture/Civ
SPAN 337 - Spanish American Literature (LE)
SPAN 341 – Spanish Literature before 1800 (LE)
SPAN 342 – Spanish Literature after 1800 (LE)
SPAN 389 - Costa Rica Culture & Society
URBN 114 - Social Life of Cities (SI)

3. Global Perspectives – GP
ANTH 116 - Introduction to Anthropology (SI)
ANTH 353 - Biculturalism (DUS)
ANTH 431 – Culture, Economy, and Morality (SI)
ANTH 435 - Gender and Power in SE Asia (HP)
ARCH 326 - Archeological Field Work (HP)
ART 251 - History Art & Architecture I (HP)
ASTR 304 - Global History of Cosmology (SIP)
BIOL 318 - Global Health (SIP)
BITH 311 – Archaeology of Biblical Lands (SI)
CHIN 337 - Readings in Chinese Culture
CHIN 338 - Advanced Chinese in China
CHIN 341 - Special Topics: Language & Culture
CORE 303 - Making of Modern Middle East (HP)
CORE 318 - AIS: Islam Faith & Politics (PI)
CORE 322 - AIS: What is Money Good For? (DUS)
CORE 335 – AIS: Holocaust & Jewish Experience
CORE 342 – AIS: Black Theology & Lit (LE)
CORE 344 – AIS: Gender and Global Health (SIP)
CORE 351 – AIS: Cults, Power, and Politics
ECON 374 – Globalization (SI)
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SPAN 337 - Spanish American Literature (LE)
SPAN 341 – Spanish Literature before 1800 (LE)
SPAN 342 – Spanish Literature after 1800 (LE)
SPAN 389 - Costa Rica Culture & Society
URBN 114 - Social Life of Cities (SI)

4. Historical Perspectives – HP
ANTH 435 – Power & Gender in SE Asia (GP)
ARCH 326 - Archeological Field Work (GP)
ARCH 365 - Ancient Near East History (SI)
ARCH 366 - Arch of Syria-Palestine (SI)
ARCH 416 - Classical Hebrew Inscriptions (SI)
ART 251 - History Art & Architecture I (GP)
ART 352 – Medieval & Byzantine Art (VPAV)
ART 353 - Renaissance Art (VPAV)
BITH 311 – Archaeology of Biblical Lands (SI)
BITH 333 - Historical Geography
BITH 351 - Jesus of Nazareth
BITH 366 - NT Topics in Historical Persp
BITH 394 - Topics in Christian History
CORE 303 - Making of Modern Middle East (GP)
CORE 317 - AIS: Media Revolutions (SI)
CORE 328 - AIS: Mary, Mother of God (VPAV)
CORE 331 - AIS: Ugaritic Language & Lit (LE)
CORE 333 - AIS: German Democratic Rep (LE)
CORE 337 - AIS: Justice, Law & Society (PI)
CORE 339 - AIS: Africa’s Oral Past (VPAM)
CORE 348 - AIS: Wheaton College (DUS)
ENGL 388 - Jane Austen (LE)
GEL 302 - Exploring Mexican History
GERM 343 - German Cultural Identity (GP)
HIST 102 - Exploring the Global Past (GP)
HIST 103 - Exploring the American Past (DUS)
HIST 201 - Why History?
HIST 342 – Ancient Near East History (SI)
IR 347 – East Asian Politics
IR 348 – Middle East Politics (GP)
SCI 302 – Origins of Scientific Thought (SIP)

5. Literary Explorations – LE
ARCH 369 - Religion of Israel & ANE (LE)
CHIN 346 – Modern Chinese Literature
BITH 332 - Ruth & Esther
CORE 302 - AIS: Political Science Fiction
CORE 309 - AIS: Native American Art & Lit (VPAV)
CORE 319 - AIS: Philosophy & Literature (PI)
CORE 324 - AIS: Black Theology & Lit (DUS)
CORE 326 - AIS: Classics of Christian Dev
CORE 331 - AIS: Ugaritic Language & Lit (HP)
CORE 332 – AIS: Women Writing Theology
CORE 333 – AIS: German Democratic Rep (HP)
CORE 342 – AIS: Dante’s Commedia (PI)
CORE 347 - AIS: Technotexts: Media/Mess (VPAV)
ENGL 111 - Studies in Western Literature
ENGL 112 - SWL: Comedy & Tragedy (VPAT)
ENGL 115 - Modern Global Literature
ENGL 202 - Literary & Global Exploration (GP)
ENGL 215 - Classical/Early British Lit
ENGL 387 - C.S. Lewis and J.R.R. Tolkien
ENGL 388 - Jane Austen (HP)
FREN 347 – Francophone Literature
FREN 348 – Early Adult in Mod French Lit
GERM 351 - Topics in German Lit
GREK 333 – Homer’s Odyssey
LATN 341 – Ovid’s Metamorphoses
LATN 342 – Apuleius’ Meta and C.S. Lewis
PHIL 255 - Existentialism (PI)
SPAN 337 - Spanish American Literature (GP)
SPAN 341 – Spanish Literature before 1800 (GP)
SPAN 342 – Spanish Literature after 1800 (GP)

6. Philosophical Inquiry - PI
ARCH 369 - Religion of Israel & ANE (LE)
BITH 339 – Topics in Perennial Theol Qs
BIOL 304 – Bioethics (SIP)
CORE 307 - AIS: Cosmology (SIP)
CORE 318 - AIS: Islam Faith & Politics (GP)
CORE 319 - AIS: Philosophy & Literature (LE)
CORE 327 - AIS: Propaganda & Image
CORE 337 – AIS: Justice, Law, & Society (HP)
CORE 342 – AIS: Dante’s Commedia (LE)
CORE 343 – AIS: Creation Care (SIP)
HIST 371 - The Enlightenment
PHIL 101 - Introduction to Philosophy
PHIL 103 - Philosophy & Scientific Inquiry (SIP)
PHIL 105 - Race & Justice (DUS)
PHIL 205 - Ethics & Society
PHIL 206 – Philosophy & Spiritual Form (SI)
PHIL 217 - Philosophy of Art (VPAV)
PHIL 222 - Souls and Brains (SIP)
PHIL 227 - Asian Philosophy (GP)
PHIL 241 - Suffering
PHIL 251 - Global Justice (GP)
PHIL 255 - Existentialism (LE)
PHIL 257 - Gender & Being Human (DUS)
PHIL 304 – Bioethics (SIP)
PHIL 315 - Philosophy of Religion
PSCI 145 - Political Philosophy (SI)
RELI 225 – Major World Religions
SCI 301 - Natural Science: Foundations (SIP)

7. Social Inquiry – SI
ANTH 116 - Intro to Anthropology (GP)
ANTH 431 – Culture, Economy, and Morality (GP)
ARCH 325 - Archeological Field Work
ARCH 365 - Ancient Near East History (HP)
ARCH 366 - Arch of Syria/Palestine (HP)
ARCH 416 - Class Hebrew Inscriptions (HP)
BITH 311 – Archaeology of Biblical Lands (HP)
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<td>Intro to Psychology</td>
</tr>
<tr>
<td>PSYC 241</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 317</td>
<td>Developmental Psychology</td>
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<tr>
<td>SOC 115</td>
<td>Intro to Sociology (DUS)</td>
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<tr>
<td>SOC 116</td>
<td>Intro to Sociology</td>
</tr>
<tr>
<td>SOC 241</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Culture, Media, and Society (VPAV)</td>
</tr>
<tr>
<td>SOC 385</td>
<td>Social Change (GP)</td>
</tr>
<tr>
<td>URBN 114</td>
<td>Social Life of Cities (GP)</td>
</tr>
<tr>
<td>*URBN 233</td>
<td>Chicago (DUS)</td>
</tr>
</tbody>
</table>
| *only offered for Wheaton in Chicago students* 

8. Scientific Practice – SP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 327</td>
<td>Archeological Science</td>
</tr>
<tr>
<td>BIOL 201</td>
<td>Principles of Biology (SIP)</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Organization of Life</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>Everyday Chemistry</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ASTR 304</td>
<td>Global History of Cosmology (GP)</td>
</tr>
<tr>
<td>ASTR 305</td>
<td>Astronomy</td>
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<tr>
<td>BIOL 201</td>
<td>Contemporary Topics in Biology (SP)</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Bioethics (PI)</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Reproductive Biotech</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Contemp Environmental Issues</td>
</tr>
<tr>
<td>BIOL 318</td>
<td>Global Health (GP)</td>
</tr>
<tr>
<td>CHEM 321</td>
<td>Pseudoscience &amp; Faith</td>
</tr>
<tr>
<td>CORE 304</td>
<td>AIS: Christian Environ Steward</td>
</tr>
<tr>
<td>CORE 306</td>
<td>AIS: Drugs, Society, &amp; Religion</td>
</tr>
<tr>
<td>CORE 307</td>
<td>AIS: Cosmology (PI)</td>
</tr>
<tr>
<td>CORE 311</td>
<td>AIS: Good in Great Plagues</td>
</tr>
<tr>
<td>CORE 323</td>
<td>AIS: Disasters &amp; Recovery (SI)</td>
</tr>
<tr>
<td>CORE 325</td>
<td>AIS: Nature, Environment, Soc</td>
</tr>
<tr>
<td>CORE 329</td>
<td>AIS: Neurobiol &amp; Spiritual Form</td>
</tr>
<tr>
<td>CORE 336</td>
<td>AIS: Energy for the Future</td>
</tr>
<tr>
<td>CORE 341</td>
<td>AIS: Effects of Stress</td>
</tr>
<tr>
<td>CORE 343</td>
<td>AIS: Creation Care (PI)</td>
</tr>
<tr>
<td>CORE 344</td>
<td>AIS: Gender &amp; Global Health (GP)</td>
</tr>
<tr>
<td>CORE 345</td>
<td>AIS: Water</td>
</tr>
<tr>
<td>CORE 353</td>
<td>AIS: Biology &amp; Politics (SI)</td>
</tr>
<tr>
<td>ENVR 315</td>
<td>Nature, Environment, Society</td>
</tr>
<tr>
<td>ENVR 325</td>
<td>International Issues – Environ (GP)</td>
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<tr>
<td>GEOL 307</td>
<td>Water, The Essential Resource</td>
</tr>
<tr>
<td>GEOL 308</td>
<td>Energy &amp; Climate Change</td>
</tr>
<tr>
<td>GEOL 321</td>
<td>Earth History Stratigraphy</td>
</tr>
<tr>
<td>NEUR 241</td>
<td>Foundations of Neuroscience (SP)</td>
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<tr>
<td>PHIL 103</td>
<td>Philosophy &amp; Scientific Inquiry (PI)</td>
</tr>
<tr>
<td>PHIL 222</td>
<td>Souls and Brains (PI)</td>
</tr>
<tr>
<td>PHIL 304</td>
<td>Bioethics (PI)</td>
</tr>
<tr>
<td>PSCI 374</td>
<td>Political Psychology</td>
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<tr>
<td>SCI 301</td>
<td>Natural Science: Foundations (PI)</td>
</tr>
<tr>
<td>SCI 302</td>
<td>Origins of Scientific Thought (HP)</td>
</tr>
<tr>
<td>SCI 311</td>
<td>Theories of Origins</td>
</tr>
</tbody>
</table>
10. Visual and Performing Arts –

*Choose one multidisciplinary - **VPA***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BITH 322</td>
<td>Theology &amp; the Arts</td>
</tr>
</tbody>
</table>

*CORE 308 - AIS: Engaging Arts in the City* only offered for Wheaton in Chicago students

**OR**

Choose two courses from two different disciplines:

**Theater - **VPAT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMM 171</td>
<td>Intro to Acting</td>
</tr>
<tr>
<td>COMM 271</td>
<td>Intro to Theater</td>
</tr>
<tr>
<td>CORE 346</td>
<td>AIS: Diversity in American Theater (DUS)</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>SWL: Comedy &amp; Tragedy (LE)</td>
</tr>
</tbody>
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**Music - **VPAM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 275</td>
<td>Musical Theater London</td>
</tr>
<tr>
<td>CORE 321</td>
<td>AIS: Engaging Hip-Hop Culture (DUS)</td>
</tr>
<tr>
<td>CORE 339</td>
<td>AIS: Remembering Africa’s Oral Past (HP)</td>
</tr>
<tr>
<td>MUCS 101</td>
<td>Intro to Music: Historical</td>
</tr>
<tr>
<td>MUCS 102</td>
<td>Intro to Music: Interdisciplinary</td>
</tr>
<tr>
<td>MUCS 103</td>
<td>Intro to Music: 20th Century</td>
</tr>
<tr>
<td>MUCS 275</td>
<td>Musical Theater London</td>
</tr>
<tr>
<td>MUMS 101</td>
<td>Music Performance Seminar</td>
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<tr>
<td>MUTC 101</td>
<td>Intro to Music: Read, Write &amp; Analysis</td>
</tr>
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</table>

**Visual Arts - **VPAV

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Art Survey</td>
</tr>
<tr>
<td>ART 211</td>
<td>Painting I</td>
</tr>
<tr>
<td>ART 221</td>
<td>Taking Pictures</td>
</tr>
<tr>
<td>ART 231</td>
<td>Sculpture I</td>
</tr>
<tr>
<td>ART 232</td>
<td>Drawing I</td>
</tr>
<tr>
<td>ART 321</td>
<td>Wood Fired Ceramics</td>
</tr>
<tr>
<td>ART 351</td>
<td>History Art &amp; Architecture II (DUS)</td>
</tr>
<tr>
<td>ART 352</td>
<td>Medieval &amp; Byzantine Art (HP)</td>
</tr>
<tr>
<td>ART 353</td>
<td>Renaissance Art (HP)</td>
</tr>
<tr>
<td>ART 383</td>
<td>Digital Photography I</td>
</tr>
<tr>
<td>BITH 326</td>
<td>Biblical Foundations of Worship (SI)</td>
</tr>
<tr>
<td>CORE 309</td>
<td>AIS: Native American Art &amp; Lit (LE)</td>
</tr>
<tr>
<td>CORE 328</td>
<td>AIS: Mary, Mother of God (HP)</td>
</tr>
<tr>
<td>CORE 347</td>
<td>AIS: Technotexts: Media/Mess (LE)</td>
</tr>
<tr>
<td>GEL 301</td>
<td>Survey of Mexican Art</td>
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<tr>
<td>PHIL 217</td>
<td>Philosophy of Art (PI)</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Culture, Media, and Society (SI)</td>
</tr>
</tbody>
</table>
Anthropology (ANTH)
Applied Health Science (AHS)
Art (ART)
Biblical Archaeology (ARCH)
Biblical and Theological Studies (BITH)
Biology (BIOL)
Business/Economics (BEC)
Chemistry (CHEM)
Chinese (CHIN)
Christian Formation and Ministry (CFM)
Classical Languages (GREK, HEBR, LATN)
Communication (COMM)
Computer Science (CSCI)
Economics (ECON)
Education- Elementary (EDUC)
English (ENGL)
Engineering Dual Degree Program (ENGR)

Environmental Studies (ENVR)
French (FREN)
Geology (GEOL)
German Studies (GERM)
History & History/Social Science (HIST)
Interdisciplinary Studies (IDS)
International Relations (IR)
Liberal Arts – Nursing (NURS)
Mathematics (MATH)
Music (MU, MUEP, MUIP, MUMS, MUTC)
Philosophy (PHIL)
Physics (PHYS)
Political Science (PSCI)
Psychology (PSYC)
Sociology (SOC)
Spanish (SPAN)
Urban Studies (URBN)
Some students enter Wheaton with a definite idea of their major field, and often of their career field as well. One plans to go pre-med with a biology major and then go to medical school to specialize in surgery. Another plans to major in French, minor in English literature, and participate in the WheTEP program in order to obtain secondary teacher certification and teach French and English at the high school level. Others come to Wheaton with a variety of interests and abilities, but without a clue about what major to choose, or what career field to pursue.

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

All first-year students enter Wheaton with an "Undeclared" college major. Students are asked to formally declare their major prior to the start of their fourth semester. For some, the declaration can occur early in the first year in order to facilitate course selection and sequencing. For many, the declaration of a major is best left until late in the first year or until the Fall semester of the sophomore year in order to permit collegiate experiences to help them discover their life's callings. Even then, students are permitted to change majors as their plans change. While you will not be asked formally to declare a major until the sophomore year, we will ask you to indicate a potential major in a field of interest in order to help us assign a faculty advisor who can best assist you in your early program planning.

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

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

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

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

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

APPLIED HEALTH SCIENCE (AHS)

The Applied Health Science (AHS) major is designed to prepare students with the academic foundation and critical thought processes essential for their calling as future Christ-centered health care professionals. In their studies, students address the complex factors affecting human health, through a thorough education in biology and chemistry, as well as biostatistics and the development of healthy emotional, physical, relational and spiritual attitudes and behaviors. The AHS department encourages students to honor God with their bodies, the temple of the Holy Spirit (1 Cor 6:19), to enjoy good health (3 John 2), and to nourish their souls with the truth of our Lord Jesus Christ.

Our majors enter a variety of careers including Allopathic/Osteopathic Medicine, Nursing/Nurse Practitioner, Physical Therapy, Physician Assistant, Occupational Therapy, Dentistry, Graduate Training, Chiropractic Medicine, Biomedical Research, Hospital Administration, Public Health Professional, and Human Fitness/Wellness Programs.

All Applied Health Science students must take BIOL 241 during their first year to meet AHS prerequisite requirements; BIOL 242 and CHEM 231/232 are also recommended during the first year for Applied Health Science pre-med students. These students will also need CHEM 341/342 and PHYS 221/222 during their subsequent College years. Allied Health Students in pre-physical therapy must take BIOL 241/242, CHEM 231/232 and PHYS 221/222. Pre-nursing students must have BIOL 241 and 364, CHEM 231/232 and 241, and PSYC 268 and 317 during their college career. Pre-physician assistant students need BIOL 241 and 364, CHEM 231/232, 241 and 461.

Nurturing the body, spirit, mind, and moral character while healing disease is a noble and high Christian calling. It is an act of stewardship and service motivated by love of the Lord and His image-bearers. Many Wheaton alumni serve sacrificially around the world to help alleviate the pain and suffering connected with the lack of access to clean water, nutritious food and balanced diets, good health care, and pharmaceuticals and health care facilities.
ART (ART)

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

Recommended first-year semester schedules for Art Majors in each ART Concentration:

Studio Art Concentration
Fall (choose one):
- ART 232: Drawing I (3 hrs)
- ART 233: Creative Design (3 hrs)
- ART 234: Digital Studio (3 hrs)
- ART 251: History of Art & Architecture I (4 hrs)

Spring (choose one):
- ART 232: Drawing I (3 hrs)
- ART 233: Creative Design (3 hrs)
- ART 234: Digital Studio (3 hrs)

Community Art Concentration
Fall (choose one):
- ART 232: Drawing I (3 hrs)
- ART 233: Creative Design (3 hrs)
- ART 234: Digital Studio (3 hrs)

Spring (choose one):
- ART 232: Drawing I (3 hrs)
- ART 233: Creative Design (3 hrs)
- ART 234: Digital Studio (3 hrs)

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

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

BIBLICAL ARCHAEOLOGY (ARCH)

An entering student considering archaeology as a major should take Old Testament Archaeology (ARCH 211) in Fall semester of their first year to fulfill the Old Testament requirement. New Testament Archaeology (ARCH 213) should be taken instead of New Testament Literature & Interpretation (BITH 213).

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

First-year students are urged to contact an archaeology professor early in the Fall term for advising.

BIBLICAL AND THEOLOGICAL STUDIES (BITH)

A student interested in majoring in Biblical and Theological Studies should take Old Testament Literature & Interpretation (BITH 211) or Old Testament Literature in Three Traditions (BITH 221) or Old Testament Archaeology (ARCH 211) in their first year, followed by New Testament Literature & Interpretation (BITH 213) or New Testament Archaeology (ARCH 213) in the following semester. It is recommended that majors take Biblical Interpretation and Hermeneutics (BITH 325) as soon as they have completed their Old and New Testament requirements.

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

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

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

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

Additional opportunities to develop leadership skills are available to biology majors: teaching assistant and department student staff positions, mentoring opportunities, tutoring, and a student-led Biology club.

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

In addition, biology majors are required to take 3 or 4 semesters of Chemistry. Students typically begin their Chemistry courses during their first or second year.

A score of 4 or 5 on the Chemistry AP exam will earn credit for General Chemistry I and II (CHEM 231/232).

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

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

**BUSINESS ECONOMICS (BEC)**

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

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

**CHEMISTRY (CHEM)**

Chemistry is an interdisciplinary subject with roots in physics and mathematics. An understanding of the principles of chemistry is essential to the study of many fields in science and technology. A major in chemistry prepares students for graduate studies; for entry into health professions; for work in industry and govern-
A sound understanding of analytical and problem-solving skills provides the student with a foundation for engaging in a wide range of service, management, and leadership roles.

The Chemistry Department emphasizes the fundamental principles of chemistry, the development of laboratory skills, and engagement with research. The program is approved by the American Chemical Society (ACS) to certify degrees in chemistry and biochemistry. ACS-certified degrees require additional coursework beyond the basic major.

Students who complete a chemistry major are granted a Bachelor of Science degree unless they request a Bachelor of Arts degree.

All students needing a year of General Chemistry will be taking the same course sequence of CHEM 231 and CHEM 232. There is an option for testing out of one or both of these courses. AP Chemistry students with a score of 4 or 5 will be granted 8 hours of credit for CHEM 231 and 232, though they may choose to retake one or both courses as a refresher or to bolster a limited laboratory experience in high school (both 231 and 232 require 3 hours of lab per week). In the absence of an AP score, a student may still take an achievement test before classes begin to possibly pass out of one or both semesters of General Chemistry. Students who do test out of General Chemistry are encouraged to enroll in Organic Chemistry I (CHEM 341), in the fall of their first year.

CHINESE (CHIN)

A Chinese major is offered for students wishing to explore various career opportunities utilizing the Chinese language. A Chinese major compliments study in International Relations, Political Science, Business, and Anthropology, in addition to numerous other majors, through classes such as Business Chinese (CHIN 335), Readings of Chinese Society and Culture (CHIN 337), as well as a study abroad experience.

First-year students considering a major in Chinese who took the Chinese SAT II Subject test and scored 500 or higher, or received an AP test score in Chinese of 3, 4, or 5, can take Chinese Conversation (CHIN 331), Chinese Composition (CHIN 332) or other 300-level Chinese courses. Students who did not take the SAT II Subject or AP tests but have studied Chinese in high school or have a background in Chinese should refer to the Christ at the Core Language Competency section of this guide for placement information. Not all 300 or 400-level classes are offered each year, so early and careful planning is strongly advised.

CHIN 331 - Chinese Conversation. Intensive practice in oral communication and listening comprehension with emphasis on natural spoken expression based on audio materials, videos, and readings of authentic texts. Development of reading and writing skills through exposure to additional Chinese characters. Prerequisite: CHIN 201 or completion of Language Competency requirement in Chinese at Wheaton College. (4)

CHIN 332 - Chinese Composition. Development of punctuation, sentence and paragraph structures; and practice with basic Chinese literary styles such as narrative, description, exposition, argument, and correspondence. Emphasis on writing practices as well as group discussions, presentations and oral compositions. Prerequisite: CHIN 201, completion of Language Competency requirement in Chinese at Wheaton College, or permission of instructor. (4)

CHRISTIAN FORMATION AND MINISTRY (CFM)

Becoming more like Jesus Christ is the goal of every Christian, and learning to help others in this process of spiritual formation is the service of every maturing Christian. As Paul said, we are to be “Christ’s ambassadors as though God were making His appeal through us.” (2 Corinthians 5:20) This is the foundation of the discipline of Christian Formation and Ministry, and it is for this purpose that the Christian Formation and Ministry Department (CFM) of Wheaton College exists. Our mission is to facilitate the development of academically grounded, spiritually maturing, and practically skilled ministers of the Gospel who are prepared to build up the Church in a changing world.

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

Students are encouraged to enroll in Introduction to Spiritual Formation (CFM 131), which is the Wheaton College Passage program, occurring prior to new student orientation. Registration can occur online at http://www.wheaton.edu/HoneyRock/Students/Passage. The
The deadline for Passage registration is August 1. Students interested in Christian ministry should consider enrolling in Introduction to Christian Formation and Ministry (CFM 115), or Poverty, Justice, and Transformation (HNGR 114). Students may also enroll in Foundations of Ministry (CFM 111), which is one of the Christian Formation and Ministry electives. Additionally, CFM and non-CFM majors may choose to earn a certificate in Discipleship, Youth Ministry or Leadership.

CFM 131 - Introduction to Spiritual Formation. Provides for the self-evaluation of personal faith and character and opportunities for expressing a greater commitment to life in Christ. Students choose one of four tracks – northwoods, wilderness, urban, or equestrian – which is combined with reading assignments, Scripture studies, and group discussions. Open to incoming students accepted to the Wheaton Passage programs at HoneyRock held prior to fall semester. (2)

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

CFM 115 - Introduction to Christian Formation & Ministry. This course is designed to introduce students to central themes and concepts in Christian Formation and Ministry, including biblical foundations, historical foundations, social science foundations and essential practices of spiritual formation, discipleship, and Christian teaching. (4)

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

CLASSICAL LANGUAGES (GREK, HEBR, LATN)

The Classical Languages major offers students the tools and training needed to read and study ancient texts for themselves in the original languages of antiquity, including, but not limited to, the Scriptures. A foundation is laid for advanced work in classical, biblical, and theological studies. Graduates go on to careers in secondary and higher education, ministry, translation, publishing, as well as law, medicine, business, and other fields. Not only the knowledge and perspective gained, but the learning and thinking skills acquired through the study of classical languages are transferable to many application. Interested majors may choose a core concentration in Greek (both Classical and Koiné), Latin, or Hebrew, along with supporting courses from other languages, archaeology, ancient history and philosophy, Akkadian cuneiform, Egyptian hieroglyphic, linguistics, and biblical exegesis. This major is best begun in the fall of a student’s first year, particularly for those wishing to concentrate in Hebrew or Latin without prior exposure. GREK 101, LATN 101, and HEBR 101 are not offered in the spring or summer. Students who have studied Latin or Greek in high school should refer to the Christ at the Core Language Competency section of this guide for placement information. (*Please note: if you have two years of Latin, Greek or Hebrew experience, you should take the Classical Languages Placement Test to determine correct placement.)

COMMUNICATION (COMM)

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

For opportunities in Media Studies, students may select electives among Media Studies (COMM 241), and Media Production (COMM 246). Students interested in Theater should take Theater Survey (COMM 271). Students interested in Journalism should take Journalism (COMM 215). Other appropriate courses for first-year students include Interpersonal Communication (COMM 221), and Messages, Influence, and Culture (COMM 253).
COMPUTER SCIENCE (CSCI)

A student majoring in computer science ideally would complete between two and four courses toward the major during their first year, depending on prior credit or experience:

Complete both of (A) CSCI 235 and CSCI 245, and at least one of (B) CSCI 243 and MATH 231. All four courses are normally offered each semester. However, in 2019-2020, CSCI 243 will be offered in the Spring only.

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

(B) Calculus I (MATH 231) and Discrete Mathematics and Functional Programming (CSCI 243) provide mathematical background for much of the work in computer science. Students should enroll in MATH 231 in the fall (unless they already have credit for it), and take CSCI 243 either in the spring or in the fall of their sophomore year. (Consult the Mathematics section of this guide for information about credit for and initial placement in calculus.)

For an interview-style guide to Computer Science at Wheaton College, go to: http://cs.wheaton.edu/~tvan-drn/freshmanguide.php

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

CSCI 235 - Programming I: Problem Solving. A first course in programming and problem-solving, emphasizing the concepts and methods that provide a foundation for further programming. The course contains an introduction to object-oriented techniques and uses the programming language Java. This course meets for a weekly hands-on lab session in addition to the regular classroom instruction. (AAQR) (4)

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

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

ECONOMICS (ECON)

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

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

EDUCATION: ELEMENTARY, HIGH SCHOOL OR K-12 (EDUC)

The Department of Education is committed to preparing educators who work effectively with all children. The education major is an experience-oriented program based on the liberal arts with a Christian worldview. Initial courses provide historical, philosophical, cultural, and linguistic foundations for education in the 21st Century. Completion of one of the teacher education programs leads to a Professional Educator License from the state of Illinois in one of the following areas:

• Elementary (grades 1-6)
• High School (grades 9-12 in English, Math, Social Science/History, or Science [Biology, Chemistry, Physics, or Geology])
• Special K-12, Music Education, or World Languages (French, German or Spanish)

Any student seeking a teacher license can also earn special education or ESL/bilingual endorsements and/ or Middle Level Grade Endorsements (grades 5-8) in Mathematics, English, Language Arts, Social Science, or General Science.

Incoming first-year and transfer students interested in Education should plan to enroll in the first two Education courses, and accompanying practicum sometime during the first year at Wheaton College.

EDUC 135 - School and Society. Introductory course to provide a broad exposure to the foundations of education in the United States through history, educational philosophy, many aspects of culture and society, theoretical concepts, current issues, and their educational implications. Two sections are offered in the fall and one in the spring (A Quad). (2)

EDUC 136 - Teaching Diverse Students. The theoretical and pedagogical background necessary to provide culturally and linguistically responsive learning experiences for a diverse student population. EDUC 136L is a co-requisite. Two sections are offered in the fall, and one in the spring (B Quad). (2)

EDUC 136L – Cross-Cultural Tutoring. An after-school tutoring experience with students from cultural and linguistic settings different from that of the college student’s background. EDUC 136 is a co-requisite. (1)

ENGINEERING DUAL DEGREE PROGRAM (ENGR)

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

Our engineering students spend their first three years at Wheaton taking the full range of courses in Bible, theology, social science, art, music, literature, writing, etc. just as any Wheaton student would. Engineering students also complete the math, science, and lower division engineering courses that form the essential foundation for all of the engineering fields. Eight different engineering courses are offered at Wheaton and all of these include hands-on projects. Project work is supported by a dedicated engineering design lab that just opened this past year.

After three years, students transfer to an accredited engineering school for two years of dedicated engineering coursework. The engineering school can be chosen from among many possibilities including the University of Illinois – Urbana Champaign, University of Minnesota, Purdue, and many others. A joint program is in place with the nearby Illinois Institute of Technology (IIT) which allows students to spend all five years living at Wheaton while completing courses at either school. Students may also remain on campus and complete their studies at Northern Illinois University with whom we maintain a transfer agreement. Upon completion of the dual degree engineering program, all students receive two degrees – a B.S. or B.A. in Liberal Arts Engineering from Wheaton and a B.S. in their chosen engineering discipline from the engineering school.

A student who is considering the dual degree program should include Introductory Physics I (PHYS 231) and Calculus I (MATH 231) in their fall schedule. Anyone considering Biomedical Engineering or Chemical Engineering should enroll in CHEM 231 as well. All engineering students are also required to register for Introduction to the Engineering Profession (ENGR 101), which meets for 1 hour each week.

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

PHYS 231 - Introductory Physics I. Kinematics, Newtonian dynamics, conservation laws, and selected topics from oscillations, waves, fluids, and thermodynamics. Four hours lecture, three hours laboratory. Pre or Corequisite: MATH 231. (4)

ENGLISH (ENGL)

Writing for Fortune Magazine, Wilson Peden explains that “the skills employers value most in the new graduates they hire are not technical, job-specific skills, but written and oral communication, problem solving, and
critical thinking.” These are the very abilities developed by the surprisingly practical, yet remarkably pleasurable, study of English.

The English curriculum is designed to deepen your understanding of literature and writing in relation to human experience, allowing you to explore important themes and questions. Our accomplished faculty do this by welcoming students into the study of literary works from various genres, diverse cultures, and different periods of history. And they mentor aspiring authors as they learn to shape their talent through different forms of creative writing. They also prepare future instructors for the wonderful calling of teaching English at public and private schools around the globe.

Students in all three concentrations – literature, writing, and teaching – strive to read closely, to think critically, and to write clearly, creatively, and persuasively.

Our faculty assist students as they situate works of literature in culture and history, articulating how those works enter into conversation with one another. They also encourage students to undertake research for the purpose of joining the critical conversation, particularly through the writing of meaningful essays.

Each English concentration prepares students for life beyond Wheaton:

a) The English Major with Literature Concentration: fosters analysis, interpretation, and problem-solving.

b) The English Major with Writing Concentration: includes 16 hours of writing courses; develops written communication, language knowledge, and imagination.

c) English Major with Teaching Concentration: includes a double major in education; prepares students to teach at the middle school and high school levels with certification.

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

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

Note: ENGL 215 is a pre-requisite to ENGL 225 or 226 and cannot be met by Advanced Placement scores. Students are encouraged to take ENGL 215 and their topical seminar (ENGL 225 or 226) during their first year, if at all possible, since these two courses develop the skills, introduce terminology and literary history, build the foundation majors will need in upper division courses, and provide a broad survey of classical and British literature.

ENGL 215 - Covers key literary texts from Homer and Virgil to Dante, Chaucer, and Shakespeare. A primary goal is to help students develop the skill of writing a strong literary paper. (4)

ENGL 225 – A seminar focused around various literary topics that introduce students to terms and techniques of literary analysis, important questions within the discipline, and the research process. (4)

ENGL 226 – Focus on Shakespeare and is required for students pursuing a Teaching Concentration. (4)

ENVIRONMENTAL SCIENCE (ENVR)

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

Environmental Science majors take a core curriculum of natural and social science courses, including at least one field course and an internship or research experience. In addition to completing the core curriculum, students pursue specialized environmental study by selecting 12 credit hours of environmental science electives that support the student’s specific interests and calling. All environmental science courses include the Biblical underpinning of creation care and the role of the Church in reaching the world for Christ through sustainable environmental, social and economic development.

All students considering a major in Environmental Science should take The Dynamic Earth and Environment (ENVR 212/212L) during the fall of their first year. Poverty, Justice and Transformation (HNGR 114) is also a highly encouraged selection for the fall or spring semesters of the first year. The recommended approach
for completing the core Biology requirements of the major (BIOL 242 and 243) is to take the courses at the Wheaton College Science Station in the Black Hills the summer after the first year or sophomore year, which also completes the field course requirement of the degree. Early planning to complete the field course and internship/research experience requirement is highly encouraged.

**ENVR 212 - The Dynamic Earth and Environment.** Introduction to the processes, cycles and systems of earth and environment. Special emphasis on human dependence upon earth’s physical properties and processes and the environmental impacts of human activity. Plate tectonics and environmental systems provide frameworks for understanding earth materials and structures, global change, natural hazards (volcanoes, earthquakes, floods), water resources (surface and ground water, glaciers), biological/agricultural resources, energy and mineral resources, and associated environmental hazards. Explorations of biblical creation accounts and environmental stewardship relevant to course topics. Three hours lecture, two hours laboratory. Field trip fee. (4)

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

**FRENCH (FREN)**

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

The usual choice for incoming students considering a major in French is to take French Conversation (FREN 331) and Global French: Introduction to Francophone World (FREN 333) in their first year with no particular preference as to order. At the same time, students who place into 100- or 200-level courses can expect to complete the major successfully. Students who have studied French in high school or have other background in French should refer to the Christ at the Core Language Competency section of this guide for placement information. (*Students who score a 5 on the AP test may request departmental approval to opt out of FREN 331 and move immediately in the fall to another upper-level course.*)

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

FREN 333 – Global French: Introduction to Francophone World. Introduction to the Francophone world through exposure to a diversity of cultural artifacts (literature, newspaper articles, written and oral interviews, films, songs) from various French-speaking countries. This course includes a systematic review of French grammar with a special emphasis on written expression. (4)

**GEOLOGY (GEOL)**

Students considering a B.S. or B.A. major in geology should select Dynamic Earth and Environment (GEOL 212/212L). GEOL 212/212L are also recommended for any student interested in earth science teaching or interdisciplinary majors involving the geosciences, such as Environmental Science. For the B.S. geology major, either CHEM 231 or MATH 231 should also be taken in the fall semester (see catalog for course descriptions).

Following GEOL 212, B.S. and B.A. majors should continue taking supporting courses in Chemistry, Physics or Math, following the recommendations of Geology academic advisors. First-year Geology majors should take Earth History and Stratigraphy (GEOL 321) in the spring semester.

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

GEOL 212 – Dynamic Earth and Environment. Introduction to the processes, cycles and systems of earth and environment. Special emphasis on human dependence upon earth’s physical properties and processes and the environmental impacts of human activity. Plate tectonics and environmental systems provide frameworks for understanding earth materials and structures, global change, natural hazards (volcanoes, earthquakes,
floods), water resources (surface and ground water, glaciers), biological/agricultural resources, energy and mineral resources, and associated environmental hazards. Explorations of biblical creation accounts and environmental stewardship relevant to course topics. Three hours lecture, two hours laboratory. Field trip fee. Tags: SP (4)

**GERMAN STUDIES (GERM)**

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

The usual choice for incoming students considering a major or minor in German Studies is to take Contemporary German Culture and Mores (GERM 341) in the fall and Contemporary German Culture: Politics, Economics, and Current Events (GERM 342) in the spring. Students who place into 100- or 200-level courses will be able to complete the major successfully during four years of undergraduate study. Students who have studied German in high school or have other background in German should refer to the Christ at the Core Language Competency section of this guide for placement information. (*Students who receive a German AP test score of 5 may request departmental approval to opt out of GERM 341 and move immediately in the fall to another upper-level course.*)

**GERM 341 – Contemporary German Culture and Mores.** Introduction to institutions of contemporary German culture and society, including geography, gender relationships and the family, the church, the educational system, politics and government, minority populations, labor and economics, popular culture and media. Overview and analysis of behavioral norms and mores in the Federal Republic, coupled with comparative reference to the United States and broader German-speaking Europe. Intensive practice in oral and written communication with emphasis on listening comprehension and natural spoken expression based on audio recordings, video materials, and readings of authentic texts. Lab fee required. (4)

**GERM 342 – Contemporary German Culture: Politics, Economics, and Current Events.** An exploration of contemporary German culture as mediated through German newspapers, magazines, and various online sources. Special focus on current events with an emphasis on political and economic issues in Germany, Austria, and Switzerland. Continued review of grammar started in GERM 341. Conducted in German. (4)

**HISTORY AND HISTORY/SOCIAL SCIENCE (HIST)**

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

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

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

**General Education**

Whatever you may be considering as a major, a course from the History Department can play an important role in your general education. A variety of courses offered by the department can be taken to fulfill the Historical Perspectives (HP), Global Perspectives (GP), and Diversity in the U.S. (DUS) requirements in the Christ at the Core Curriculum.

Students can satisfy the Historical Perspectives requirement by completing any section of Exploring the Global Past (HIST 102), which will simultaneously satisfy the
Global Perspectives requirement; or Exploring the American Past (HIST 103), which will simultaneously fulfill the Diversity in the United States requirement. HIST 102 and HIST 103 classes are innovative seminars that introduce students to historical habits of mind while exploring a key topic, theme, period, or event in global or U.S. history. Typically, at least a half-dozen sections are offered each semester on topics including French and Haitian Revolutions, Imperial Japan, the Civil Rights Movement, and Race Relations in the United States. In addition to satisfying two Christ at the Core requirements, both HIST 102 and HIST 103 not only equip students for life-long learning, but also serve as excellent introductions to the history major.

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

**Majors in History**

First year students who are considering the possibility of majoring in history are also encouraged to enroll in HIST 102 or 103 seminars. These seminars provide an introduction to historical thinking, fulfill multiple requirements in the Christ at the Core Curriculum, and also count toward elective credit in the major. Alternatively, students who are strongly considering a history major might instead enroll in Why History (HIST 201), which fulfills the Historical Perspectives requirement, or one of the department’s broader survey courses in U.S. History (e.g. HIST 251 or 252) or European History (e.g. HIST 345, HIST 348, or HIST 349).

**Majors in History/Social Science**

The History/Social Science major is for students desiring secondary school teacher licensure. Students interested in teaching also complete courses in Secondary Education as part of this program.

Incoming students considering the history/social science major are encouraged to enroll in a World History section of HIST 102 unless they have already received a score of 4-5 in AP World History, in which case they might either enroll in Why History (HIST 201) or one of the department’s broader survey courses in U.S. or European History (e.g. HIST 251, HIST 252, HIST 345, HIST 348, or HIST 351).

**INTERDISCIPLINARY STUDIES (IDS)**

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

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

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

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

LIBERAL ARTS - NURSING

The Liberal Arts Nursing major is a dual degree program. Students in this dual degree program have the benefit of a liberal arts education during the three years at Wheaton combined with clinical education at one of Wheaton’s nursing school affiliates. There are three possible specific affiliated programs to choose from:

In a partnership with Indiana Wesleyan University, students can apply to complete the Transition in Nursing program in fourteen months after three years at Wheaton College and acceptance into the program.

Wheaton is affiliated with Emory University for the BSN (Bachelor of Science in Nursing). Upon completion of three years at Wheaton College and acceptance into Emory’s program, transfer students would complete the BSN in two additional years.

Students may choose to look at Case Western Reserve University Frances Payne Bolton School of Nursing’s Senior Year in Professional Studies program. After three years at Wheaton, students can apply to transfer to the MSN Graduate Entry program, completing a BS from Wheaton and a MSN from CWRU in a total of five years.

It is possible to transfer to a non-affiliated nursing program and still complete the LA-N major. Students should consult the Director of Health Professions regarding this option during their first year.

It is important to note, a majority of students interested in nursing select a non-nursing major and attend nursing school after graduation from Wheaton College. Students choosing a major (non LA-N) will complete pre-requisites required for the specific program(s). Additional information is shared in the Elective Program Section of this guide.

If planning to declare a Liberal Arts/Nursing major, first semester students are required to take BIOL 241. If the student plans on two sciences in the fall semester, CHEM 231 is required for the major and CHEM 232 can be taken in the spring. Students are strongly encouraged to take one or two other general education course(s) (Core Competencies or Thematic Core) to add to their science course(s) and the required First Year Seminar (CORE 101). Students interested in nursing may speak with the Director of Health Professions before classes begin or during the first week of classes. Also see Liberal Arts/Nursing at https://www.wheaton.edu/academics/programs/healthprofessions/nursing-liberal-arts/.

And in the college catalog at http://www.wheaton.edu/Academics/Course-Catalog.

MATHEMATICS (MATH)

Students planning on majoring in mathematics should enroll in Calculus I (MATH 231), Calculus I B (MATH 233), Calculus II (MATH 232), or the Calculus II B sequence – Calculus II B (MATH 234) and Vector Calculus (MATH 331) in the fall semester.

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

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

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

A student who has completed the calculus sequence may start with MATH 245 (Linear Algebra), MATH 333 (Differential Equations), MATH 331 (Vector Calculus), or CSCI 235 (Programming I).
Calculus Readiness Assessment: Students who plan to enroll in Calculus I (MATH 231) must take Wheaton College’s Calculus Readiness Assessment. The Calculus Readiness Assessment (CRA) is a dynamic, online assessment that evaluates students’ strengths in arithmetic, algebra, and other pre-calculus skills. It is accessible through the Wheaton Portal (http://portal.wheaton.edu) under “New Undergrad Student” and then “New Student Checklist”. There is a $15 fee for the assessment that can be charged to a credit card.

Students can sign into the CRA area and take a practice test any time after July 1st, but prior to coming to campus. The practice test identifies students’ strengths and weaknesses. Then the CRA offers specialized learning modules to brush up on skills. We will administer the first official proctored CRA on campus the Tuesday before classes begin. We allow up to 3 hours for the test, but it is typically completed in 90 minutes. Students who register for MATH 231 will be told prior to Tuesday their room assignment for the CRA. A score of 65 is required for students to remain enrolled in MATH 231. Should the student need it, a second proctored attempt will be held one week into the semester. Students who earn below a 65 and need calculus for their program are encouraged to enroll in Pre-Calculus (MATH 131).

MUSIC

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

MUTC 151: Music Theory I
MUTC 152: Aural Skills I
MUMS 115: Introduction to Music Studies
MUEP 219: Recital & Concert Attendance
MUJP 201-222: Individual Performance (Private Lessons)

- The specific course number should correspond to your primary instrument. For example, if you take voice lessons, sign up for MUJP 204 (Voice).
- The number of credit hours for MUJP primary instrument lessons depends upon the degree:
  - 3 (three) hours credit: Bachelor of Music (Performance)
  - 2 (two) hours credit: Bachelor of Arts in Music, Bachelor of Music Education, Bachelor of Music (Composition), Bachelor of Music in Pedagogy, Bachelor of Music (History and Literature), and Bachelor of Music with Elective Studies in an Outside Field

- Private lesson times are arranged during the first week of the fall semester between the student and the private instructor.

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

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

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

PHILOSOPHY (PHIL)

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

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

Why Study Philosophy?

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

**Two Tracks for a Philosophy Major**

Students can earn a philosophy major by completing 32 designated hours of philosophical coursework. Since philosophical questions are raised across the whole range of human experience, including our studies in a variety of academic disciplines, the department offers an "integrated major" that allows students to complete the major by taking 24 hours of required philosophy courses and 16 hours of designated courses in some companion discipline. Integrative majors may combine 24 hours of philosophy and 16 in art history, theology, biology, english, or some other discipline to earn a philosophy major.

**What Can I Do With a Major in Philosophy?**

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

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

First-year students can take any 100- or 200-level philosophy course. Offerings for Fall 2019 include Introduction to Philosophy (PHIL 101), Philosophy and Scientific Inquiry (PHIL 103), Race and Justice (PHIL 105), Philosophy of Art (PHIL 216), Suffering (PHIL 241) and Global Justice (PHIL 251).

**PHYSICS (PHYS)**

The Physics Department offers courses designed to enable students to understand deeply the nature of the physical world God has created for us to live in. Our faculty of accomplished scholar-teachers seeks to instill a sense of wonder as we explore together the marvels of the universe, from the smallest fundamental particles to the large-scale structure of galaxies. Physics is unique in its offering of both theoretical insight developed through sophisticated mathematical knowledge and also real-world experimental and computer skills. Many of our students participate in summer research programs, both with Wheaton faculty and at other universities. Many students also participate in the ongoing life of the department by joining the Society of Physics Students or by working as teaching assistants or tutors. Throughout the curriculum, a strong emphasis is placed on helping students learn what it means to be both a Christian and a physicist. A degree in physics at Wheaton can lead to success in graduate physics programs, medical, law and other professional schools, high school teaching, or directly to rewarding careers in technical and non-technical fields. A number of different B.S. and B.A. physics degree tracks are available to serve students with different interests, including Secondary Education and Applied Physics. Details are available in the course catalog.

A student who is considering a Physics major should include Introductory Physics I (PHYS 231) and Calculus I (MATH 231) in their fall schedule.

**PHYS 231** - Introductory Physics I. Kinematics, Newtonian dynamics, conservation laws, and selected topics from oscillations, waves, fluids, and thermodynamics. Four hours lecture, three hours laboratory. Pre or Co-requisite: MATH 231. (4)

**POLITICAL SCIENCE (PSCI)**

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

A political science major equips students with concepts and methods for analyzing the role and impact of political actors and institutions worldwide. It also cultivates Christian character for civic and public engagement by encouraging the integration of biblical and theological perspectives with current issues in politics and international relations. Coursework guides students to a
deeper understanding of the nature and role of political institutions in contemporary life and encourages students to reflect on ways their Christian belief and practice inform complex policy issues.

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

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

**PSYCHOLOGY (PSYC)**

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

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

**SOCIOPY (SOC)**

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

SOC 115/116 - Introduction to Sociology. This course is designed to develop skills of social analysis utilizing empirical data and causal explanations and to recognize group and societal influences in shaping human personality, values, and life goals. Social processes such as stratification, socialization, urbanization, and industrialization as well as concepts of culture, bureaucracy, deviance, and social change are among the areas of study. This course meets the Social Inquiry (SI) tag and SOC 115 also meets the Diversity in the United States (DUS) tag. (4)
Spanish is spoken world-wide by some 470 million persons and by about half the population of the Western Hemisphere; in the US, it is the second most widely spoken language after English. Becoming a Spanish major is, therefore, a process that broadens one’s view of God’s work in the world while leading to practical communication skills. Our academic program combining coursework in language, literature and cultures provides formal and experiential learning opportunities on-campus, in the community, and abroad. Recent graduates have gone on in fields including education, health professions, social services, business, and ministry.

The usual choice for incoming students considering a major or minor in Spanish is to take Spanish Conversation (SPAN 331) in the fall and Advanced Grammar and Composition (SPAN 332) in the spring. Students who place into 100- or 200-level courses can expect to complete the major successfully. Students who have studied Spanish in high school or have other background in Spanish should refer to the Christ at the Core Language Competency section of this guide for placement information. (*Students who score a 5 on the AP test, or 7 on the IB test may choose to take Spanish 332 or 335 in the fall.)

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

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

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

URBAN STUDIES (URBN)

When asked why he came to Wheaton, the founder of Wheaton College, Jonathan Blanchard, answered, “because Wheaton is near Chicago – the Gate City between the Atlantic and Pacific, between Western Europe and Eastern Asia.” We live in an increasingly urban world, and at Wheaton College, we want to learn about cities and learn from them by engaging urban communities in Chicago and beyond.

The Urban Studies major and minor are interdisciplinary, globally engaged, theologically informed, and experiential programs. Urban Studies helps students develop a sophisticated grasp of urban life, including both the inner-workings of neighborhoods and cities and their relationships to global affairs. Courses focus on the emergence and growth of cities, the complexities and challenges of the urban condition, approaches to place-making, belonging, and community empowerment, and the increasing articulation of dynamic urban centers to global political, economic, social and cultural activities.

The Center for Urban Engagement (CUE), which includes multiple academic programs and community engagement initiatives, also supports the Urban Studies major and minor. Core and supporting faculty from every academic division at the college share in the enterprise of promoting just, sustainable, and flourishing urban communities through the academic study of cities and transformational experiences of urban life. All Urban Studies majors and minors participate in Wheaton in Chicago (WIC), which is a flagship CUE program. During the WIC semester, students live in college-operated apartments, secure practical work experience through an internship, and take courses in Urban Studies, Theology, and other departments for major and Christ at the Core credit.

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

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

URBN 114 – Social Life of Cities. An introduction to the study of cities and their associated social phenomena, while crafting a biblically informed perspective upon various urban issues. Students engage a broad range of research upon cities in a variety of domestic and international contexts through class readings, lectures, and multimedia presentations. Key concepts which have been used to characterize the distinctiveness of urban life are introduced and discussed, with attention to the comparative experiences of contemporary cities. (4)
Up to this point, we have listed all the general education requirements for graduation that you need to meet during your college career, along with the beginning courses that are required for the various majors. A portion of your course schedule may also include elective courses that you choose because you want to, and not because they meet a stated requirement. It is also possible to collect several elective courses together to form a minor or a concentration of courses. In this section, we will describe some of the elective programs that you may want to explore during your time at Wheaton, and also a description of some elective courses that you may want to consider as possible choices during your first semester.

Discipleship Certificate

The Discipleship Certificate is an interdisciplinary program designed to facilitate students’ growth as disciples and disciple-makers. It seeks to cultivate the knowledge, dispositions, and skills necessary to take part in the work of discipleship both here at Wheaton and in the broader Church. The goal of the program is to provide a deep and experiential education for those students participating in discipleship ministries, blending theory and practice in significant ways.

The program’s academic home is the Department of Christian Formation and Ministry, though courses are also offered in Biblical and Theological Studies and Communications. Through these offerings, students will be equipped in biblical foundations, spiritual formation and ministry, and best practices for discipleship within the context of small groups. Students from any major are eligible for the Discipleship Certificate.

Gender Studies Certificate

The Gender Studies Certificate program engages global sociopolitical gender concerns, biblical and historical approaches to femininity and masculinity, the complex cultural processes involved in gender construction, and interpersonal gender dynamics. Practically, students have studied issues such as sex trafficking, women in leadership within the church, the sexualization of the media, the role of art in promoting social awareness, and the prevalence of sexual violence. The interdisciplinary focus of the program prepares students to become proactive participants in the world by exposing them to economic, political, and cultural realities at home and around the world.

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

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

More information is available at the program website, https://www.wheaton.edu/academics/programs/ (certificate programs are at the bottom of the page). Students considering the certificate are encouraged to contact the Sociology/Anthropology office in Blanchard Hall and schedule a meeting with the coordinator of the program, Dr. Amy Reynolds.

Human Needs and Global Resources Program

The Majority World (often referred to as the Third World or Global South), comprising substantial portions of Africa, Asia, Eastern Europe, and Latin America, is a region facing monumental challenges, including ecological vulnerability, poverty, hunger, conflict, injustice, and persistent health concerns. At the same time these regions are endowed with substantial human and natural resources that are their hope and future.

Human Needs and Global Resources (HNGR) is an academic certificate program that integrates multi-
disciplinary coursework, a six-month internship, and whole-person formation through experiential learning. Students live, work, worship, and serve with local communities worldwide, while accompanying host partner organizations that confront poverty, challenge inequity, transform conflict, pursue justice, and seek fullness of life. The program cultivates a life-orienting commitment to justice, intercultural humility, compassion, hospitality, environmental health, and peacemaking, as actively reflected in lifestyle and vocation.

Past internships have included, but are not limited to, projects in: agriculture, church development, community art, community development, education, environment, ethnomusicology, gender, health and nutrition, HIV/AIDS, human trafficking, hydrology, legal advocacy, micro-enterprise, property rights, social justice, and youth development. Each internship includes supervised study and service related to the student’s interests, and enables students to learn about culture and appropriate development responses within specific cultural contexts. Human Needs and Global Resources aims to promote student commitments to formulating Christian responses in their lifestyles and vocational choices, to the issues facing the globe and its peoples.

Students from any major may take selected HNGR courses, including Poverty, Justice and Transformation (HNGR 114), without obligation to complete the Human Needs and Global Resources Certificate. Students who wish to earn the Certificate must submit a formal application (usually in the fall semester of their sophomore year), be accepted to do the six-month off-campus internship, and complete the internship and all course work. Details are available in the Human Needs and Global Resources office and on the website at http://www.wheaton.edu/hngr.

If you are interested in exploring the possibility of participating in Human Needs and Global Resources, you should include Poverty, Justice, and Transformation (HNGR 114) in your course of study during your first year. Human Needs and Global Resources students meet Social Inquiry and Global Perspectives requirements with HNGR 114. Additional information is available by contacting the Human Needs and Global Resources office via email (HNGR@Wheaton.edu) or phone (630-752-5199).

Leadership Certificate

The Leadership Certificate seeks to foster the development of emerging leaders who seek a depth of character and skill that will enable them to contribute to effective and redemptive communities, organizations, and churches. This certificate integrates coursework with a progression of transformation experiences that involve hands on leadership in real world settings.

This certificate involves a minimum of 20-22 credit hours, at least 8 of which are completed at HoneyRock, Wheaton College’s Outdoor Center for Leadership Development. Participation in Summer Leadership School at HoneyRock and completion of an approved additional leadership practicum or internship is also required. Students interested in a Leadership Certificate are encouraged to register for Wheaton Passage at HoneyRock prior to New Student Orientation; as well as consider taking CFM 115 or HNGR 114 during their first year.

Military Science

(Army Reserve Officers Training Corps)

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

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

A limited number of ROTC Scholarships, which provide yearly payments of full tuition, $1200 for books, and a monthly stipend of $420, are offered by the U.S. Army to outstanding students enrolling in the four-year ROTC program. More information is available on line at http://www.wheaton.edu/Academics/Departments/ROTC/Scholarships. Also, first and second year students may apply for three-year and two-year Army ROTC On-Campus Scholarships.

If you have previous military service, it may be possible to enter with advanced standing. Interested students should contact the Department of Military Science’s Enrollment Officer, Nathan Lalone, directly at Nathaniel.Lalone@wheaton.edu or 630-752-5680.
Mission Studies Certificate

The Certificate in Mission Studies is particularly relevant for students considering a career in mission work. In particular, students planning to go on to graduate school or seminary, whether in pastoral ministry, mission work, or other cross-cultural Christian work, would find benefit in the CMS. As a research focused degree, the CMS would also prove advantageous for students planning to pursue a career in Christian academia.

The Certificate in Mission Studies is a research focused, interdisciplinary program designed to produce the next generation of missiologists. Missiology is an inherently interdisciplinary field of study focused on the historic and contemporary work of serving the church around the world. The primary disciplines that have long contributed to this field of study are cultural anthropology, history, and theology. The Certificate of Mission Studies at Wheaton brings together these fields, along with several others, to help students develop the analytical skills relevant to understand global missions work today.

The core of the program is in anthropology (ANTH 116) and Christian Formation & Ministry (CFM 322/332). Students have options for research methods (SOC 482, ANTH 482, INTR 572), will choose elective credits from a variety of areas, engage in an experiential component through a summer practicum in conjunction with the Office of Christian Outreach (OCO), and a final research project to be conducted as an independent study under the guidance of a faculty mentor in the field of the student’s primary interest.

Students who wish to earn the Certificate in Mission Studies must complete an application by December 1 of their sophomore year and submit it to Dr. Brian Howell, Director of the certificate. Students should plan to take ANTH 116 by the end of the sophomore year, prior to the mission practicum. Students from any major can complete a Certificate in Mission Studies (CMS).

Neuroscience Certificate

Neuroscience is the study of the brain and the nervous system structure and function. The Neuroscience certificate is housed in the Psychology Department and is designed to introduce students to this field through interdisciplinary coursework and research. This program has a set of core courses and has a research emphasis. It also offers a variety of courses from several departments to complete the certificate hour requirements according to the student's own interests. The certificate provides a strong undergraduate foundation for graduate training in neuroscience or psychobiology, as well as clinical psychology, psychiatry, pharmacology, or psychiatric-mental health nursing.

Peace and Conflict Studies Certificate

The Peace and Conflict Studies Certificate prepares students to think seriously in the midst of geopolitical complexities like war, genocide, terrorism, and human rights violations. Courses examine conflict, violence, justice, inequality, social change, and human rights, utilizing the research and methodologies of multiple disciplines, including, but not limited to, anthropology, history, political science, sociology, psychology and theology. The Peace and Conflict Studies program at Wheaton College addresses questions such as: has armed conflict increased or decreased since the advent of the nuclear age? How do we address religiously motivated violence? How do we navigate the competing claims of Christians of the just war and pacifist traditions?

The program equips students to translate their coursework both into Christian reflection and into individual and collective action. The certificate creates an academic space where students ponder the insights of various disciplines, expands global and experiential learning opportunities, and provides an engaging forum for the integration of faith and learning. Christian citizens cannot confront the world effectively without understanding the pervasiveness of conflict, considering various paths to strategic peacebuilding, and understanding the role of religion and religionists in peacebuilding.

Pre-Law

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

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

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

**Pre-Medical, Pre-Physician Assistant and Pre-Dental**

Medical, physician assistant and dental schools do not recommend any particular major. Students are welcome to major in any discipline, but must complete necessary pre-requisites. Typically, the pre-requisites include one year each of the following courses: College Biology (BIOL 241/242), General Chemistry (CHEM 231/232), Organic Chemistry (CHEM 341/342), and Physics (General or Introductory). Other courses such as Biochemistry, Calculus, Statistics, advanced biology, advanced writing, and social science may be required by some professional schools. Biochemistry, statistics and social science will be helpful toward studying for the MCAT (Medical College Admissions Test).

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

Introduction to Health Professions (SCI 200) is an optional two credit course designed for first and second year students.

**SCI 200 – Introduction to the Health Professions.**

Designed to help students gain a deeper understanding of the variety of professions impacting the healthcare environment today. Emphasis upon the skills and attributes needed to effectively prepare for entry into the professions. Students will explore health care history, health disparities, healthcare delivery, and culture as it relates to healthcare practice, inter-professional collaboration and professionalism. Only open to students in their first or second year of college studies. (2)

**Pre-Nursing**

For students intending to pursue nursing studies after a Wheaton College bachelor's degree, typically through an Accelerated BSN or Graduate Entry Master's program, the Director of Health Professions is able to assist students in course planning and exploration of the nursing field. Pre-nursing students are encouraged to declare any major of interest to them personally and complete pre-requisite courses alongside the general education and major requirements. Although admission requirements differ by program, typical pre-requisites are Anatomy & Physiology (AHS 351/361), Microbiology (BIOL 324), Statistics, Chemistry and Lifespan Development or General Psychology (PSYC 101). BIOL 241 is a pre-requisite course for two of the above listed courses and is a frequent course in first-year student schedules. If specific questions arise, please contact the Health Professions office at health.professions@wheaton.edu.

**Other Health Professions**

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

The usual fall schedule for a student interested in a health program would be BIOL 241 and CHEM 231. Students may choose to take only one science course (with lab) during their first year. It is recommended that Chemistry be taken during the sophomore year in this case. However, it would not be wise for a Chemistry major to delay the subject. If specific questions arise, please contact the Health Professions office at health.professions@wheaton.edu.

Students interested in public health, occupational therapy or healthcare administration often are not required to take as many science courses as the career paths listed above. Students interested in occupational therapy will need to take Anatomy & Physiology (AHS 351/361) during their college career; BIOL 241 is a pre-requisite and can be taken in the first semester, or students can wait and take the class in a subsequent year.
Admissions requirements vary for each health profession program, and the major selected by the student will differ.

Introduction to Health Professions (SCI 200) is an optional two credit course designed for first and second year students.

**SCI 200 – Introduction to the Health Professions.**
Designed to help students gain a deeper understanding of the variety of professions impacting the healthcare environment today. Emphasis upon the skills and attributes needed to effectively prepare for entry into the professions. Students will explore health care history, health disparities, healthcare delivery, and culture as it relates to healthcare practice, inter-professional collaboration and professionalism. *Only open to students in their first or second year of college studies.* (2)

Teacher Education Programs for Elementary and Secondary/High School Education

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

Students seeking high school (grades 9-12) or elementary (grades 1-6) licensure may wish to consider the Master of Arts in Teaching (M.A.T.) program. The M.A.T. is available in each of the high school education majors, as well as grades K-12 World Languages (Spanish, French, or German). Students who earn licensure in Elementary Education are also eligible to complete a Masters of Arts in Teaching program by majoring in another area and completing the licensure courses as a graduate student. Prospective teachers in the M.A.T. program typically fulfill requirements for WheTEP and M.A.T. course work in ten semesters. The additional course work for the Master’s degree allows for greater depth in the major and additional study in professional education such as ethical and cultural perspectives in teaching. Dr. Il-Hee Kim coordinates these M.A.T. programs and is available to answer questions about these options.

The College’s teacher education programs are accredited by the Illinois State Board of Education and the National Council for Accreditation of Teacher Education. All students must successfully complete two examinations administered by the Illinois Licensure Testing System and a nationally-scored Teacher Performance Assessment. Completion of the program results in licensure in Illinois. Due to rigorous state teacher preparation standards, transfer of this license to other states is typically a relatively simple matter. More information about the requirements of other states is found at WheTEACH.org.

**Worship Arts Certificate**

The Certificate in Worship Arts is an interdisciplinary program designed to provide opportunity and training in Biblical arts ministry in the church. This certificate will prepare students, eager to organize and lead worship in the church, with comprehensive theological understanding and basic musical skills.

**Youth Ministry Certificate**

The purpose of the Youth Ministry Certificate is to equip and empower college students for leadership in disciple-making youth ministry. This certificate involves 24-26 hours of course work in the Christian Formation and Ministry Department. Students interested in this certificate might consider taking CFM 115 or HNGR 114 during their first year.

**Advanced Placement Credit**

Wheaton College will give academic credit for AP scores as indicated; however, students should be advised that AP credits may be removed if a course for which AP credit was awarded is subsequently taken for college credit.
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*All information subject to change. See official policies at wheaton.edu/Registrar  Updated 5/2019

*Elective Credit = hours/credit counted towards degree but not to any specific general education or major requirements