StART OWU

Student Advising, Registration, and Testing
Ohio Wesleyan University

StART OWU

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Achieve Your Academic Goals

UNDERSTANDING THE LIBERAL ARTS AND OUR COURSE SELECTION IS KEY TO A SOLID ACADEMIC START AT OWU

The liberal arts provide a foundation of knowledge and intellectual skills that enrich a student in academic pursuits, career goals and personal development. Ohio Wesleyan stresses the importance of acquiring a broad general education that fosters insight into our cultural and historical past.

Classes at OWU are geared towards teaching students how to think, not what to think. Students are encouraged to develop their own ideas and opinions. The liberal arts distribution requirements develop effective reasoning and communication skills across the curriculum.

The small class atmosphere at OWU allows students opportunities to participate actively in class and ask questions. Classes vary in structure with a mix of everything from lectures to open discussions to independent and group presentations. Students work closely with their professors and each other, posing leading questions, pursuing elusive answers, and developing advanced ideas.

During StART OWU, students meet with Faculty and Student Registration Guides to discuss and schedule courses appropriate for their academic background and interests. Factors taken into consideration include high school transcripts, standardized test scores, AP credit, college/transfer credits, potential majors, and basic writing and analytical reading skills.

There is no one set of classes that all students take during their first semester at OWU. Schedules are constructed to provide students the opportunity to pursue various academic interests.

GET OFF TO THE RIGHT START

Keep these “classifications” in mind as you’re planning your schedule:

- Freshman status – Fewer than 7 units of credit
- Sophomore status – 7 or more units of credit, but less than 15 units
- Junior status – 15 or more units of credit, but less than 23 units
- Senior status – 23 or more units of credit

Remain in good academic standing by maintaining a minimum 2.0 GPA. If you are ready to excel, then strive for a 3.5 GPA or better and make the Dean’s List.
Academics: The Basics

Academic Units

- Students need 34 units to graduate.
- Most classes equal one unit.
  - FYI: Ohio Wesleyan’s unit of credit is defined as equivalent to 3.75 semester hours or 5.5 quarter hours.
- Labs and activity courses typically equal .25 units.
- To reach full-time status, students must enroll in a minimum of 3.25 units per semester.
- To graduate in four years, students must average 4.25 units per semester.

To graduate on time while averaging less than 4.25 units each semester, students must either take 5 units some semesters or enroll in summer school at OWU or elsewhere.

- A total of 5.50 units is the maximum allowed each semester without additional tuition charges.

Major (required)

- Students should declare their major by the end of their sophomore year since registration for specific courses is sometimes dependent upon that declaration.
- Requirements for a major may range from a minimum of eight to a maximum of 15 full-unit or 1.25-unit courses including required cognates and prerequisites.
- Students must complete a major as defined by a department or approved program, including approved interdisciplinary majors and programs, with at least a C average (2.00 GPA).

Minor (optional)

- Students may also select one or more minors in departments or programs that have defined such tracks.
- A minor will consist of no less than five and no more than seven courses.

CONSULT THE CURRENT CATALOG FOR A COMPLETE DESCRIPTION OF THE REQUIREMENTS FOR ALL DEGREES. You can access the online catalog at www.owu.edu; you’ll receive a paper copy during your Registration Appointment on Day #2 of StART.
Ohio Wesleyan University

General Academic Requirements

**English Composition**
To be certified as competent in English composition, students must demonstrate the ability to write logically structured, clear, and mechanically accurate expository essays and resource papers.

Unless exempt by distinguished performance on standardized tests, all students take ENG 105 in either the fall or spring semester of their first year.

**Proficiency in Writing**
To be certified as competent in writing across the disciplines, students must complete three writing-intensive ("R") courses (each worth at least .50 units of credit), normally one each during the sophomore, junior, and senior years, after completion of the English Competency requirement.

**Foreign Language**
To be certified as competent in a foreign language, students may meet the requirement through distinguished performance on either the foreign language SAT-II subject test, the Advanced Placement Examination in a foreign language, or by passing the second semester of the beginning language (111).

Students who have taken two or more years of Spanish, French, German, Latin or Chinese in high school will take a foreign language placement exam at StART OWU in the language they studied in high school.

Please Note: Some students may be exempt from taking a foreign language. Consult the catalog for more details.

**Cultural Diversity**
Students at Ohio Wesleyan must complete one unit course with a substantial focus on Non-Euro-American topics. It is acceptable for a course to meet both the cultural diversity requirement ("V") and another requirement. A cultural diversity course could also be used as a course in a student's major or as a distribution requirement. Students who spend a semester or more in a University-approved, off-campus study program in Africa, Asia (including the Middle East), Latin America, Native North America or Oceania would meet the cultural diversity requirement through their off-campus experience.

**Quantitative Reasoning**
Students must complete one unit course with a substantial focus on quantitative methods. It is acceptable for a course to meet both the quantitative reasoning ("Q") requirement and another requirement. A quantitative reasoning course could also be used in a student's major or as a distribution requirement.

**Distribution Requirements**
To ensure that students' programs include exposure to a broad spectrum of disciplines, the University requires students to take a variety of courses distributed across the following areas:

- Group I (Social Sciences)
- Group II (Natural Sciences, Mathematics & Computer Science)
- Group III (Humanities/Literature)
- Group IV (Arts)

CONSULT THE CURRENT CATALOG FOR A COMPLETE DESCRIPTION OF THE REQUIREMENTS FOR ALL DEGREES. You can access the online catalog at www.owu.edu; you'll receive a paper copy during your Registration Appointment on Day #2 of StART.
Ohio Wesleyan University

Special Academic Opportunities

The OWU Experience—UC160
First-year students will meet fall semester in a small, informal group once a week with an OWU professor to discuss a shared reading, two or three campus events, and their own experience at a liberal arts college as it unfolds. UC160 is a .25-unit course with no more than 16 students in each class. Discussions and out-of-class events are intended to enhance awareness of the diverse OWU community, and provide opportunities for students to explore potential academic paths, gain exposure to new perspectives, participate in community service, and take intellectual risks.

The OWU Connection—Course Connections
Course Connections are courses networked around a common theme. Students who choose to participate in a Course Connection are required to take several courses from multiple divisions and to complete activities or capstone courses that allow them to integrate the knowledge and ways of thinking they have learned in the courses in their Connection. Students completing the requirements for a Course Connection will have this work acknowledged on their transcript. Seven Course Connections currently are offered: American Landscape; Crime, Responsibility, and Punishment; Food: How Production and Consumption Shape Our Bodies, Our Cultures, and Our Environment; Modern Life and Its Discontents; Poverty, Equity, and Social Justice; Silk Road; Water: Rites and Rights. You can find a complete description of the Course Connections, along with the requirements for completion of each network, at http://courseconnections.owu.edu. If you have questions, please ask the faculty contact for the specific Course Connection that interests you.

Off-Campus Study Programs
Ohio Wesleyan provides opportunities for a wide variety of study and apprenticeship placements in off-campus locations. Foreign and domestic study opportunities ranging from one semester to a full academic year are available to upperclass students. The various programs are an integral part of the University curriculum, and are carefully selected to provide the students with both immersion in the local culture and a sound academic experience. Over 40 foreign or domestic programs have been approved by the University. Other programs are available but require prior approval by the Cross Cultural Programs Subcommittee. There are also summer foreign and domestic off-campus study and apprenticeship opportunities. Maximizing the benefits of off-campus study requires careful planning early in a student’s academic career.

Theory-to-Practice
As a liberal arts college dedicated to helping students discover the practical applications of their studies, OWU is committed to education that transforms theory into practice. In addition to the programs listed above, OWU offers internship opportunities near campus, across Ohio, and around the world. Some students develop entirely self-initiated projects that explore practical applications of their academic interests, and we enthusiastically support their efforts. Theory-to-Practice provides financial grants to support student projects that transform classroom learning into practical experiences in Ohio, across the U.S., and around the world.

Travel-Learning Courses
OWU’s unique travel-learning courses offer students an opportunity to blend classroom theory with hands-on, real-world experience. Students enroll in courses that feature an enhanced out-of-classroom experience during the semester, spring break, or following graduation in May. These experiences allow students and faculty to explore the world beyond textbooks, lectures and in-class discussions and connect back to their classroom experience, adding depth and breadth to their understanding. Travel-Learning classes are currently only offered during the spring semester. All OWU students who are in good academic, judicial and financial standing with the university are eligible to apply for enrollment in these courses.
Student Individualized Projects
Students at Ohio Wesleyan have a wide array of opportunities that allow them to delve more deeply into the subjects and experiences that interest them most, often related to their major. The nature of these opportunities varies from one discipline to another, but all provide a unique path for students to apply the knowledge they have gained in regular coursework. Examples of these Student Individualized Projects (SIPs) include internships, apprenticeships, research projects, recitals, art shows, pre-service teaching, editorial work, independent studies, directed readings and honors projects. Some SIPs receive academic credit; others do not. Some SIPs happen on campus; some take place on another continent. Some SIPs occur during the academic year, some during breaks, and others in the summer.

Longstanding OWU programs, such as the Arneson Institute for Practical Politics and Public Affairs; the Woltemade Center for Economics, Business and Entrepreneurship; The New York Arts Program; and the Summer Science Research Program provide ongoing opportunities. Many departments also have a long tradition of out-of-class experiences that enrich students’ preparation for graduate study and for careers. Departments have funds designated to assist students in conducting and reporting on their SIPs. In addition, the Theory-to-Practice Grant program provides a unique source of funding for projects that students design and implement themselves.
Top Ten Academic Tips for New OWU Students
By Professor Brad Trees

1. College is not high school. For many students new to college, some evolution of study habits that have been used in high school will be necessary.
   - Be willing to change your study habits as necessary
   - Be honest with yourself if a particular approach to your studies is not working well.
   - This acclimation process generally takes about a semester.

2. Go to class and be on time!
   - Never skip class unless it is an emergency.
   - Notify your instructor if you must miss class (via phone or email is usually fine).
   - Arrive to class on time. Often, important announcements are made at the beginning of class!

3. Remember the 2:1 Rule of Thumb. For every hour of class time, you should generally spend two hours outside of class studying.
   - Most students take four courses per semester, with an average of 13 hours per week of total in-class time.
   - This means that such a student should be studying for 26 additional hours per week for all four classes.
   - This makes a total of 39 hours per week spent studying or attending class (which is probably, in reality, an underestimate), the equivalent of a full-time job!

4. Read the syllabus for each course carefully.
   - Note the dates of exams, papers, and major assignments.
   - Record these dates in a planner or calendar.
   - Organize your study time according to the calendar.
   - Start studying for exams and working on assignments well in advance.

5. Work on each class regularly.
   - Don’t work on just one class for days (perhaps because of an upcoming exam) and ignore your other classes. You run the very real risk of getting hopelessly behind in your other classes, leading to a vicious cycle of never-ending “catch up” that can plague you the rest of the semester.
   - Recall the advice from #4 above: get a planner and keep track of important dates.
   - Start studying for exams and working on assignments well in advance. Then you should find that you never get behind (normally) and that “pulling an all-nighter” is rarely necessary.

6. Find a study space that suits your needs.
   - It is vital that you find a place to study where you can concentrate and make the best use of your time.
   - Do not necessarily expect that place to be your dorm room.
   - Studying with a friend can be helpful; see if you can teach each other the course material. Explaining a concept to another is the best way to show that you really understand it.
   - But make sure that someone else is not just “spoon feeding” you information. You need to understand the material for yourself.

7. Communicate regularly with each professor.
   - This is true whether the class is going well or not (professors love to talk about course material).
   - Don’t be afraid to admit if there is something you do not understand, or if you need study tips for a particular course.
   - If you are struggling, don’t be embarrassed about discussing the situation with the
professor—and don’t wait until the last week of the semester to do so (too late).

- Mid-semester grades give the best excuse to talk with a professor about how a course is going for you.
- Make a habit of checking your OWU e-mail account as most professors (actually everyone at the University) will send important messages to this account.

8. Meet with your academic advisor regularly. This person will play a key role in helping you construct your course schedule each semester.
   - Talk with him or her if you have any doubts as to which courses are best for you.
   - If acclimating to the demands of university life is causing you concern, your academic advisor can give all kinds of advice.
     o FYI: at OWU, you may add or drop a course within the first seven class-days with no record on your transcript. You may withdraw from a course between weeks three and ten, but a “W” will appear on your transcript. You may not withdraw from a course after week ten without a VERY good reason.

9. Do not hesitate to seek guidance if you need help with any aspect of your OWU experience.
   - Academic: course professor, academic advisor, Sagan Academic Resource Center (Corns 316, x3925), Office of Academic Affairs (University Hall, x 3113)
   - Residential: RA, Residential Life Office (Hamilton-Williams Campus Center Room 225, x3175)
   - Personal: Student Counseling Services (Hamilton-Williams Campus Center Room 324, x3145)
   - Medical: Student Health Services (4 Williams Drive, x3160)

10. Finally, realize time has a way of disappearing quickly.
    - Become familiar with the University calendar and record key dates on your personal planner or calendar.
    - Check it often so you can stay on top of deadlines for course adjustments and registration, midterm grade estimates, breaks, and final exams.

Follow these ten tips to give yourself the best chance of having a successful first year at OWU!
Ohio Wesleyan University

Academic Advising

The advisor
Each new student is assigned an academic advisor. Your advisor works with you to

- Set short and long-term academic goals consistent with your interests and abilities.
- Plan each semester’s course schedule.
- Identify other campus resources and services available to help you with specific academic, social, career, or health related issues.

Your advisor will be a member of the faculty or staff of the University. Every effort is made to assign you an advisor who is in a discipline in which you expressed an interest or who has something in common with you based on the information you provide on the academic advising form you complete as part of START OWU.

You will meet your academic advisor at the beginning of the Fall semester. When you meet, your advisor will be prepared to answer questions about the general distribution requirements and provide you with information about possible major and minors. While you are ultimately responsible for your own educational program and goals and for meeting all degree requirements, your advisor can help refine and clarify your educational objectives. As mentioned above, he or she also can refer you, as needed, to other persons and services on campus designed to help you adjust to college academics and campus life.

Please note that personal information given to your advisor is, of course, kept confidential. Advisors’ conversations with advisees are also confidential and can only be shared with others, including parents, after obtaining written consent of the advisee (see FERPA information on reverse side).

The advisee
You should take the initiative in seeking advice and developing a good relationship with your advisor. In order to do this effectively, you should

- Learn the name and office location of your advisor. A meeting with your advisor is scheduled as part of new student orientation in August.
- Plan to meet with your advisor at least twice more during the semester and always consult with your advisor when you are in academic difficulty.
- Ask your advisor if you need to schedule an appointment or whether you can just drop in during regular office hours. If you do make an appointment and need to change or cancel it, then, as a matter of common courtesy, please contact your advisor directly and ASAP.

As was indicated above, you are ultimately responsible for your own educational program and goals and for meeting all degree requirements. Your advisor will try to help, but you must rise to the occasion by becoming familiar with the distribution and competency requirements, as well as the requirements for the major(s) you are exploring. These are described in this binder and in more detail in the Ohio Wesleyan University Catalog.

Please note that advisees have the responsibility of keeping other interested persons, including parents, informed about their academic progress. If advisees want their advisors to share information with others, then advisees must provide advisors with written permission to do so.
Ohio Wesleyan University

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as FERPA or the Buckley Amendment) was passed by federal legislators to require educational institutions and agencies to conform to fair practices regarding the release of information about students. This means that students have the right to know that information is collected about them; to know what data are collected; to know that the data will be used only for the purposes for which they are originally collected; to be able to correct, amend, or qualify those data; and to be assured that the individuals responsible for the data will insure the appropriate use of the information.

Some pieces of information have been defined by the college as “directory information” and may be released without the written consent of the student unless the student has filed an annual request for privacy in the Office of the Registrar. This request must be filed by August 1.

The items which Ohio Wesleyan defines as directory information are name; addresses (including e-mail); telephone numbers; date and place of birth; major or minor fields; academic advisor; participation in activities; classification such as freshman, sophomore, junior, or senior; degrees and awards received; most recent educational agency or institution attended; weight and height of athletes; and photographs.

Letters of academic ineligibility will be sent to the student and parent. Letters of academic probation will be sent to the student with a copy enclosed for the parent. Certain other educational records may be released to parents only if the student requests in writing that the parent receives a copy of the student’s record or if the parent submits evidence that the student is declared as a dependent on the parent’s most recent Federal Income Tax Form. Students who want their parents to receive a copy of the student’s final grades must complete a release from the Office of the Registrar.

Certain individuals at the college are permitted to have access to all records on individual students without student permission. These individuals include members of the faculty and staff acting in the student’s educational interest and within the faculty or staff member’s need to know that information; clerks and secretaries who are responsible for the maintenance of the data; officials at other schools at which the student may enroll; and federal, accrediting and research agencies, providing the materials are not identified by individual.

Other information and records are totally exempted from access by students. Such information includes records in the sole possession (in other words, not a part of a general folder or collection) of a professor, physician, counselor, psychologist, psychiatrist, or administrative staff member; financial information about parents; and recommendations for which the student has waived access.

For more information go to:

FERPA

Questions on this policy should be directed to the Ohio Wesleyan Registrar

740 368-3200
registra@owu.edu
Ohio Wesleyan University

Your Fall Semester Schedule

There is no one right way to go about choosing courses. Some students have an idea about a major so they choose classes with that goal in mind. Others have an interest in a particular topic and look for a course that explores it. Still other students are open to a wide range of classes and choose among those which help fulfill one or more general requirements.

Please note: For now, please do not include ENG105 or a foreign language on your fall semester list of classes. Your Faculty Registration Guide will examine your high school transcript, your various test scores, your language placement exam, and your academic goals to determine if these courses are appropriate for your first semester schedule.

Ideally you will end up with 6-10 courses to consider taking in the fall. To select your courses, you should complete the following steps:

1. To become familiar with constructing a schedule, review the “General Academic Requirements” on page 4 and read through the next several pages, which discuss academic opportunities, academic requirements, full-unit courses and fractional-unit courses.

2. Next, refer to the Course Checklist.*

3. Then read the brief descriptions of the courses being offered in the fall on pages 14-22. Courses are organized by distribution groups, electives, and fractional-unit courses:

   - Group I (Social Sciences)
   - Group II (Natural Sciences, Mathematics & Computer Science)
   - Group III (Humanities/Literature)
   - Group IV (Arts)
   - Full-Unit Courses: Electives
   - Fractional-Unit Courses

As you read through each grouping, identify the courses in which you have the most interest. You should select a mix and match of courses from Distribution Groups I-IV and any electives or fractional-unit courses of interest.

4. Mark those courses under the corresponding Group on the checklist. Example:

   - Suppose you read about History 115: Introduction to Latin American History in the Group I: Social Sciences course descriptions. You learn about the course content and that the course also fulfills a Cultural Diversity requirement (see course sheet on General Academic Requirements).
   - Now you want to identify this course as one you are interested in taking this fall. To do so, simply go to the Checklist, find the Group I: Social Science column, and then check History 115: Introduction to Latin American History.

*During the June StART OWU sessions, checklists will be collected at the Tell Me More Session. Your Faculty Registration Guide will use your checklists to better understand your interests and help select the appropriate courses.

For students attending the August StART OWU session, checklists should be completed and returned to the Office of Academic Affairs.
Ohio Wesleyan University

Your Schedule: Full-Unit Courses

Courses may include ENG105, a foreign language, and a mix of classes from the Group I-IV distribution requirements and electives listed below.

English 105
Unless exempt, all first-year students take ENG105 in either the fall or spring semester of their first year.

Foreign Language 110
Students start at this level unless placed higher based on Language Placement Test scores administered during StART OWU. Some students may be exempt from taking a foreign language.* Your Faculty Registration Guide will discuss this with you when you meet.

Languages Offered Fall 2015: Chinese, French, German, Classical Greek, Italian, Japanese, Latin, Spanish, Swahili

Group I (Social Sciences)
Black World Studies, Economics, Education, Geography, History, Journalism, Politics & Government, Psychology, Sociology/Anthropology, Women’s and Gender Studies

Group II (Natural Sciences, Mathematics & Computer Science)
Botany/Microbiology, Chemistry, Computer Science, Geology, Mathematics, Physics/Astronomy, Zoology

Group III (Humanities/Literature)
Black World Studies, English, French, German, Classics, Comparative Literature, Philosophy, Religion, Spanish, Theatre/Dance, Women’s and Gender Studies

Group IV (Arts)
English, Fine Arts, Music, Theatre/Dance

Electives or Courses Required for Specific Major*
Many departments, such as Health and Human Kinetics, and Economics/Economics Management (and others), offer full and fractional unit electives for students exploring majors or with interests in particular areas. Some majors, such as Fine Arts, Theater, and Education, may require first year students to take specific courses in their first semester. Consult the OWU Catalog and your Faculty Registration Guide if you are interested in electives or a major with first-semester requirements.

Class Meeting Times
Most students take 4 full-unit courses in their first semester.

Full-unit courses typically meet on Monday, Wednesday, and Friday, or Tuesday and Thursday, usually between the hours of 8am – 4pm.

- Monday, Wednesday, and Friday classes meet for 50 minutes each session.
- Tuesday and Thursday classes meet for 1 hour and 50 minutes.

Some classes include additional meeting times or labs. A few evening classes are offered and their schedule varies depending on the number of times they meet each week.

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In addition to full-unit courses, students enroll in fractional-unit courses (less than 1.0 unit) to complete their schedule.

To the right are brief descriptions of some typical fractional-unit courses offered.

Please consult the semester course schedule for more detailed information.

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**Your Schedule: Fractional-Unit Courses**

**Labs and Practicums.** Labs and practicums in a variety of disciplines offer students hands-on experience with the methods and practices in specific fields. Some are required as part of full-unit courses while others are stand-alone units.

**Music Organizations and Lessons.**
Music organizations and other special opportunities (open to all university students by audition):

- .25 unit (Choral Art Society, Symphonic Wind Ensemble, Jazz Band, Bishop Band, Chamber Music, or Opera Theater)
- .13 unit (String Ensemble, Brass Ensemble, Woodwind Ensemble, Percussion Ensemble)

Applied Music Lessons (open to all university students and require instructor’s consent):

- .25 unit (One 30-minute lesson per week, $250 fee per semester)
- .50 unit (One 45-minute lesson per week, $375 fee per semester)

**The OWU Experience—UC160.** First-year students will meet fall semester in a small, informal group once a week with an OWU professor to discuss a shared summer reading, two or three campus events, and their own experience at a liberal arts college as it unfolds. UC160 is a .25-unit course with no more than 16 students in each class. Discussions and out-of-class events are intended to enhance awareness of the diverse OWU community, and provide opportunities for students to explore potential academic paths, gain exposure to new perspectives, participate in community service, and take intellectual risks.

**Activity Courses, ACTV 002-074.** The Health and Human Kinetics Department offers .25 credit unit courses in activities such as ballroom dance, racquetball, tennis, and yoga. Student-athletes playing on a varsity team can earn .25 credit for playing their sport. Note: Some Activity Courses require additional fees and personal equipment.

**Theatre/Dance Practicums and Special Topics.** Any OWU student may audition or sign up for production crew. Watch the Callboard outside the Department Office in Chappelear Drama Center for sign-up dates and times. Practicum credit (.25 or .50) can be earned once a student has been cast or assigned a crew position on a season production. See the director of the upcoming productions for details. Courses in special topics are open to all students. Note: Some Theatre/Dance Practicums and Special Topics Courses require additional fees and personal equipment.

- .25 or .50 unit (Dance or Theatre Practicum)
- .50 unit (Topics in Technical Theatre)
2015 FALL SEMESTER COURSES WHICH MEET DISTRIBUTION REQUIREMENTS IN GROUPS I-IV

Note: All courses are 1.0 credit unless otherwise noted.

Group I (Social Sciences)

BWS 105. Introduction to Black World Studies
This course offers several perspectives in examining the Black experience in Africa, the Caribbean, and the Americas. The course is intended to serve as an introduction to the diversity and the rich cultural heritage of peoples of African descent. Particular attention is placed on investigating discrimination, prejudice, as well as several theories of oppression. Attention is given to the social conditions of Blacks through extensive discussion of the processes that create and maintain structural inequalities in the political, economic, educational, and health institutions. In this connection, students will read both primary and interpretive texts and examine these issues in the context of a liberal arts education and black culture. Diversity Course.

BWS 128. Afro-American History, 1875-Present
The demise of Reconstruction, the doctrine of separate-but-equal, and the policy of desegregation, as well as other phenomena in the historical struggle of Blacks for equality in America from 1875 to the present. Meets distribution requirements in Group I.

ECON 110. Principles of Economics
Principles underlying the operation of capitalist economies and of the U.S. economy in particular. Emphasis is on consumption and production decisions at the micro level and on economic stability, efficiency, and growth at the macro level. Quantitative Reasoning Course.

EDUC 105. Introduction to Early Childhood Education
This course is an overview of the issues related to the education of young children as well as an introduction to the profession of early childhood education. It covers developmentally appropriate curriculum practices and philosophical perspectives of several early childhood curricular models. Theories of development are studied along with an introduction to the Early Learning Content Standards. Other major topics include: learning activities, creating safe and healthy environments, observational techniques, and management techniques used with young children. Students are required to observe and report on different types of programs in the community. (Only open to early childhood education majors; required of early childhood education majors.)

EDUC 110. The Role of the School
Analysis of a variety of educational issues from a philosophical, sociological, historical, and comparative perspective. Includes a focus on curriculum, equity, school organization, school law, federal/state/local government, history of PreK-12 education, changing student population, religion, and multiculturalism. Field experience includes 20 hours working with a community-based program connected in some way with education. Freshman and Sophomores only. Preference given to those planning to major in education. Incoming first-year early childhood education majors should take EDUC 105.

GEOG 110. Cultural Geography
The character and development of the world's major culture regions and cultural landscapes (e.g., the United States, Africa, etc.). Three themes are emphasized: (1) the development of culture regions and associated cultural landscapes such as agricultural and urban settlement; (2) humankind's impact on the natural environment; and (3) human population growth and change and its relationship to environmental impact. Students explore these themes through lecture and discussion copiously illustrated with maps, slides, and video tapes; short writing projects; the analysis of maps and other data; and the reading of specialized materials. Freshman and sophomores only. Diversity Course.

GEOG 111. Physical Geography
This course emphasizes three themes: (1) the weathering and subsequent erosion of weathered material; (2) stream processes and fluvial landforms in both humid and arid regions, to include floods; and (3) the role of glaciers in shaping landscapes. Throughout the course the cycling of water over the earth's surface is emphasized, especially humankind's impact on these cycles. The course lectures are illustrated with slides and supplemented with interpretation of topographic maps. Short writing projects and map interpretation exercises are required. Freshman and sophomores only.

GEOG 222. The Power of Maps and GIS
Maps are essential tools for geographers and others who use spatial information and study spatial phenomena. Maps can be used to both explore and present data and they play an important role in our society. This course is an introduction to maps and cartography, with an emphasis on how they relate to geographic information systems (GIS). Major topics include data sources, the map abstraction process, “map infrastructure” (scale, projections, reference systems, accuracy), map types, use, and interpretation. Course material covers technical and social issues as well as applications. The growing role of the World Wide Web (WWW) in providing data, maps, and GIS functions will be emphasized—with many WWW-based exercises integrated into the course. Geography 222 serves as an introduction to courses in cartography and geographic information systems (GIS).

HIST 111. Introduction to Early European History
As an introduction to the Middle Ages, this class will examine the three major medieval cultures: Christian Europe, Byzantium, and Islamic civilization, tracking patterns of internal developments and external connections to the rest of Eurasia and the world. Medieval people across Europe and the Mediterranean created unique and lasting cultures that reflected a complex mixture of religion, politics, warfare, cross-cultural contact, spirituality, and unmatched literary and artistic achievements. The course will cover major turning points (such as the rise of both Christianity and Islam, the crusades, and the Black Death) along with the cultural, technological, and religious developments of the period (such as castles, cathedrals, and universities.)
Group I (Social Sciences) cont.

HIST 112. Introduction to Modern European History
Europe since 1648, with emphasis on the ideas, institutions, and problems of topics such as the rise of absolute monarchy, the Scientific Revolution, the Enlightenment, the French Revolution, the growth of industrialism and liberalism, the advent of democracy and socialism, the development of nationalism and imperialism, and the interaction of European democracies with totalitarian dictatorships in the 20th Century. Readings include contemporary source materials, biographies, and interpretive essays.

HIST 114. Introduction to Modern American History
The course surveys the major political, social, cultural, diplomatic, and economic developments since 1877. It seeks to introduce students to some of the main themes, issues, and controversies of modern America.

HIST 115. Introduction to Latin American History
A general introduction to the civilizations, populations, economies, societies, and polities of Latin America. Diversity Course.

HIST 116. Introduction to Pacific Asia
An introduction to those non-western nations/regions, once considered underdeveloped, which have recently produced economies competitive with our own. The course will focus on Japan, Taiwan, South Korea, Singapore, and Hong Kong and will trace their pre-war experiences with the West, post-war development, economic organization, and will address issues of political form and human rights.

JOUR 110. Fundamentals of Journalism
An introduction to the field of journalism with emphasis on writing and reporting news stories, including elements common to all journalistic writing and fundamentals of both newspaper and broadcast news writing. Students write regular laboratory assignments in class. Required of all journalism majors and minors. Prerequisites: C-grade or higher in ENG 105 or course waiver and word-processing skills. Writing Course.

PG 110. Politics and Government
An introduction to systematic, comparative, and theoretical analysis of politics and government, including such considerations as: scope and methods of the discipline, the nature of politics and government, foundation political theories, constitutionalism, public opinion, representation, political behavior, political institutions, and international relations.

PG 111. American National Government
A comprehensive introduction to the American political system. Political foundations, the Declaration of Independence, and the Federal Constitution period; Federalist, pluralist, and democratic foundations of the American political style, political parties, the electoral system; pressure groups and public opinion; the Congress and the legislative-representative function; the contemporary presidency and the executive branch; the Supreme Court and judicial politics. The course also examines the policy-making process generally with reference to current political and governmental issues both throughout and at the conclusion of the course.

PSYC 110. Introduction to Psychology
Survey of the different approaches within psychology that seek to describe, predict, and explain both human and animal behavior. Specific areas covered include history and research methodologies, development, the brain and nervous system, sensation and perception, learning and memory, motivation and emotion, personality, stress and coping, behavior disorders and their treatment, and social behavior.

SOAN 110. Introductory Sociology
Systematic study of the social life of human beings. While the particular emphasis varies depending on the instructor, students should obtain (1) an understanding of basic sociological concepts and perspectives, and (2) a rudimentary exposure to an experience with social research techniques and perspectives.

SOAN 111. Cultural Anthropology
An overview of human cultural diversity, focusing on the peoples and traditional cultures of major world regions. Basic concepts and methods used to describe and analyze cultural differences and similarities are introduced. Focuses on cultural differences in adaptation, economics, marriage and family forms, gender, political organization, and religion. The relevance of anthropology to contemporary global problems is discussed. The impact of the expansion of industrial societies on indigenous cultures is examined.

SOAN 117. Social Problems
Survey of contemporary and enduring problems in American kinship, educational, economic, and political institutions. Special attention to globalization and its effects on American society.

SOAN 293. East Asia Yesterday and Today
An overview of the traditional and modern civilizations of East Asia, focusing on China, Japan, and Korea. Provides a broad knowledge of the historical and geographical forces shaping contemporary life in these regions. Specific topics include rural village life, family structures, gender roles, economic development, religion, and contemporary social problems. Diversity Course; Writing Option.

SOAN 295. Native American Cultures of the Southwest
Investigates the prehistory, history, and contemporary cultures of the Native Americans of the four corners region. Describes and interprets archaeological data on the Paleo-Indians, Archaic, and Pueblo periods, focusing on the Ancient Pueblo peoples. Impacts of the first Hispanic contacts and settlements are described. Cultures studied from the modern era include the Hopi, Zuni, Rio Grande Pueblos, Navajo, and Apache. Modern issues facing southwest tribes are discussed. Diversity Course.

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Group II (Natural Sciences, Mathematics, Computer Science)

ASTR 110. The Sky and the Solar System
The sky and celestial motions. History of astronomy from ancient civilizations through Newton. Survey of the solar system.

ASTR 111. The Astronomical Universe
The stars, their properties, classification, and evolution. Galaxies, quasars, and cosmology. Quantitative Reasoning Course.

BION 120. Introduction to Cell Biology (1.25 units) Also listed as ZOOL 120
Co-requisite: Lab. Basic structure and function of cells and the molecular aspects of cell biology. Emphasis on: cell evolution; organic compounds, including macromolecules; enzymes; organelles; membranes; energy transformations; classical and molecular genetics; and development. Lecture and laboratory. Prerequisite: a strong background in high school chemistry or CHEM 110. BOMI/ZOOL 120 and BOMI/ZOOL 120 may be taken in any order.

BION 122. Organisms and Their Environment (1.25 units) Also listed as ZOOL 122
Co-requisite: Lab. An introduction to ecology, evolution, and the diversity of life at the organismal level. Students investigate the structure, function, physiology, life history, evolutionary adaptations and ecology of organisms using both laboratory and field techniques. Students engage in experimental design and statistical analysis. Lecture and laboratory. BOMI/ZOOL 120 and BOMI/ZOOL 120 may be taken in any order.

BOMI 103. Biology of Cultivated Plants (1.25 units)
Co-requisite: Lab. Principles of plant biology in an applied context, including life cycles of plants, plant structure and function, mechanisms for sensing the environment, and propagation methods. Origin and development of crop plants. A laboratory course that emphasizes hands-on experience assessing and growing plants. Lecture and laboratory. Freshmen and sophomores or permission. No prerequisite.

BOMI 125. Introduction to Microbiology (1.25 units)
Co-requisite: Lab (See the course catalog for appropriate lab section.) Examination of the structure and function of bacteria and viruses including physiological activities, genetics, and ecological roles in the environment. Laboratory experiments in media preparation, microscopic and physiological methods of identification of bacterial cultures. Lecture and laboratory. Prerequisite: a strong background in high school biology or chemistry or CHEM 110.

CHEM 110. General Chemistry I (1.25 units)
Co-requisite: Lab. A comprehensive survey of the principles of chemistry, including such topics as atomic and molecular structure, chemical bonding, stoichiometry, chemical reactions, states of matter, solutions, and colligative properties. The laboratory experiments are designed to illustrate and reinforce the topics covered in lecture.

CS 110. Introduction to Computer Science and Programming
An introduction to the fundamental concepts and abstractions of computer science, using a study of algorithms and computer programming as a vehicle. Topics include: the design, implementation, and application of algorithms; the uses of abstraction; the modeling and representation of values and entities; control flow and modularity. A high-level programming language is introduced and used. Quantitative Reasoning Course.

GEOL 110. Physical and Environmental Geology
An introduction to Earth’s dynamic systems, the materials that make up the planet, and the environmental consequences of geologic processes. We engage in the Earth Systems approach that emphasizes the interactions of Earth processes within and between the solid Earth, the atmosphere and oceans, and the biosphere, particularly human interaction with the planet. Topics include planetary origin, plate tectonics, the nature and origin of rocks and minerals, volcanism, earthquakes, mountain building, surficial processes that shape the human environment, and global change.

MATH 110. Calculus I
A detailed treatment of the differential calculus and an introduction to the integral are presented. Symbolic algebra software is introduced and used. Applications to social, life, and physical sciences are included. Students wishing to major in mathematics or computer science are urged to take this course in the fall of the freshman year. Quantitative Reasoning Course.

MATH 111. Calculus II
Continuation of MATH 110. A thorough treatment of integral calculus, including the Fundamental Theorem of calculus. Transcendental functions, followed by a study of techniques of integration, polar coordinates and infinite series. Computer symbolic algebra projects are included. Prerequisite: MATH 110. Quantitative Reasoning Course.

MATH 230. Applied Statistics
Calculus-based introductory course in statistics. Exploratory data analysis, questions of causation, probability, continuous and discrete random variables, distributions of sums of random variables, confidence intervals, significance tests, use and abuse of tests, one and two sample procedures, inferences in linear regression, and analysis of variance. Students may not count graduation credit for both MATH 230 and MATH 105 or both MATH 230 and PYSC 210. Prerequisite: MATH 110. Quantitative Reasoning Course.

PHYS 110C. General Physics for Physical Science Majors I (1.25 units)
Co-requisite: Lab. The first semester of a two-semester sequence of introductory physics. The topics are classical mechanics and waves. Calculus is used, so the calculus sequence in mathematics should be taken concurrently or prior to the physics sequence. Students may not receive graduation credit for both PHYS 110C and PHYS 115. Co-requisite: PHYS 110L and MATH 110. Quantitative Reasoning Course.
Group III (Literature/Humanities)

CLAS 122. Classical Mythology
This course is devoted to the legends and lore of ancient Greece and Rome. Readings in primary sources of classical mythology (e.g., Homer's Iliad and Odyssey, Virgil's Aeneid, and Ovid's Metamorphoses) provide material for lectures and discussion of the great heroic tradition of the classical world: the stories of Achilles and Hector before Troy; Perseus, Andromeda, and the slaying of Medusa; Jason and the Argonauts on the quest for the Golden Fleece; Aeneas, Romulus, and the founding of Rome. This course is an introduction, too, to the discipline of Classics and the world of classical antiquity.

CMLT 105. Rites of Passage
This course will focus on one particular rite of passage: the coming of age. Through the literature of different time periods and cultures, we will examine the transition from adolescence to adulthood. Readings may include Sophocles, Oedipus at Colonus, Chretien de Troyes, Perceval, Rita Mae Brown, Rubyfruit Jungle, Junot Diaz, The Brief Wondrous Life of Oscar Wao, Duong Thu Hong, Paradise of the Blind, Khaled Hosseini, The Kite Runner, and the films Cinema Paradiso and Harold and Maude.

CMLT 130 Love & Sexuality in the Literary Arts of the Mediterranean Region
The Mediterranean region, with its dense weave of historical encounters, has long been a site of intimacies and entanglements, love and war. What is it about love that brings out the most tender and the most violent impulses at the same time? Can we really love outside of ourselves? Where is the line between self-love and self-loathing? When does love collapse into narcissism? What happens to love when uneven power dynamics come into play? The course will close with a unit on love and sexuality in the digital age. With a focus on the Arab Spring and its aftermaths, this unit explores how the proliferation of image and sound lends new considerations to the concept of "love is blind" rendered as "speech is blind" by Derrida. We will explore how a text such as Ahmed Alaidy's Being Abbas el Abd, an experimental novel inspired by Chuck Palahniuk's Fight Club, introduces questions of voyeurism, exposure, and rumors. Diversity Course.

CMLT 131 Love & Sexuality in the Literary Arts of East Asia
This course will examine the words "love" and "sexuality" as depicted in East Asian (Chinese, Japanese, Korean, and Taiwanese) literature and culture. The questions we will explore through the voices of East Asian writers and their protagonists are: What is love? What is sexuality? Are these concepts intertwined or at times independent of each other? Can we live without either? Finally, is there a universal component to the ideas of love and sexuality no matter what the cultural setting? By exploring the way love and sexuality get treated in the literature and arts of cultures on the other side of the globe, we will consider whether there is a universal component to the ideas of "love" and "sexuality," or do these ideas vary from culture and historical setting? Stereotypes of Asian culture in the media of the United States can vary. Images of the Asian man include effete asexual men, kung fu artists, or philandering perverts. Images of the Asian woman vary from demure geisha to sexualized dragon ladies. The goal of this course is to challenge these stereotypes of Asian sexual culture and to seriously examine the assumptions of what love" and "sexuality” mean in East Asian culture as well as in our own. Diversity Course.

ENG 145. Reading [a text or texts]
A thematic course designed to help students develop their reading skills. Students will read and analyze texts, consider their conventions and contexts, and practice various strategies to respond to and interpret them. The course content will vary, but all instructors will emphasize reading strategies that can be adapted to any text or reading assignment. Texts may include essays, poetry, or fiction, and may concentrate on selected works, one longer work (such as a novel or long narrative poem), an author, or a genre (such as memoir or poetry). Fall 2015 themes: ENG145.1 HONORS Reading: Shakespeare’s Poetry (Writing Option); ENG 145.2 Reading: Short Fiction by Black Writers (Writing Option)

ENG 176. Alternative Worlds: Utopia
A variable content course that explores alternative literary worlds and modes of discourse. Although reading lists vary, all sections address the power of language to represent alternative realities — alternative either to perceived reality or to reality as represented in another medium. Thus the course may consider the literary representations of ideal worlds, immaterial universes, science fiction, utopias and dystopias, and visionary states in literature written in English. Or it may consider the alternative versions of a common world represented in different media, always including literature in English (e.g., jazz and poetry, the novel and film, portraits in paint and verse, urban images in stories, songs, movies, and folklore).

ENG 180. Narratives I: The Short Story (0.50 credit) 1st module
This course focuses on the form of the short story and the primal pleasure of storytelling. Students may take ENG 180 and ENG 182 individually or may take both for 1.0 Group III credit.

ENG 182. Narratives II: Longer Forms (0.50 credit) 2nd module
This course focuses on longer narrative forms, particularly the novella, with special attention to the strategies and demands of an extended narrative. Students may take ENG 180 and ENG 182 individually or may take both for 1.0 Group III credit.

PHIL 110. Introduction to Philosophy
Introductory examination of major concepts, themes, and issues in philosophy in relation to methods of reasoning, social policy, and philosophical systems.

PHIL 112. Critical Thinking
A study of what it means to think critically and a development of students’ skills in critical reasoning. Some course sections will focus on informal logic and argument analysis. Other course sections will engage philosophers such as Kant and Marx to examine what it can mean to think for oneself in a mature and responsible manner. Critical reasoning skills developed will be applicable to diverse fields of study and multiple social problems.
Group III (Literature/Humanities) cont.

REL 104. Religions of the East
A survey of the major religious traditions of the world — Hindu, Buddhist, Confucian, Taoist, Islamic, and others — and an examination of the role of their religious beliefs and practices in the development of cultural patterns and social institutions. Diversity Course.

REL 121. New Testament History and Literature
The history of early Christianity and the background, history, theology, and transmission of the literature of the New Testament. The work is at the introductory level.

REL 141. What Is Islam Today?
This course provides a basic introduction to the Islamic tradition from the perspective of world events that occurred over the course of the past century or so. The main focus of the course will be the development of Islam in the modern period, but a basic understanding of earlier Islamic history will be introduced as needed. The course will cover such topics as the Prophet Muhammad's memory, law, gender, and interpretations of the Qur'an through a focus on Muslim communities living in the Middle East, Europe, and North America. We will examine how different, and often competing, understandings of Islam have arisen in the modern context. We will also explore what it means to be a Muslim in contemporary society and consider the impact of modernity on the development of Islam. Diversity Course.

REL 151. Critical Issues in Religion & Ethics
An introduction to academic theology and ethics. The course provides a non-confessional critical analysis of Christian theology and religious ethics. Topics include: God's existence, creation, human nature, sin, myth and salvation, grace and justice, myth, and theological language. Writing Option.

WGS 110. Introduction to Women's and Gender Studies
This is an introductory survey course that exposes students to the current scholarship within Women's and Gender Studies. WGS 110 specifically focuses on the diversity among women and pays particular attention to the ways race, class, ethnicity, sexual orientation, and nationality affect women's lives. Our topics of study include: a history of feminist movements and study of current feminist movements; violence against women; women and work; gender socialization; public policy; immigration; and global issues affecting women. Diversity Course.
Group IV (Arts)

ART 110. Survey Art History I
Introduction to the visual language of art and the major periods of art history from prehistoric times to the Renaissance.

ART 111. Survey of Art History II
Introduction to the visual language of art and the major periods of art history from the Renaissance through modern art.

ART 113. Three Dimensional Design *
Aesthetic relationships in three dimensions, including composition with volume, plane, line, and space and consideration of structural principles. Permission from the department is required.

DANC 105. The Art of Dance
This course presents dance in a broad, cultural, historical, scientific and creative context, providing multiple frameworks inside which students can understand and appreciate dance throughout their lives. Experiential and theoretical activities include equal parts viewing, critiquing, creating, performing, discussing, evaluating and contextualizing dance, in and out of the studio. Not recommended for majors.

DANC 205. Workshop in Modern Dance
An introductory, immersive studio experience in the practice and theory of modern dance as a technical and creative discipline. Students will develop the body's functional and expressive capacities through daily technique, improvisation and composition activities. The course serves as the gateway course within the Dance Theatre major and Dance minor, and can also be taken by freshman and sophomore non-majors with previous dance training to fulfill Category IV Art requirement, or by instructor's consent.

MUS 105. Appreciation of Music Literature
The great composers and some of their masterpieces, assisting non-majors in finding pleasure and enjoyment in music and in understanding the influence of music on contemporary life. Non-music majors only.

THEA 101. The Art of Theatre
This course provides a broad-based appreciation of dramatic art by approaching the major theatrical eras, representative plays, and the major roles of playwright, director, actor, and designer through lectures, readings, projects, and viewings. Not recommended for majors.

THEA 126. Introduction to Technical Theatre
Foundation course for all production work covering the organization and use of technical elements utilized in the performing arts, especially scenery, lighting, and stage management. Substantial lab required.

THEA 136A and THEA 136M. Topics in Technical Theatre *
Modular course in various specialty areas in the performing arts. Students may take both 136A and 136M for 1.0 credit of THEA 136.
THEA136A. Stage Make-up (0.50 unit; 1st module) *
THEA136M. Lighting Technology (0.50 unit; 2nd module) *

THEA 210. Beginning Acting
Investigation into the basics of acting: development of the actor's personal perception and understanding of script and character analysis. Various training techniques incorporating group and solo performance are utilized to enhance creative expression and interpretation. The standard concepts of Stanislavski provide the basis for all work. Required of THEA majors.

* Please check the OWU catalog for any associated course fees.
2015 FALL SEMESTER COURSES--FULL-UNIT ELECTIVES

EMAN 105. This course is a study of the role of business organizations in contemporary society, types of business ownership, methods of business operation, and business functions. Topics covered include economic environment, global competition, entrepreneurship, general and human resource management, marketing, accounting, and finance and their inter-relationships from an overall and integrated business perspective. This course does not count towards any major or minor in the Economics department.

EMAN 210. Marketing Management
The role of marketing in business organizations. Course includes analyzing marketing opportunities, organizing, controlling the marketing effort, and planning new marketing programs.

HHK 100.1 Coaching and Sport: Leadership Development
This course will be devoted to leadership within the context of competitive sport team, educational, and business settings. Students will study various leadership theories and entertain different methods of applying theory to practice within the physical activity and sport environment. Gender differences will be explored as they pertain to the implementation of various leadership models. Students will engage in observational experiments and writing opportunities. Open to students with interest in coaching sports, and physical activity.

HHK 114. Personal Health
An introductory course which focuses on a concept approach to health literacy. Students will have the opportunity to explore the mental, emotional, physical, and social dimensions of health; various at risk behaviors; the health of individuals, families, communities; and individual health related interests. Freshmen, sophomores, or consent.

MATH 105. Basic Probability and Statistics.
Organization and display of data; the meaning of probability, measures of dispersion, binomial and normal distribution, one and two sample methods, estimation and hypothesis testing, correlation and regression. The MINITAB statistical computing package is used to analyze data. Students may not count graduation credit for both MATH 105 and PSYC 210. This course cannot be taken after receiving credit for MATH 110 or above. Proficiency credit for MATH 110 or 111 may not be awarded after credit for MATH 105. Note: MATH 105 does not fulfill a Group II distribution requirement. Quantitative Reasoning Course.

SPCH 210. Principles and Practices of Public Speaking
A practical and theoretical study of public speaking. With emphasis on participation, the course focuses upon the development and practice of skills relating to the structure, style, delivery and critique of a variety of types of speeches.

THEA 136A and THEA 136M. Topics in Technical Theatre *
Modular course in various specialty areas in the performing arts. Students may take both 136A and 136M for 1.0 credit of THEA 136.
THEA136A. Stage Make-up (0.50 unit; 1st module) *
THEA136M. Lighting Technology (0.50 unit 2nd module) *

* Please check the OWU catalog for any associated course fees.
2015 FALL SEMESTER FRACTIONAL-UNIT COURSES

Department and University Course

EMAN 103 Investment Practicum (0.25 credit)
Co-Requisite: Lab. As a basic introduction to the analysis of equity investments, this course provides students with a framework to evaluate the intrinsic value of a firm, with the goal of making stock investment decisions. The course is held in conjunction with the OWU Investment Club, which gives students a hands-on opportunity to make equity investment decisions. (Attendance is required at both the lecture and the Investment Club meeting, each held weekly.) This course is designed to develop a basic understanding of the financial evaluation process for those who have had no prior background — it is not appropriate for students who are already skilled in security analysis.

ENG 180. Narratives I: The Short Story (0.50 credit)
This course focuses on the form of the short story and the primal pleasure of storytelling. 1st module. Students may take both ENG 180 & ENG 182 for 1.0 credit

ENG 182. Narratives II: Longer Forms (0.50 credit)
This course focuses on longer narrative forms, particularly the novella, with special attention to the strategies and demands of an extended narrative. 2nd module. Students may take both ENG 180 & ENG 182 for 1.0 credit

UC 160. The First Year Connection. (0.25 unit)
First-year students will meet fall semester in a small, informal group once a week with an OWU professor to discuss a shared summer reading, two or three campus events, and their own experience at a liberal arts college as it unfolds. UC160 is a .25-unit course with no more than 16 students in each class. Discussions and out-of-class events are intended to enhance awareness of the diverse OWU community, and provide opportunities for students to explore potential academic paths, gain exposure to new perspectives, participate in community service, and take intellectual risks.

Health and Human Kinetics

ACTV 002-074. Elected Health Human and Kinetics Activity Courses (0.25 units each)
The Department of Health and Human Kinetics offers .25 credit unit courses in activities such as ballroom dance, racquetball, tennis, and yoga. These courses are offered in seven-week modules starting either at the beginning or middle of the semester. Courses are designed to meet the needs and interests of students and emphasize lifetime activities. Many courses are offered in sequence to improve the student's proficiency in a systemized manner. As a result, students must start all sequential courses at the beginning level unless given permission by the instructor of an advanced course. For a complete listing of the activity courses offered in the fall go to OWU Self Service at https://campus.owu.edu/selfserv/Home.aspx. Note: Some Activity Courses require additional fees and personal equipment.

VAR0821-0931. Varsity Fall Sports (0.25 units each)
VAR0821 Varsity Cross Country (Women) VAR0822 Varsity Cross Country (Men)
VAR0832 Varsity Football
VAR0901 Varsity Soccer (Women)
VAR0902 Varsity Soccer (Men)
VAR0921 Varsity Volleyball (Women)
VAR0931 Varsity Field Hockey

Music

MUS 110. Fundamentals of Music Theory (0.5 credit)
A basic course in fundamentals of music theory: scales, intervals, keys, triads, rhythm, and meter. Writing, aural, and sight-singing skills are emphasized. All students are assumed to know the names of notes of the treble and bass clefs and the name of keys on the piano keyboard. Required of majors but open to all students with the necessary musical background. 1st half of the semester.

Music Organizations (0.25 unit)
Non-music majors may audition for any Music Organization or Ensemble. By audition; auditions are held at the beginning of each semester.

Music Ensembles (0.13 -0.25 unit)
Study and performance of small ensemble and chamber music literature. By audition; auditions are held at the beginning of each semester.

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2015 Fall Semester Fractional-Unit Courses (Cont.)

Applied Music (0.25 - 0.50 unit)
Instrumental or Voice Lessons are open to all students by arrangement with the instructor.
.25 unit; one 30-minute lesson per week; $250 fee per semester.
.50 unit; one 45-minute lesson per week; $375 fee per semester (eligible after one semester study with permission of the instructor).

Theater and Dance

DANC 225. Theatre Practicum: Cast & Crew Assignments (0.25 unit)
Through participation in the production of plays and dance programs in the Chappeelear Drama Center, students may earn 0.25 units of credit each half semester for satisfactorily completing contracted production or performance responsibilities. Four fractional units equal one semester course credit. Prerequisite: contract must be arranged with instructor. *Audition required.*

THEA 136A. Topics in Tech Theater: Stage Make-up (1st module) * (.5 credit)
Modular course in various specialty areas in the performing art. Students may take both 136A and 136M for 1.0 credit of THEA 136

THEA 136M. Topics in Tech Theater: Lighting Technology (2nd module) * (.5 credit)
Modular course in various specialty areas in the performing arts. Students may take both 136A and 136M for 1.0 credit of THEA 136

THEA 237. Theatre Practicum: Cast and Crew Assignments (0.25 unit)
Through participation in productions in the Chappeelear Drama Center, students may earn 0.25 units of credit per production for satisfactorily completing contracted production or performance responsibilities. Repeatable. *Audition required for acting.*

*Please check the course catalog for any associated course fees
Important Contacts List
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[http://academicaffairs.owu.edu/]

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Student Affairs [http://studentaffairs.owu.edu/]

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Other Important Contacts

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**Catherine Langton**  
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**Jeanne Farnlacher**  
Bursar  
University Hall 012  
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**Information Services Help Desk**  
Information Services (R.W. Corns Building)  
helpdesk@owu.edu; 740-368-3520
Other Helpful Information and Resources

This StART Booklet focuses mainly on ACADEMIC information. However, we know and understand that you may have lots of questions related to other non-academic issues. To help you locate answers to these questions in one centralized location, we've developed the following webpage:

http://newstudents.owu.edu/orientationPrograms/StARTOWUOther.php

Information about the following items (and more) can be found at the link above. Check it out!

- New Student Checklist
- Information Services (computers)
- Residential Life (housing information)
- Dining Services (food)
- Health Services (health center, health forms/paperwork)
- On-Campus Parking (parking passes, etc.)
- Public Safety
- Orientation 2015 (including Fresh-X, pre-orientation programs, etc.)
- Student Employment (Work Study Programs)
- University Calendar 2015-2016
- Guide to Financial Aid
- University Calendar
From Home Life to Campus Life

WHAT NORMAL STRESSORS CAN PARENTS AND FAMILY MEMBERS EXPECT TO SEE IN THE FIRST YEAR OF COLLEGE

Because all students are different, it is difficult to predict how each student will respond to the stress associated with the transition to college. Nevertheless, there are some common issues which impact many first-year students.

As a parent, you may notice subtle changes in your son or daughter that lead you to become concerned about how he/she is doing. Often, once parents notice their child is struggling, they feel torn between the urge to fix the problem for their child and the desire to allow their child the space to further develop their sense of independence. Parents who are struggling with these issues sometimes feel comforted knowing that what they are observing is a normal part of the transition process.

The following is a guide to some of the adjustment phases you may see in your student. Please keep in mind that this is not designed to be a comprehensive checklist for your child’s behavior. Many students will go through all four years without experiencing any of these phases, whereas some students will experience several of these issues. As a parent of a first-year student you will want to prepare yourself for them.

FIRST-YEAR PHASES

Phase 1: Early summer anticipation
This is when high school seniors graduate and begin to look toward the future. They may have feelings of sadness, accomplishment, and anticipation.

Phase 2: Midsummer anxiety
Now they begin to realize that soon they will be leaving home, family, friends, and the security those things offer.

Phase 3: Late summer panic
The student is plunged into the collegiate environment complete with a new roommate, university bureaucracy, classrooms, homework, and a foreign social world.

Phase 4: The honeymoon
The students have made a couple of new friends and feel as if they have a lot of free time because tests may not be scheduled for three weeks. Let’s go have some fun!

Phase 5: The end of the honeymoon
Student may begin to wonder where did all of the homework come from and where is all of my free time? Homesickness may appear at this phase.

Phase 6: The grass is always greener...
They are sure that transferring somewhere else will solve these problems. No doubt they would be doing better at another university.

Phase 7: You can’t go home again
This starts the first time they come home to visit. They are hit with the harsh realization that life for the rest of the family goes on without them.

Phase 8: Primitive coping behavior
Well into the first semester they have finally learned to use the library and they are excited about the things they have learned.
From Home Life to Campus Life (cont.)

Phase 9: Realization
This phase usually precedes finals. They realize the great amount of work ahead and know that their future depends largely on their academic success.

Phase 10: Putting it together
Sometime during the second semester, your son or daughter will probably see college as a total experience. He or she will realize that hard work and achievement must be priorities but do not totally exclude time for having fun. They have learned what it takes to make the most of the college years. Then again, there are some students who graduate in spite of themselves!
New Student Adjustment Concerns

Concerns about college
Listed below are topics that may concern many students as they enter college. Following the concerns are questions your son or daughter may have but does not know how to vocalize. It is important to be aware of these questions, and it may even be helpful to talk with your student about his or her concerns before classes begin.

Reasons for being in college
Why am I here? Is it because I want to be? Is it because my parents want me to be?

Separation difficulty
Can I survive on my own? Will I make new friends?

Establishing identity on campus
Who am I? How can I do my own thing and maintain the respect of friends, family, and myself?

Social acceptance
How will I fit in? What behavior is acceptable in the University setting?

Relating with new and different people
How will I react to people who differ from me in religious belief, value judgments, sociopolitical-economic level, race, etc.? How much difference should I and can I accept?

Concerns over academic success
What about:
• Finding my way around campus?
• Being in large classes with strangers?
• Relating to the University professors?
• Keeping up in class and making good grades?
• Improving study skills?
• Dealing with test anxiety?
• Getting help?

Understanding the system
What about:
• Grades?
• Degree plans?
• Majors?
• Financial aid?
• Counseling services?
Survival Skills for Parents

Your son or daughter is beginning an exciting journey. We know you are beginning the journey too. You will share the joys and sorrows, triumphs and challenges just as vividly.

Of course, no one can ensure that the first year at college will be easy for you or your student, but we want you to know about the following nine guidelines that can help you achieve more success.

1. Do not ask them if they are homesick. The power of suggestion can be dangerous. The idea of being homesick often does not occur until someone suggests it. Rather than ask if your student is homesick, ask several questions about how they are doing.

The first few weeks of school are activity-packed and friend-jammed. The challenge of meeting new people and adjusting to new situations take most of a freshman's time and concentration. So, unless they are reminded of it (by a well-meaning parent), they may be able to escape the loneliness and frustration of homesickness. Even if your student does not tell you during those first few weeks, he or she does miss you.

2. Write or e-mail even if they do not write or e-mail you back. Although freshmen are typically eager to experience all the away-from-home independence they can in those first weeks, most are still anxious for family ties and the security those ties bring. Sensitive parents may misinterpret this surge of independence as rejection, but most freshmen want some news of home and family.

Upperclass students will tell you that there is nothing more depressing that an empty mailbox. Send a little note or card every so often. A package is a cause for celebration! Generally, when food is sent in a package, students share their packages with friends.

E-mailing your son or daughter can be the best way to get a response, as e-mail access is a free service to all Ohio Wesleyan University students. Even if your son or daughter does not own a computer, he or she can check e-mail in computer labs and on other computers around campus.

3. Ask questions, but not too many. College freshmen are “cool” (or so they think). Therefore, your student may resent interference with their newfound lifestyle, but most desire the security of knowing that you are still interested in them. Parental curiosity may add more stress than relief, depending on the attitudes of the persons involved. “I-have-a-right-to-know” tinged questions with ulterior motives or “the nag” should be avoided. Honest inquiries, however, and other “between friends” communication and discussion will do much to further the parent-freshman relationship.

4. Do not worry (too much) about emotional phone calls, letters, or e-mails. Parenting can be a thankless job, especially during the college years. It can seem as if there is a lot of give and only a little take. Often when troubles become too much for a freshman to handle (a flunked test, end of a relationship, and a shrunken T-shirt, all in one day), the only place to turn, write, or call is home. Unfortunately, this is often the only time that an urge to communicate is felt so strongly, so you never get to hear about the “A” paper, the new relationship, or the domestic triumph.

Be patient with that nothing-is-going-right-I-hate-this-place communication. You are providing a real service as an advisor, sympathetic ear, or punching bag. Granted, it is a service that may not feel good to you, but it works wonders for a frustrated student.
Survival Skills for Parents (cont.)

5. Visit, but not too often.
Visits by parents (especially those that include a shopping spree or dinner out) are another part of the first-year events that freshmen are reluctant to admit liking, but do appreciate greatly. And pretend disdain of these visits is just another part of the first-year syndrome.

These visits give the student a chance to introduce some of the important people in both his or her worlds (home and school) to each other. Additionally, it is a way for parents to become familiar with (and more understanding of) their student’s new activities, commitments, and friends.

Spur of the moment “surprises” are not usually appreciated (pre-emption of a planned weekend of studying or other activities can have disastrous results). It is best to schedule a special day, such as Homecoming or Family Weekend, to see your student and the school; that way you may even get to see a clean room!

6. It is all part of growing up.
The freshman year can be full of discovery, inspiration, good times, and new friends. Freshmen can also experience indecision, disappointments, and mistakes. It will take time for some students to accept that being happy, sad, confused, liked, disappointed, and making mistakes are all part of growing up.

Parents need to understand that many college students do not get good grades, know what they want to major in, have activity-filled days, or make lots of friends. But there are also students who do experience all of these things. And there are many who experience bumps along the way. Being college-educated does not mean being mistake-proof. Parents who accept and try to understand their student’s experience are providing the support and encouragement when it is needed most.

7. Take time to discuss finances before school starts.
Most college students are still financially dependent on parents to some degree. Sit down and discuss your family’s financial situation with your son or daughter. Students need to know how much money will be available to them and how much of the fiscal responsibility is theirs.

8. Prepare for their return.
When the school year ends and your son or daughter returns home for vacation or at Thanksgiving, plan to sit down and discuss the rules of living at home. Parents need to respect the individuality their children have worked hard to achieve, and students need to know there are rules and courtesies to be observed when returning home.

9. Trust them.
Finding oneself is difficult enough without feeling that the people whose opinions you respect most are second-guessing you. One of the most important things you can do as a parent is to give your student your trust.

Revised from the National Orientation Directors Association Director’s Manual and the Purdue University-West Lafayette Campus Parent Handbook.
What to do if you are concerned about your Son or Daughter

Perhaps the best thing you can do at this point is to listen to your son or daughter. Remember how your role is changing and help them to develop their own skills. They may simply need to talk with someone safe. Reassure your son or daughter that this does not mean he or she is a failure or abnormal. Adjustment is difficult for everyone. Nobody is expected to go through a major transition like going to college without a few bumps along the way.

Ohio Wesleyan is committed to helping students through any difficult times. Students are encouraged to seek out individuals on campus with whom they feel safe and talk out what they are feeling. Counseling Services provides students with confidential counseling by trained professionals at no charge.

As a parent, it is important to remember that not every student attending Ohio Wesleyan will experience all the issues that we have outlined for you. Some may only encounter a mild case of homesickness while others may have the most difficult year of their lives. Each student who comes to Ohio Wesleyan is unique and should be treated as such. We will work hard to try and ensure each student’s success. If you have additional questions or concerns about your son or daughter please feel free to contact Counseling Services at (740) 368-3145. Please remember that Counseling Services ensures confidentiality for all students who use our services. As a result, no information (including confirmation of a student receiving services) about our clients will be released without a written release of information from the client (exceptions will be made as mandated by law).

Facts on Campus Adjustment

As a parent, you will observe some maturation in your son or daughter. Parental support is the most powerful tool for encouraging students to be more responsible for their decisions.

Points to remember:
There is a wide range of what is “normal” or OK out there. Allow your student to find out how he or she fits in.

Students often change their minds. That is OK. Remember: This is a time of transition. The average student changes majors three times. Your student may fail at something. That “F” in one course does not mean that he or she is a failure in anything else. Instead, look at the amount of effort, aptitude, and interest your student put into the class.

Attempt regular communication. Remember, asking about what is going on at the University is a good way to show interest without seeming critical or meddling. Everyday conversations may reveal specific points of concern. Expect some tough times. Learning to cope with new people, responsibilities, and ideas may cause confusion and discomfort. These are normal growing pains.

Avoid:

- Too much advice
- Too much supervision
- Solving their problems
- Second-guessing their judgments
What if things do not go according to plan?

It is the end of fall semester, your son or daughter is home for the holiday break and you are enjoying having him or her back in the family environment. Many students will be pleased with their academic performance for the fall semester. For others, it may seem like the end of the world. It seems like it at times, but it is not.

If your student is not satisfied with his or her first experience at Ohio Wesleyan University, now is a good time to examine some of the reasons for that dissatisfaction:

• Grades may not meet expectations
• Time somehow slipped away
• Work provided less time and energy for study
• The less-structured environment of college compared with high school may have been a difficult adjustment
• Too much time may have been spent on social activities
• Changing relations with family and friends may have been stressful
• An initial major choice may now seem unsatisfactory
• Goals and motivation are unclear

How does your student feel? How do you feel as a parent of a new college student? Even though the first semester may have been somewhat disappointing for you and your son or daughter, there are still chances to succeed. January marks the beginning of a new semester. The constructive action a student takes now can enhance the likelihood of a satisfying and successful second semester.

It is important for a student to:

• Identify the steps needed for improvement
• Commit to taking these steps
• Put the necessary steps into action

What can you do as a parent to support your student during the beginning of the next semester?

Recognizing nonperformance in your student is a challenge – especially from a distance. One of the most important things a parent can do for a college-age student is to demonstrate interest. Being interested is different from being demanding. It is more “I would like to know” than “You owe me this information.” The parental role shifts from “What you do is my business” to “What you do is your business, but I am interested and I care.”
Dear Students (and Parents),

Welcome to Ohio Wesleyan University!

Following the steps below will help you to complete a Disability Services intake and understand the process for receiving accommodations—and make a smooth transition from high school to your first semester at OWU.

1. Provide documentation of your disability to Bridget Goggin during June StART—or no later than August 5th. Students with disabilities should initiate services in advance so they have accommodations in place early in the fall semester.

2. Attend a StART session. You will have the opportunity to:
   - Meet Bridget Goggin, the Coordinator of Disability Services, during the Information Fair, held in the Hamilton Williams Campus Center (HWCC) on the first morning of StART.
   - Schedule a time to complete an intake in the Disability Services Center, located in the Sagan Academic Resource Center, Corns 316.
   - Attend the Student and Parent Disability Services session to learn about
     a) Disability Services at college/OWU; b) Registering for academic accommodations; c) Arranging for testing accommodations; and d) Requesting electronic textbooks.

3. Use the following link to access the online e-book request form. Please complete a request form for each course.

   https://docs.google.com/forms/d/1UOOOn6eS446JJhIriNPQT5LaJdHHzTrns1iXFryV_sY/viewform.
Disability Services Center (cont.)

Requests received after August 5th cannot be guaranteed by the first week of the semester.

4. Meet with Bridget Goggin in the Disability Services Center during the first week of classes to obtain the verification for accommodations to share with your professors. Please schedule an appointment by calling 740/368-3925.

5. Meet with each of your professors to make accommodation plans as soon as possible after receiving verification of accommodations from the Disability Services Center. Return the completed form to the Disability Services Center, Corns 316. Please plan ahead, as last minute requests for accommodations are not guaranteed.

6. Attend the Disability Services Meet and Greet on Wednesday August 26th at 5pm in the Sagan Academic Resource Center (SARC), located in Corns 316, to learn about a) Academic accommodations “Bishop Style”; b) Requesting testing accommodations and c) Academic support services and resources. We will have food and fun! Please RSVP to Bridget by Tuesday August 25th by 4pm.

Bridget C. Goggin, MSW/LSW, Coordinator of Disability Services
Sagan Academic Resource Center, Corns 316
Ohio Wesleyan University
61 S. Sandusky St. Delaware, OH 43015
Phone: 740/368-3857; Fax: 740/368-3499; Email: bgoggin@owu.edu
CHECKLIST OF ACADEMIC REQUIREMENTS
A Handy Checklist. Consult OWU Catalog for Official Requirements.

Student ______________________________________   Advisor _________________________

University Requirements for a BA Degree are:
1. Competence in (or exemption from) English, Foreign Language, Writing, Diversity, and Quantitative Skills;
2. 10 units in the distribution areas I, II, III, and IV [seven units in some majors**];
3. 34 units of credit total; 31 as full-unit credits or combined 0.5 modulars in the same discipline;
4. 15 upper-level units, numbered 250 and above;
5. 16 units taken during 4 semesters in residence at (or under the auspices of) OWU;
6. Completion of any unfinished work (PR, NR, I) or removal of any U in writing;
7. A 2.00 cumulative average for all work taken (excluding C/NE);
8. Completion of a major with a minimum 2.00 cumulative average in that field.

1. Competence Requirements. Course Done

| A. English Composition (may NOT be taken C/NE) | ENG 105 ____________ | □ |
| B. Foreign Language (may NOT be taken C/NE; 2 units required) | 110 _________________ | □ |
| C. Writing Across the Curriculum (3 "R" courses are required) | 1) _________________ | □ |
| (after ENG 105--may overlap) 2) _________________ | | |
| D. Cultural Diversity Course (1 "V" course--may overlap) | 1) _________________ | □ |
| E. Quantitative Reasoning (1 "Q" course--may overlap) | 1) _________________ | □ |

2. Distribution Requirements. (May NOT be taken C/NE.) No more than two units in a major may be used to meet these requirements. ** Some majors require only 2 courses in I, II, and III (for example, Elem. Ed., Fine Arts, Music, Phys. Ed., and Theatre/Dance). Please consult the Catalog.

Group I (Social Sciences) 3 units
required, 1 in one dept., 2 in another.
1) _________________ □
2) _________________
3) _________________

Group II (Natural Sciences/Mathematics) 3 units required. At least 2 in one discipline. Math and CS are different disciplines.
1) _________________ □
2) _________________
3) _________________

No more than 2 Math or CS units.

Group III (Humanities and Literature) 3 units required, no more than 2 in one department.
1) _________________ □
2) _________________
3) _________________

Group IV (Arts) 1 unit required
1) _________________ □

(OVER)
3. **34 total** units of credit; **31 full-unit courses** (or 0.5 credit modulars within the same discipline).

   [Remember-32 units must be successfully completed in order to walk in commencement procession].

   Units/modulars
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   Others

4. **15 upper-level** unit courses (or modulars within the same discipline) numbered 250 and above

   ______   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______   ______   ______   ______
   ______   ______   ______   ______   ______   ______

5. **Residence.** 16 courses at OWU and four semesters of residence in Junior & Senior years.

   OWU Courses
   ______   ______   ______
   ______   ______   ______
   ______   ______   ______
   ______   ______   ______
   ______   ______   ______
   ______   ______   ______
   ______   ______   ______
   Residence
   sem/years
   Fulfilled

6. **Completions.** I or NR grade converted by end of third week of following semester.
   PR grade/U annotation converted/cleared by end of following semester.

   I or NR (incurred/converted) ______/______ ______/______ ______/______ ______/______ ______/______ ______/______ ______/______
   PR or U (incurred/converted or cleared) ______/______ ______/______ ______/______ ______/______ ______/______ ______/______ ______/______

7. **Cumulative** grade point average (must be at or above 2.00). Cumulative GPA ________________

8. **Major.** Each student must complete a focused major with GPA in major of at least 2.00.
   No more than 13 courses in a single discipline (e.g. EMAN, MATH or CS, FRENCH) and no more than 17 courses in a single department (e.g. ECON., MATH & Science, Mod. Foreign Lang.) may be counted in the 34 units required for graduation. Major courses may not be taken C/NE.

   Major field (1 req.): __________________ date declared: __________ major GPA: __________
   Other majors/minor fields (optional): __________________ date declared: __________ major/minor GPA: __________
   __________________ date declared: __________ major/minor GPA: __________
   __________________ date declared: __________ major/minor GPA: __________

   Use separate sheet to record the courses complete within major(s)/minor(s).
   Specific requirements are found in the Ohio Wesleyan Catalog.

revised 5/13