


2000

Olivet Nazarene University Biennial Catalog 2000-2002

Olivet Nazarene University
Olivet Nazarene University

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2000-2002

ONU

CATALOG



OLIVET NAZARENE UNIVERSITY



**2000-2002
Catalog**

of undergraduate
programs and courses

Olivet Nazarene University
Bourbonnais, Illinois 60914

Telephone (815) 939-5011

JOHN C. BOWLING, President

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Make Olivet your first choice!

Your choice to build your life on a **solid college education** can bring dividends for the rest of your life.

Some things in life may be repeated, but you only have one **first** year in college. The **TIME** you invest cannot be regained.

Many educators agree that **the freshman year is the most important** for choosing personal values, study and work habits, making social adjustments and commitments, and claiming the promises of God for your life.

We invite you to consider Olivet Nazarene University, a conservative, evangelical, liberal arts university in the village of Bourbonnais on the north side of Kankakee, Illinois, as your choice for a quality education with a decidedly Christian perspective.

Olivet offers you a community distinguished by enriching personal relationships, Christian values, and the highest standards.

Olivet's first-quality academic programs combine **a foundation of liberal arts study with a variety of career-focused majors, concentrations and minors**. Our emphasis on career preparation through over 90 academic programs equips young men and women for a lifetime of effective and satisfying living.

Olivet students have access to state-of-the-art technology. Numerous computer labs provide each Olivet student access to the Internet; ONUNET, the Olivet fiber optic network; and all classroom applications. Multiple SMART classrooms exist across campus. Every student room on campus is wired with two network ports allowing students to do electronic research from their dormitory rooms 24 hours a day. Olivet also has its own cable TV system with 35 stations in each room and five university channels.

We're clearly focused on education with Christian values and hold an uncompromising commitment to Jesus Christ. We all share a common view — a view that not only binds us together, but enriches our lives as well.

Olivet's faculty of more than 100 men and women are carefully chosen for their proficiency in teaching, character-building influence, and Christian dedication. **They are your partners in "Education With a Christian Purpose."** These professors can become your close friends as you work to integrate and organize your life and career with Christ in first place.

The Christian perspective on learning encourages you **to look beyond the facts in your studies to the deeper meanings in life.**

This perspective on learning begins with a view of God as our Creator and Lord rather than an attempt to consider man as the center of the universe.

The result of God's creation is a rich area for study. It leads us back to ultimate reality. God created each member of the human race in his own image, and declared all His creation to be good. God entrusted the care and safekeeping of His creation to the human race.

We also see mankind in a fallen condition, the result of the fall of Adam, which is evidenced in human rebellion against God and righteous living. As humans we find ourselves estranged from God, and the image of God is marred by the pervasive effects of sin in the world.

This fallen condition, however, is redeemable through the grace of God because of the life, death and resurrection of His Son, Jesus Christ. **Through that grace, Christian higher education works to prepare students** for a life of service and fulfillment in the work of God in the world, as He continues to reveal Himself to people everywhere.

This Christian perspective develops **an approach to personal behavior based on sound principles, resulting in creative and preventive social actions.** Students and alumni become part of the solutions in life, not part of the problems.

To do this, we teach students **how to blend the liberal arts and professional training into "The Living Arts."** Liberal arts means a free and complete study of all of life, combining understanding from all branches of knowledge into a coherent view of life.

The Living Arts lead students to find answers based on a firm and reasonable faith in God. **Olivet professors generate a rich learning environment** that enables students to express their questions, and discuss them from a view of God as revealed in the Bible, so they may comprehend and experience the Living Arts.





At Olivet, serious students increase their appreciation for the past, and prepare diligently for a creative future.

Employers seek out Olivet graduates, for they know a college diploma has greater value when the person who earns it has gained the interpersonal skills, self knowledge, self esteem and personal integrity to put that college education to its best use.

Can you afford an education at Olivet? The better question may be, “Can you afford not to attend Olivet?” Affordable excellence is provided on the basis of careful financial management at Olivet.

The total costs of education, meals and housing at Olivet are reasonable among the private colleges and universities in the Midwest, and comparable to that for a student living on campus at a major midwestern state university.

Financial aid available to an Olivet student may be far greater than the amount offered to the same student to attend a community college or state university. The generous support to Olivet by Nazarene churches every year makes a **“built-in” scholarship for every student.**

And the value you receive from an education at Olivet is so much more as you commit yourself to the highest principles and spiritual values.

Dollars alone cannot measure the true cost or the value of a college education. Figure in also the unmeasurable value of the spiritual dimension of education at Olivet which is essential to bringing out the best in you.

College is more than classrooms, books and study. The life experiences you share with students, faculty, and friends become an invaluable part of building your life on Christian principles.

These may be among the strongest reasons why Olivet becomes your first choice! We sincerely hope you will want this vital and valuable experience of an “Education With a Christian Purpose.”

Matching Olivet Courses and Career Plans

Some career choices, and college majors to prepare for them, have a large number of specific course requirements. Most programs start with general foundational studies, and advance to more difficult and technical levels of understanding.

The intention of the Olivet faculty is to design each major to meet career plans and interests of students. In addition, through the **Interdisciplinary or General Studies majors**, students may combine courses to match their personal career goals which may be outside of the stated departmental plans for majors.

The usual advice to students is to take basic required courses as early as possible, conserving electives to be studied later toward achieving personal goals for advanced study and career options. Basic courses and General Education Requirements also aid students in selecting a major or confirming their choice of a career.

Electives from a broad range of subject matter are available, even within General Education Requirements, which form the foundation of “liberal arts” understanding.

The courses of study in the university are organized in 23 departments, which are grouped in **seven divisions** of studies. These are listed alphabetically by divisions on Page 7 and at the beginning of each academic division.

A chart of majors, concentrations within majors, and minors offered at Olivet is in Chapter 2. This chart also indicates the types of degrees offered, such as Bachelor of Arts and Bachelor of Science. Details of requirements for majors and minors are listed at the beginning of each department.

Faculty members are listed with the department in which they teach, along with a description of their educational backgrounds. An alphabetical listing of faculty is also given in the Index chapter at the back of the catalog.



List of Divisions, Departments and Studies

Courses of study are offered in 23 academic departments, which are organized in 7 divisions. These divisions are listed alphabetically on this page and in the Catalog Chapter 7 on Courses of Instruction: Education; Fine Arts; Languages, Literature, and Communication; Natural Sciences; Nursing; Religion and Philosophy; and Social Sciences.

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This Catalog - Your Guide to Olivet

This catalog is your guide to the undergraduate courses of study, activities and opportunities at Olivet Nazarene University. For information concerning graduate and adult degree completion programs, refer to the School of Graduate and Adult Studies Bulletin.

As you read through the Purposes of the University in Chapter 1 you will understand the reasons for our course plans, majors offered, student life policies and regulations, and our personal interest in helping students who come to Olivet to achieve their maximum potential for Christian living.

Olivet is supported by the Church of the Nazarene with close ties to the more than 800 congregations of Illinois, Indiana, Michigan and Wisconsin. At the same time we are ecumenical in spirit, open to serve all who seek an "Education With a Christian Purpose."

This Catalog contains information about the undergraduate programs, and is intended to remain in force for the period for which it is issued. However, the University reserves the right to revise information, requirements, or regulations at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

The material contained in **this Catalog is for information only and does not constitute a contract** between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interests of the institution. The effective date for the policies, regulations and information of this Catalog is the beginning of the Fall Semester of the school year stated.



The University publishes special bulletins about semester course offerings, time of classes, faculty, and other matters prior to each term or semester. The University reserves the right to determine the number of students in each class or section. If an insufficient number of students enroll for a course, the University reserves the right to cancel the course, to change the time, or to provide a different teacher of any course in a given semester's class schedule. The University reserves the right to drop a major or minor field for lack of sufficient enrollment of students to guarantee a class size of ten or more in upper division classes.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

A University Life Handbook is published annually by the Vice President for Student Development and the Student Council. This gives more details about campus activities, regulations and personnel policies which are pertinent to the students enrolled that year.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the University's equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

In compliance with the Drug-Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities.

Olivet Nazarene University is in compliance with the **Family Educational Rights and Privacy Act** which is designed to protect the privacy of educational records. Details about the policy and procedures are available at the Office of the Registrar.



Dr. John C. Bowling,
President of Olivet
1991 —

Chapter 1

Education With a Christian Purpose

Olivet Nazarene University, a denominational university in the Wesleyan tradition, exists to provide a university level liberal arts **“Education With a Christian Purpose.”** Our mission is to provide high quality academic instruction for the purpose of personal development, career and professional readiness, and the preparation of individuals for lives of service to God and humanity. “We seek the strongest scholarship and the deepest piety, knowing that they are thoroughly compatible (and) . . . a Christian environment . . . where not only knowledge but character is sought.” (Quotation from the Olivet University Catalog, 1915)

This mission statement clearly identifies Olivet as a university which seeks to help students truly integrate faith and learning. As such, Olivet is more than just a school; it is a place where young people learn to live in harmony with God and others.

While the mission permeates all that is done at Olivet, it is most fully realized in the academic arena. It is affirmed that all truth is God’s truth and, therefore, cannot be segmented into secular and non-secular departments. This Christian commitment adds wisdom to learning.

The University maintains a high commitment to academic excellence. The teaching faculty of Olivet are women and men who possess the highest academic credentials, a passion and gift for teaching and a personal vibrant faith. As a teaching university, Olivet is designed to provide close teacher/student contact.

Under the guidance of professors and counselors, students are assisted in completing the general education requirements of the University and in choosing a major field of study. Academic endeavors and experiences beyond the classroom are encouraged and facilitated in a variety of ways including the several co-operative programs provided by the Council

for Christian College and Universities, headquartered in Washington, D.C. These programs are both national and international in nature.

In addition to the traditional undergraduate liberal arts programs, Olivet offers graduate programs in business, education, counseling and religion. There is also a non-traditional undergraduate degree-completion program which allows working adults to complete their baccalaureate degree through an evening program.

Along with this commitment to learning, Olivet exists as a community where faculty, staff, administrators and students share a common faith. Campus life promotes the development of Christian character and grace and provides avenues of service to God, the community and the world at large. The Olivet environment and culture are positive, challenging, and redemptive.

The majority of Olivet's undergraduate students are from the Church of the Nazarene. They are joined by hundreds of other students from nearly thirty denominations who also attend Olivet and embrace its mission.

Statement of Faith

Olivet Nazarene University recognizes that there is a body of knowledge which is to be found in the humanities, the natural sciences, the social sciences, and theology about the objective and subjective worlds. This knowledge is available to Christian and non-Christian scholars alike through both the empirical and rationalistic methods. In the pursuit of truth one must, therefore, appeal to Scripture, experience, reason and tradition.

Olivet endeavors to foster a discipline of scholarship based upon these methods of observing and interpreting the facts and experiences of life, culminating in an adequate understanding of God, man, and the world. Since Olivet is an evangelical liberal arts university, applied theology is the integrating factor in the educational experience.

Theologically, the University emphasizes the theistic view of God and man as interpreted in the Arminian-Wesleyan tradition. This view of man and the world acknowledges the presence of sin and depravity within human nature and its effect on his natural state and history.

As an indication of the commitment of Olivet Nazarene University to the historic Christian position, it affirms a statement of faith which defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son and Holy Spirit.
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes in the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgement will take place.

Statement of Objectives

Olivet Nazarene University is an institution of higher education, affiliated with the Church of the Nazarene, serving those who share her values and priorities. It seeks to communicate effectively the historical and cultural heritage and to provide opportunity for liberal arts education in a Christian academic community.

The University articulates its objectives in three distinct and clearly defined dimensions:

General Education Dimension

To provide general education experiences so that an educated person may:

- A. Be acquainted with both cognitive and affective dimensions of Christianity.
- B. Be able to think, write, and speak clearly and effectively.
- C. Possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part.
- D. Be exposed to an international culture.
- E. Be able to understand the procedures of science and the impact of scientific issues on daily living.
- F. Have an informed acquaintance with the aesthetic experience of literature and the arts.
- G. Develop attitudes and philosophies which increase personal health.

Academic-Professional Dimension

To provide opportunity for concentration in chosen areas of learning, including:

- A. An academic specialization equipping the individual for meaningful and productive living;
- B. Opportunities for basic and advanced preparation in several areas of Christian ministry, lay leadership, and churchmanship;
- C. Programs leading to further graduate or professional studies;
- D. Professional education in selected areas on the undergraduate and graduate levels;
- E. Appropriate two or three-year programs in specific areas.

Socio-Christian Dimension

To provide a Christian academic community atmosphere which is conducive to the implementation of the motto "An Education With A Christian Purpose" through:

- A. The development of a Christ-centered character in preparation for excellence in service and citizenship;
- B. An appreciation for the historical and theological heritage of the Christian church and the development of a sense of responsibility to the fulfillment of her mission;
- C. A commitment to the ethical ideals and standards of the Bible and the Church of the Nazarene;
- D. Active participation in social and political institutions of contemporary society;
- E. The development of personal and social poise, firm convictions, and consideration for the rights and feelings of others;
- F. Learning how to relate the Christian faith to the problems of world concern.

History of the University

In 1907, a group of devout people in Georgetown, Illinois, who desired a distinctively Christian atmosphere for the education of their children, started an elementary school. A

year later, the group purchased several acres of land three miles south of the original location, and enlarged the school to include a secondary level of education. This community became known as Olivet, Illinois, and was to later share its name with the school located there. In 1909, the school added a college of liberal arts and became known as **Illinois Holiness University**.

The trustees of the school soon realized the wisdom of affiliating with an established denominational group whose doctrines and standards were in agreement with the founders. In October 1912, the Church of the Nazarene accepted sponsorship of the institution. By 1915 the school was known as **Olivet University**, and in 1923 it was changed to **Olivet College**.

By 1939 the enrollment of the college and academy was about 300 students. The physical plant consisted of five brick structures and several frame buildings on a 14 acre campus. In November 1939, the administration building, which housed the classrooms, offices, chapel, laboratories, practice rooms, and library, was destroyed by fire.

After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois. The school was named **Olivet Nazarene College** at that time. The name was again changed in 1986 to **Olivet Nazarene University** to reflect the diversity of academic programs and graduate studies.

Location and Transportation Facilities

Olivet Nazarene University is located in the village of Bourbonnais north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U.S. 45 & 52, Ill. 102, and near Ill. 50 and Interstate 57. Kankakee is served by Amtrak Rail Passenger Service and Greyhound Bus Line. Mail, telephone and telegraph connections are made by way of Kankakee, Illinois. Olivet receives mail through both Kankakee and Bourbonnais Post Offices. The basic mailing address is Olivet Nazarene University, One University Avenue, Bourbonnais, Illinois 60914.

The 1998 census population of Kankakee County was 102,107, including 26,456 in Kankakee, 15,512 in Bradley and 12,604 in Bourbonnais.

The location provides Olivet students and faculty with many advantages. Students enrolling in Olivet Nazarene University have the opportunity of earning part of their expenses in the many factories and business firms of Kankakee County. The nearness of the school to Chicago lends the cultural advantages of the large city, and classes make field trips to many points of interest.

Campus and Facilities

The Olivet campus of 1940 in Bourbonnais included 40 acres of land and six principal buildings, four of which are still in use today: Burke Administration Building (built in 1906), Chapman Residence Hall for men (1906), Miller Business Center (1926), and Birchard Gymnasium (1926).

The present campus includes 168 acres of contiguous land with 30 principal buildings. Buildings are arranged in a park-like setting on 70 acres. The other 98 acres include athletic fields, parking lots, open space and land for future development. Other academic buildings now in service are: the Reed Hall of Science (1966), Strickler Planetarium (1966), Wisner Hall for Nursing (1971), Benner Library and Learning Resource Center (1975) which combined with the Memorial Library (1956), and Larsen Fine Arts Center (1982).

Other residence halls are: Williams Hall (1951), Nesbitt Hall (1959), Hills Hall (1962), McClain Hall (1967), and Parrott Hall (1970). Two smaller residence halls, Howe and Gibson, were completed in 1967.

Ludwig Center was completed in 1966 to house the student meal services, bookstore, post office, student offices and student affairs offices.

Chalfant Auditorium for chapel, convocations, concerts and varied activities was completed in 1963. Kelley Prayer Chapel (1980) was a joint venture of the school and student council.

Ward Football Field and Track were finished in 1978. Snowbarger Athletic Park was opened in 1979. The Warming House and Ice Rink were finished in 1985. An Athletic Service Center was added in 1987.

The Brodien Power Plant was rebuilt in 1969. The James Tripp Maintenance Facility was completed in 1988 near the WONU Radio Tower which was erected in 1986.

The Leslie Parrott Convocation/Athletic Center was completed in 1990, connecting with Birchard Gymnasium and Chalfant Auditorium.

The Harlow E. Hopkins Alumni Center, dedicated in November 1994, is adjacent to Burke Administration Building. The center, formerly known as Goodwin Hall, is an historic community home which now houses the offices of Alumni Relations and Community and Media Relations and is a focal point for alumni activities throughout the year.

A new Admissions Center was completed in 1999. Construction began this year on the new Weber Center, which will house the Division of Social Sciences and the Division of Education upon its completion in 2001.

Benner Library and Learning Resource Center

The Benner Library and Learning Resource Center was completed in 1975. A four-story structure of 80,000 square feet, it combined both the new building and the Memorial Library (completed in 1955).

In addition to a collection of over 165,000 books, the library also houses over 250,000 other items in various formats (government documents, maps, video tapes, records, compact discs, sheet music, microfilm, etc.) and receives 1000 periodical subscriptions. As a Federal Depository Library, the library receives U.S. government documents on a selective basis. Photocopiers, microfilm reader-printers, and fax services are available for student use for nominal fees.

Using our Geac online catalog called BLIS, students and faculty may search the library's collection on workstations in the library and from the Internet. Materials are checked out quickly by scanning books and ID cards.

Through the library's homepage, users can access BLIS and a wide variety of other electronic resources and services, including Web databases (many full text), useful Internet sites, and Web request forms.

Several services are available on the lower level of Benner Library. Original documents pertaining to the history of Olivet and the Church of the Nazarene are available in the Archives. The Curriculum Center provides representative educational materials on the

elementary and secondary school levels. In the Music Library the student may consult scores and listen to records and compact discs. Computers are available for student use in Benner Computer Lab (PC and MAC based) and the Learning Development and Assistance Center (PC-based).

Through interlibrary loan and other cooperative agreements with several organizations (including Heritage Trail Library System, the South Metropolitan Regional Higher Education Consortium and the Illinois Cooperative Collection Management Program), Benner Library can provide the Olivet community with a wealth of services and materials beyond its walls.





Chapter 2

Design for Educational Excellence

Olivet Nazarene University is committed to academic excellence. The University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools to offer associate, baccalaureate, and master's degrees.

The Illinois State Department of Education has approved Olivet as a teacher training college for baccalaureate and master's degrees.

The baccalaureate degree program in nursing is accredited by the National League for Nursing, holds preliminary approval from the Commission on Collegiate Nursing Education, and is approved by the Board of Nursing of the Department of Professional Regulation of the State of Illinois.

The baccalaureate degree program in Dietetics is approved by the American Dietetic Association.

The baccalaureate program in Social Work is accredited by the Council on Social Work Education.

Olivet is a member of the National Association of Schools of Music, the American Association of Colleges for Teacher Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, the Council for Advancement and Support of Education, the Association of Governing Boards of Universities and Colleges, and the Council for Christian Colleges and Universities. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

Olivet carries on a continuous program of self-study in the belief that improvement is a continuous process. Its faculty is competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought and effectiveness in communication. The university seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the whole person and to give balance in making the judgments required in a world of rapid change. Accordingly, Olivet Nazarene University offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through curriculum, co-curricular activities, field experiences, and the library. Teachers and counselors are ready to assist the student in planning his program, but **the student has primary responsibility for meeting requirements for graduation, licensing, certification, and graduate school admission.**

Semester Calendar and Credit Hours

The University calendar is built on two semesters of 15 weeks. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 50-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses a two-hour period is considered the equal of one-hour recitation or lecture period.

A normal semester load is sixteen semester hours. One hundred twenty-eight semester hours are required for graduation with the Bachelor's degree. All programs feature the dimension of breadth and also the dimension of depth.

General Education Basic Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity, and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been selected or developed to meet the needs of students in all degree curricula. In certain fields of study the students are required to select from among several courses according to their interests or plans for future study.

Courses numbered in the 100s and 200s should normally be completed during the freshman or sophomore years. General Education courses numbered 300 or above will normally be completed during the last two years of study. See *Classification, Chapter 6*.

Students planning a program of Teacher Education should consult special instructions related to general education in the Education Division section of this catalog.

General Education Requirements-Bachelor's Degrees

Group 1. Christianity:

An educated person should be acquainted with both cognitive and affective dimensions of Christianity. Knowledge should include foundational information on the Old and New Testaments, the beliefs of the faith, our Christian heritage and the relationship between Christianity and world religions.

Learning the methods and tools of biblical interpretation and how to integrate Bible, doctrine, historical traditions, global issues, vocation, and ethics makes possible ethical decisions informed by Christian values and effective service in a local church. Moreover, the cognitive dimension enables the evaluation of actions or ideas as to whether they conform to Christian principles.

Affective goals include cultivation of an awareness of the significance of the Bible, a commitment to the beliefs, the mission, and lifestyle of Christianity, in general, and the Church of the Nazarene, where relevant.

Accomplishment of these goals should lead to the restructuring of the student’s world to reflect the priorities of Christianity, i.e., to raise the level of maturity. The change can be facilitated through developing a mature appreciation for the Bible and a commitment to social transformation.

BLIT 100 Bible I.....	3
*THEO 201 Christian Doctrine.....	3
**BLIT 300 Bible II	3
THEO 401 Church & Christian Living	3
Total.....	12

Group 2. Communication

An educated person must be able to think, write, and speak clearly and effectively.

Writing, speaking, reading, and listening skills are basic to effective communication. Reading provides a range of viewpoints and in-depth information. Careful listening to authors and speakers prevents miscommunication. Writing and speaking are the primary channels of expression.

The quality of communication is connected to thinking because writing and speaking patterns parallel individual thinking processes. Therefore, the educated person must have developed the analytical and synthetical skills of critical thinking. Teachers become role models and create settings where students have to reflect on their own thought processes.

This critical thinking is best taught if connected to specific writing and speaking formats and to the content and methods of specific academic disciplines, i.e., communication across the curriculum.

ENGL 102 (4 hrs) or 103 (3 hrs) English Composition I.....	3-4
***ENGL 104 English Composition II	3
One Communication course selected from COMM 101, 103, 233 or 349.....	3
Total.....	9-10

Placement in English will be based on English ACT Score:

Enhanced ACT English Score	1-13	-ENGL 095****
	14-17	-ENGL 102
	18 & up	-ENGL 103

NOTES:

*Satisfactory completion of nine hours of Systematic Theology (THEO 361-364) may substitute for THEO 201.

**BLIT 250 and BLIT 310 must be taken in place of BLIT 300 by all majors in the Division of Religion and Philosophy.

***A student may not enroll in English 104 until having passed English 102 or 103 with a grade of C- or above.

****Courses numbered below 100 do not count toward degree requirements although placement will be required based on ACT scores.

Group 3. Social Sciences

An educated person should possess understanding of the dynamic processes within and between persons and the larger systems of which each person and group are a part. Such knowledge and insights should aid the student in becoming a responsible citizen of both the United States and the world community. All students should become aware of cultural diversity, the changing nature of society, and the need for a wide perspective on society.

Students should be informed of the economic, philosophical, political, pluralistic, historical, literary, and artistic heritage of the West. Courses should include a cross section of these dimensions of heritage to provide an integrated picture of Western society and its present and historical relationship to other cultures.

The study of civilization should be focused to understand contemporary problems and situations and help provide students with the intellectual base to prepare for the inevitable changes they will experience in the 21st century with the accompanying transition to modern modes of thinking and perceptions of the world.

One history course from the Department of History	3
Electives from two of the following areas: Economics, Family/Consumer Sciences, Political Science, Philosophy, Psychology, or Sociology. (All courses to be approved by the Academic Affairs Commission, and will be so indicated in semester class schedules.)	6
Total	9

Group 4. International Culture

An educated person should be exposed to an international culture. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and the uneducated person is the extent to which one's life experience is viewed in wider contexts. The curriculum should include exposure to an international culture in terms of geography, language, history, philosophy, art, literature, and religion. Moreover, a non-Western culture should be part of the international experience.

Foreign language skills are important for those working in a global economy. International students on campus, a variety of courses, and overseas experiences by faculty and some students, all are a part of the international education. The interrelatedness of living in a global community necessitates exposure to an international culture with part of the experience coming from a non-Western culture.

Students obtaining a B.A. degree must complete a foreign language through the elementary I and II levels.....	8
Students obtaining a B.S. degree may choose either foreign language courses or International Culture courses approved by the Academic Affairs Commission. No more than one course may be chosen from the department of the student's major or minor to apply to the International Culture Understanding requirement.....	6-8
Students obtaining a B.S. degree may satisfy the International Culture requirement by completion of an approved three hour foreign travel course. Such a course requires prior approval by the General Education Committee, the Academic Affairs Commission, and the Olivet Nazarene University Faculty.	3
Total	3-8

Four years of the same foreign language in high school may be substituted for the 8-hour foreign language requirement. Students with two or three years of foreign language in high school may request credit for the first semester of foreign language upon completion of the second semester course with a grade of C- or better.

Group 5. Natural Science and Mathematics

An educated person should be able to understand the procedures of science and the impact of scientific issues on daily living. Students should also have the ability to understand and recognize the legitimate use and interpretation of numerical data. In addition, a general competency in mathematics should be required.

The common aim is to convey a general understanding of science as a way of looking at man and the world and mathematics as a tool to interpret reality and to function within the world. The larger purpose is to help students acquire scientific literacy, defined as the capacity to follow new scientific developments in intelligent laymen's terms.

In addition, the student should understand the role of technology in society. Thus, the educated person should have an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences.

Laboratory Science - Biological or Physical.....	4-5
Mathematics placement based on ACT Math score.....	0-3
Additional hours from the Division of Natural Science (excluding Math for Math Competency courses).....	3
Total.....	7-11

Enhanced ACT Math Score	Math Requirement
1-13:	*Math 090, Math 095, and Math 102 or higher**
14-18:	*Math 095 and Math 102 or higher**
19-21:	Math 102 or higher math course**
22 & up:	Only as required by major

NOTES:

*Courses numbered below 100 do not count toward degree requirements although placement will be required based on ACT scores.

**Math 111 does not meet the mathematics requirement unless Math 112 is also satisfactorily completed.

Group 6. Literature and the Arts

An educated person should have an informed acquaintance with the aesthetic experience of literature and the arts. The arts provide access to realms of creativity, imagination, and feeling that explore and enlarge the meaning of being human in an impersonal technological society. Courses should foster a critical understanding of how persons give artistic expression to their experience of the world.

Through the examination of selected major works, students will be expected to develop and refine skills of reading, seeing, and hearing; to apprehend the possibilities and limitations of the artist's chosen medium and the means available for expression; and to understand the complex interplay between individual talent, artistic tradition, and historical context.

FINA 101 - Intro. to Fine Arts, or other courses approved by the Academic Affairs Commission. All Fine Arts courses for General Education credit must include an off-campus experience in the arts.....	3
Literature course from the Department of English selected from LIT 200, 223, 224, 253, 254, 309.....	3
Total.....	6

Group 7. Personal Health

An educated person should develop a lifestyle which promotes personal health. Personal health encompasses all those attitudes and practices which improve one's physical and mental well-being. Students should be guided in the acquisition of lifelong habits relating to good nutrition, physical exercise, and the management of conflict and stress.

Furthermore, students should learn interpersonal skills which serve to promote the health levels of "others" including family and community as well as the world at large. This demonstrates the cooperative nature of sharing responsibility in today's world.

Physical Activity, including PHED 150 - Life Fitness.....	2
Non-activity course: electives approved by the Academic Affairs	
Commission as indicated in Class Schedule.	2-3
Total.....	4-5
Grand Total.....	50 - 61 hours



General Studies Interdisciplinary Major

Most students will find a concentration of work in the departmental or divisional major adequate to their needs at the undergraduate level. For some, the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.

This major is ideal for a student whose interests lie in related fields such as art, music and literature or psychology, physical education and Christian education. It also accommodates those preparing for law or medical schools. In effect it is a functional major.

This major will consist in not less than 60 semester hours of courses related to the student's declared life objective selected from more than one division of the university. Normally, this declaration is made in connection with Application for Junior Standing at the end of the sophomore year.

Application for candidacy for the degree in General Studies must be made to the Vice President for Academic Affairs at least two semesters before graduation. The applicant will present in writing a full statement of his vocational purpose and his reasons for believing that such a degree program will best meet his individual needs.

Upon receipt of the application, the Vice President for Academic Affairs shall appoint a committee whose function it will be to accept or reject the application, to develop a plan of studies, and to determine the degree to be awarded. Once the student has been accepted as a candidate for this major he must work very closely with his committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

Specialization for Bachelor's Degree Programs

Before admission to junior standing the student will choose an area of specialization as his major field of study. By this means the student will be enabled to examine more intensely a specific field of study and thus to gain depth and a degree of competence in using and communicating this knowledge.

The University reserves the right to drop a major or minor field for lack of sufficient enrollment to guarantee a class size of ten or more in upper division courses of that field.

There are certain instances where particular combinations of majors and minors, or requirements for certification for positions of employment for graduates, may require a student to complete more than 128 semester hours.

If a student begins one specialization or major, and then changes to another, the University cannot guarantee that he will graduate without exceeding the number of 128 hours or eight semesters of work stated as the minimum requirement for graduation.

The following chart indicates the fields in which Olivet offers programs of study. The degree or degrees to which each program leads is shown in the columns headed by degrees B.A., B.S., etc. An "x" in the minors columns indicates that a minor is offered in the field. Columns headed "Teaching" indicate which fields offer a teaching major or minor. Majors are shown in CAPITAL LETTERS.

Concentrations and minors are shown in lightface type.

MAJORS, Field of Study,
Minors and Concentrations

	Page	Bachelor of Arts	Bachelor of Science	Bachelor of Arts, Teaching	Minor	Teaching Minor	Adult Studies Program
ACCOUNTING	181	X	X				
ART	103	X	X	X	X	X	
ATHLETIC TRAINING	96	X	X				
BIBLICAL STUDIES	169	X			X		
Biochemistry	143	X	X				
BIOLOGY	139	X	X	X	X	X	
BUSINESS ADMINISTRATION	184	X	X		X		X
CHEMISTRY	143	X	X	X	X	X	
CHRISTIAN EDUCATION	171	X	X		X		
Church Music	110	X	X				
CLINICAL LABORATORY SCIENCE	136	X	X				
Coaching	97				X		
COMMUNICATION STUDIES	127	X			X	X	
COMPUTER SCIENCE	146	X	X		X		
Corporate Communication	127	X					
Counseling	201	X	X				
CRIMINAL JUSTICE	206	X	X		X		
Cross-Cultural Ministries	175				X		
DIETETICS	190	X	X				
Digital Production	104	X	X				
Drawing	103	X	X				
EARLY CHILDHOOD	87			X	X		
Earth & Space Science	154					X	
ECONOMICS/FINANCE	188	X	X				
Economics	188				X		
Education	83			X	X		
Electrical Engineering	150		X	X			
ELEMENTARY EDUCATION	85			X	X		
ENGINEERING	150						
ENGLISH	119	X	X	X		X	
ENVIRONMENTAL SCIENCE	134		X				
EXERCISE SCIENCE	96	X	X		X		
FAMILY AND CONSUMER SCIENCES	189	X	X	X	X	X	
FASHION MERCHANDISING	191	X	X		X		
Film Studies	128	X					
Finance	185				X		
FRENCH	124	X		X		X	
General Science	135					X	
GENERAL STUDIES	23	X	X				
GEOLOGY	154				X		
Graphics	104	X	X				
Greek	169				X		
Health	97					X	
HISTORY	196	X		X		X	
HOUSING AND ENVIRONMENTAL DESIGN	191	X	X		X		
Information Systems	146	X	X				
International Business	184	X	X				
Journalism	128	X				X	
Literature	119	X			X		
Management, Business	184	X	X		X		X
MARKETING	184	X	X		X		
MASS COMMUNICATION	128	X			X		
MATHEMATICS	156	X	X	X	X	X	
Mechanical Engineering	150		X				
MUSIC	109	X	X	X	X	X	
Music Performance	111	X	X				
NURSING	162	X	X				X
Nutrition	192				X		
Painting	104	X	X				
Personnel Psychology	201	X	X				
Philosophy	177	X			X		
PHILOSOPHY and RELIGION	174	X					
Photography	104	X	X				
Physics	151				X	X	
PHYSICAL EDUCATION/HEALTH	95			X	X		
PHYSICAL SCIENCE (Interdisciplinary)	134	X	X	X	X	X	
POLITICAL SCIENCE	196	X	X		X		
PRACTICAL MINISTRIES	26		X	X			X
Pre-Law, Pre-Medicine, Pre-Physical Therapy, Pre-Medical Technology, Pre-Dental, Pre-Seminary, Pre-Engineering, etc.	135						
PSYCHOLOGY	201	X	X		X	X	
PUBLIC POLICY	179	X					
Public Relations	185	X	X				
Radio	129	X					
RELIGION	174	X	X		X		
RELIGIOUS STUDIES	174	X					
ROMANCE LANGUAGES	124	X					
Secondary Education	86			X	X		
SOCIAL SCIENCE	179	X				X	
SOCIAL WORK	205	X	X		X		
SOCIOLOGY	205	X			X		
SPANISH	124	X		X		X	
SPORTS MANAGEMENT	96	X					
Systems Programming	146	X	X				
Television/Video Production	129	X					
Theatre	128	X			X		
Writing	119	X			X		
YOUTH MINISTRY	171	X	X		X		
ZOOLOGY	140	X	X		X		

Requirements for Graduation — Bachelor's Degree

Baccalaureate degrees offered by the University are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following general requirements apply to Bachelor of Arts and Bachelor of Science degrees:

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper division courses (courses numbered 300 or above);
4. Completion of the General Education studies of 50-61 hours;
5. Completion of a major program of study as specified by the division or department in which the major is taken or the major in General Studies described above;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must offer foreign language under the Group 4 general education requirement.
8. Participation in the Senior Outcomes testing programs in General Education and as may be specified by the major department.
9. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
10. Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester, and have filed a plan of studies with the Registrar by April 1.

Preparation for Graduate Study and Pre-Professional Study Programs

Olivet has developed degree programs which adequately prepare students for graduate and professional study in a variety of fields. Preparation for these fields may be in majors related to the professional study. Detailed programs outlining these studies at Olivet may be obtained by writing to the Director of Admissions or to the Chairman of the appropriate department.

Fields for which Olivet offers pre-professional preparation include Clinical Laboratory Science, Nuclear Medicine Technology, Law, Medicine, Ministry, Pharmacy, Physician's Assistant, Physical Therapy, and Psychology.

The student planning to pursue one of the pre-professional programs is advised to ask the Registrar for assignment to the appropriate pre-professional faculty adviser. The student should also become acquainted with the professional school's requirements for admission.

Faculty advisers are available for the following programs: Nuclear Medicine Technology and Clinical Laboratory Science — Clinical Lab Science Adviser; Physical Therapy — Physical Education Department or Biological Sciences Department; Psychology and Counseling — Psychology Department; Law — Social Science, Business or English Departments; Pre-Medicine — Natural Sciences Division; Pre-Pharmacy — Pre-Pharmacy Advisor; Ministry — Religion Division; other Medical or Health Fields — Natural Science Division or Nursing Division.



Cooperative Arrangement with The Salvation Army

A cooperative arrangement has been worked out between Olivet Nazarene University and The Salvation Army Central Territory in Des Plaines, Illinois, which enables Salvation Army Officers to earn the Bachelor of Science degree in Practical Ministries and/or the Master in Practical Ministries degree from Olivet.

Graduate and Adult Studies

The School of Graduate and Adult Studies offers programs leading to master's degrees. Studies include Education, Religion, Professional Counseling, Business, Church Management and Pastoral Counseling. These programs are mentioned in Chapter 8 of this Catalog and described in a separate Graduate Bulletin.

Degrees offered include the Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Church Management, Master of Pastoral Counseling, Master of Business Administration and Master of Practical Ministries.

Adult studies programs lead to bachelor's degree completion for those entering with 30-60 hours of college work or associate degrees. See the **School of Graduate and Adult Studies Bulletin** for details.



Chapter 3

University Life

Under the direction of the Vice President for Student Development, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities, an extensive system of counseling and guidance, a supportive residence hall program, and a well developed system of the Associated Students and Student Council, each student is encouraged to develop his/her full potential of leadership as a well integrated person.

Olivet provides an effective counseling program which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as an academic adviser until the student has chosen a major, at which time an adviser will be assigned within the student's major.

Besides the assigned adviser the student is encouraged to utilize all of the counseling services on the campus including the Vice President for Student Development, the Associate Dean of Student Development, Chaplain to the University, Director of Community Life, Registrar, Career and Counseling Center, The Director of Retention, resident directors, student resident assistants, the administrative personnel of the University, faculty, and all area pastors.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and religious life of the university. The orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career.

Special orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the opening of the spring semester. At this time each new student will visit the campus with his/her parents, participate in the advising program, register for the first semester of academic work, and make his/her housing selection. Special orientation sessions will be held with parents to acquaint them with the university program.

The total orientation program is coordinated with the freshman advising program of the institution and is under the direction of the Assistant Dean of Instruction and Director of Admission.

Resident Campus Philosophy

The administration of regulations regarding student conduct is one of the responsibilities of the Vice President for Student Development. Resident students are immediately responsible to the Resident Directors of the various residence halls. These persons are responsible to the President of the University through the Vice President for Student Development and his staff for personal guidance to all students. Non-resident students are urged to seek the advice and counsel of the counselors-at-large, the Vice President for Student Development, Director of Community Life, Chaplain to the University and the Associate Dean of Student Development.

Policies and practices of conduct are formulated with the development of spiritual and scholastic attainments in mind. The university reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the policies or campus life expectations.

Students are expected to observe the policies of conduct and have agreed to do so by making initial application for admission as a student. Policies of the university are in effect as long as a student is enrolled, both on campus and off, and during vacation periods. Failure to keep this commitment may result in a variety of disciplinary actions, including suspension or withdrawal from the university.

Generally, our regulations fall within three broad categories:

1. Some regulations reflect God's moral law.
2. Some regulations reflect the civil law.
3. Some regulations involve judgments and prudence about the effects of certain practices. For example, we have regulations governing residence hall life and general campus behavior.

The University reserves the right to change or add to any of the regulations designed to enhance student development. These regulations are listed in detail in the University Life Handbook. It is the responsibility of each student to know and abide by the policies of the University.

In compliance with the Drug Free Workplace Act of 1989 and Drug-Free Schools and Campuses Amendment of 1989, Olivet Nazarene University clearly prohibits the unlawful possession, use or distribution of drugs, alcohol and unlawful substances by students and employees on University property or as any part of University activities. This policy includes off-campus and in private homes where these types of activities are taking place, and each student will be responsible whether actually participating or not.

Residence Hall Living

Residence hall living is regarded as an important aspect of the "Christian academic community" which Olivet Nazarene University seeks to foster. It is for educational and

developmental reasons that non-married students under the age of 23 who are enrolled for seven hours or more per semester are required to live in university residence halls and participate in the board plan. The exception includes students living with an immediate family member or who have completed eight semesters of college.

Students enrolled for five or fewer hours, or who are 23 years of age or older are not permitted to live in the residence halls, unless prior permission is granted.

Non-married summer school students under the age of 23 and enrolled for six hours (summer session I and II inclusive) are required to live in university residence halls, unless prior permission is granted.

Non-students are not normally permitted to live in residence halls and must always obtain permission from the Associate Dean of Student Development to do so. Board plan is optional for non-resident students. Married or previously married students are not permitted to live in university residence halls without prior permission.

Motor Vehicles

All motor vehicles owned or operated by students are to display an official university vehicle permit. All students are to register their vehicles with the Traffic and Security Department at the time of registration or within 48 hours after securing a vehicle. Failure to register a vehicle according to these regulations may result in a fine and denial of permit for the remainder of the semester.

It is within the discretion of the university administration to disqualify any applicant or revoke a permit by reason of any one or all four of the following: (1) academic deficiency, being interpreted as falling below a grade point average of 1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily discharge financial obligations while enrolled as a student; (3) social infractions, particularly those involving the use of vehicles; and (4) excessive traffic violations. A vehicle permit may be revoked at any time by the Traffic and Security Department if it is considered that the student is misusing his vehicle privilege. A copy of Olivet's security handbook is available to each student from the Traffic and Security Office. Olivet Nazarene University is not responsible for any damage, fire, theft, vandalism, etc. to any student's vehicle.

Vehicles used for student transportation shall be fully covered by liability and property damage insurance at all times.

Associated Students and Organizations

The Student Council of the Associated Students of Olivet Nazarene University, in conjunction with the university administrative officers, fosters wholesome social and religious activities on the campus. Under its direction the various academic and social clubs carry out these various activities.

These clubs include: Art, Business, Cheerleaders, Computer, Engineering, International Students, Kappa Delta Pi (Education), Kappa Omicron Nu (Family/Consumer Sciences), Ministerial Fellowship, Men's Residential Life, Nursing Students in Action, Phi Alpha Theta (History), Political Science, Student Educators Association, Sigma Tau Delta (English), Social Committee, Spiritual Life Council, Social Work, Women's Residential Life, Aurora Yearbook, Glimmerglass Newspaper, WONU Radio, Orpheus Choir, Concert Band, Stage Band, Students in Free Enterprise (SIFE), Rotaract, Psi Chi Honor Society (Psychology), Men's Ensemble, Christian Music Society, Jazz Band, and Olivetians for Life.

Publications — Olivet sponsors two publications: the *Aurora*, the university annual; and the *GlimmerGlass*, the university newspaper. These publications provide a channel for literary and artistic expression and add greatly to the campus environment. In addition to these *The Olivetian*, a quarterly newspaper, is published by the University administration to communicate with students, parents, alumni, prospective students, and friends of the University.

Residence Associations — Women's Residential Life and Men's Residential Life are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of residence hall life improvement. Among some of the activities sponsored by these organizations are: coronation of homecoming queen, devotionals, basketball tournaments, and various inter-residence hall activities. The W.R.L. and M.R.L. Councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

Religious Organizations — The Spiritual Life Organization sponsors several religious programs and activities for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian service.

Under the direction of Spiritual Life, student-led workshop services are held each Monday evening. These services provide a time for students to minister to students through Scripture, song, and testimony.

Spiritual Life also directs off-campus ministries which include: Life-Song, Omega, Evangelists, Compassionate Ministries, Urban Childrens Ministry, Ministries through Mime and others. These organizations are responsible for the off-campus ministries of the students involving services and witnessing programs in the churches on the educational region, and ministry in the local Kankakee area through service organizations. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Musical Organizations — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Choral Union, University Orchestra, Concert Band, Stage Band, Handbell Choir, Orpheus Choir, Men's Choir and Women's Choir, and Jazz Band. These ensembles, together with University-sponsored music and drama groups, provide vitally important performance experience and represent Olivet locally and on the educational region.

Intercollegiate Athletics — Olivet is a member of the National Association of Intercollegiate Athletics, The National Christian College Athletic Association, and participates in intercollegiate athletic competition in the Chicagoland Collegiate Athletic Conference. Intercollegiate sports for men include baseball, basketball, cross-country, football, golf, soccer, tennis, and track. Intercollegiate sports for women include basketball, softball, tennis, track, soccer, volleyball, and cross-country.

Intercollegiate athletics are considered an integral part of the total educational program of the university. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the university and the N.A.I.A. Through athletics the students find unique opportunities for witnessing for Christ.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)

2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this catalog, Chapter 6.

Intramural Athletics — Olivet Nazarene University sponsors a well balanced program of intramural athletics for men and women. The intramural program is under the direction of the Student Development Office and Department of Exercise and Sports Science. The purpose of the intramural program is to provide a variety of activities for men, women and co-ed competition. All students, faculty and staff members will have opportunity to fill their leisure time with wholesome fun in individual and group activities. Active participation in intramurals can fulfill the need for exercise and social development.

Participation in intramural activities contributes to the physical, mental, social and spiritual health of the individual. Bodily exercise, decision-making through thinking, group participation, and using good sportsmanship are building blocks for good health.

A student must be enrolled in a minimum of six hours of studies to be eligible for participation in intramural athletics.

The Leslie Parrott Convocation Athletic Center was completed in 1990. Inside, the McHie Arena has seating for 2,300 for sports events like basketball, and 2,750 for convocations and concerts. Faculty and coaches offices, locker rooms, racquetball courts, running track, turf room and Tiger Den lounge are key elements of this 68,000 square foot building. It is directly connected to Birchard Gymnasium and Chalfant Auditorium.

Birchard Gymnasium includes basketball and volleyball courts for intramural sports, swimming pool, weight-lifting room and indoor track. Snowbarger Athletic Park has 30 acres of outdoor fields for football, soccer, baseball, one-mile jogging track, track and field facilities, tennis courts, ice rink, and locker rooms for outdoor sports.

Chapel/Convocation

Chapel/Convocation at Olivet is a major factor in the development of a strong sense of community and common cause among students, faculty and administrators on the campus. This activity is the occasion for the Olivet community to develop and clarify values and priorities, to share in musical and dramatic performances, and to find guidance relating to the crucial choices to be made in the college years.

For a Christian university, the shared moral values and devotional themes are very effective in achieving the above purposes and in confirming the ethical teachings learned by most of the students in their homes.

Chapel/Convocation programs are normally held Wednesday and Thursday mornings in Chalfant Auditorium from 9:35 to 10:20. During revival time and other special occasions, convocation/chapels may also be held on Monday, Tuesday and/or Friday, lasting about one hour.

A. Resident Student Attendance Requirements: All resident students are required to attend all chapel/convocation services with three allowable absences per semester. The absences are for personal convenience (illness, car trouble, doctors' appointments, personal problems, travel, job interviews, etc.) and must be used wisely. Only after a student exceeds this number of absences permitted will excuses for illness or other extreme circumstances be considered by the Chapel Attendance Coordinator.

B. Non-Resident Student Attendance Requirements: Attendance by non- resident students in chapel/convocation programs is subject to the following regulations: (a) full-time students (those carrying 12 or more hours) are required to attend all chapel services; (b) attendance of part-time students may be adjusted in proportion to the academic load. (c) all non-resident students will be allowed three absences per semester.

<i>Academic Load</i>	<i>Attendance Requirements</i>
12 or more hours	2 days a week plus convocations
6-11 hours	1 day a week plus convocations
5 hours or fewer	Optional attendance

C. Students with conflicts affecting Chapel/Convocation program attendance may petition to be exempt. Petitions for exemption from Chapel/Convocation attendance may be made in the Chapel Attendance Director's Office at the beginning of each semester. Exemptions may be granted for field trips, required field experiences, and similar cultural and educational activities related to course requirements. Conflicts with employment and other hardship situations will be considered upon receipt of a petition. All petitions are acted on by the Chapel Attendance Coordinator.

D. A student registered for more than five hours a semester will not be excused from all Chapel/Convocation programs for more than two consecutive semesters.

E. Attendance is checked daily. Absences beyond the provisions of above regulations will be subject to disciplinary action. Three tardinesses for a student shall count as one absence.

F. A student must present a copy of his or her Request for Change in Registration (Drop and Add form) to the Chapel Attendance Director within 72 hours after it is signed officially in the Registrar's office, if it changes the student's attendance requirements and responsibilities.

G. Additional policies on Chapel/Convocations are published in the University Life Handbook and Chapel Attendance regulation sheet distributed by the chapel office at the beginning of each semester.

Artist/Lecture Series

Olivet has many distinguished guest speakers and groups throughout the school year sponsored by several lecture series and the Artist/Lecture Series. These programs are open to students, faculty and staff and the community.

The Artist/Lecture Series is funded in part through student activity fees and in part by admission fees. These programs have included eminent speakers like Dr. E. Stanley Jones, Dr. Wernher Von Braun, Coach John Wooden, Anthony Campolo; musical groups including the United States Navy Band, U.S. Air Force Band, the Walden String Quartet, the Roger Wagner Chorale, Chicago Symphony Orchestra String Players, Nordic Choir from Luther College, The Salvation Army Chicago Staff Band, Robert Hale and Dean Wilder, Stephen Nielson and Ovid Young; plus other programs of discussion, films, music and drama.

Olivet students and faculty have received the ministry of many outstanding speakers in chapel services and special series. These speakers include:

Commissioner Andrew Miller, The Salvation Army; Rev. E.V. Hill, Dr. Carl F.H. Henry, Dr. Oswald Hoffman, Dr. Myron Augsburg, Dr. Eugene L. Stowe, Dr. Jerald Johnson.

Dr. John A. Knight, Dr. Raymond W. Hurn, Dr. William Greathouse, Dr. George Coulter, Dr. V.H. Lewis, Dr. Orville W. Jenkins, Dr. C. William Fisher, Dr. Ponder Gilliland, Bill and Gloria Gaither, Elizabeth Dole, Jean Alice Small, Shirley Dobson, General Eva Burrows, William Bennett, Dr. James Dobson, Sandra Day O'Connor, Miss America 1999 Nicole Johnson, and many others.





Chapter 4

Admissions Policies and Procedures

Olivet Nazarene University desires to enroll students who are genuinely interested in an “Education With a Christian Purpose.” We believe that Jesus Christ should be the foundation and center of every individual’s life. As a life can never be complete unless it finds fulfillment in Jesus Christ, neither is knowledge complete unless it is related to eternal values. The influence at Olivet is intended to be profitable as well as conducive to the highest standards of living.

Admission is based on the composite picture afforded by the student’s transcripts, test scores, and personal recommendations. The Admissions Board is responsible for final action on each application.

Admission to the University does not constitute admission to any specific program of specialization. Reasonable specific requirements are indicated under the program listing.

Olivet Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national origin or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all college programs, activities, and services. Any concerns regarding discrimination on the basis of any of the foregoing protected categories should be addressed to Dr. Gary W. Streit, the university’s equal employment opportunity coordinator in the Office of Academic Affairs, Burke Administration building, (815) 939-5213.

Interviews and Campus Visits

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet admissions counselors, faculty and students. While a personal interview is not required, it may be very helpful in creating a university program and career plan for the student. Visits to the campus are especially valuable on days when classes are in session.

Individuals, families and church groups who desire a special visit to the university are invited to write or phone or e-mail (admissions@olivet.edu) the Admissions Office for appointments.

Two Aspects of Admission To Olivet

Admission to Olivet Nazarene University involves both academic achievement and a commitment to a lifestyle consistent with the objectives and values of Olivet.

Signing the application for admission is an agreement to abide by the ethical and moral principles of the university as well as to apply oneself to the task of learning and mental development.

Personal Preparation for Admission

Olivet Nazarene University is interested in the development of the whole person. The atmosphere prevalent on the campus is conducive for Christian growth and maturity. All students are expected to reflect a lifestyle that is exemplary of Olivet ideals.

As a community of students, teachers and administrators, the personnel of the university are interdependent for successful intellectual, social and spiritual growth.

The person who is accepted as a student at Olivet understands the purpose and philosophies of the University, and agrees to adhere to the rules of conduct in signing the application for admission. Policies and practices of conduct are outlined in Chapter 3 of this catalog, in the application for admission, and the University Life Handbook.

High School Preparation

The student expecting to enroll at Olivet should concentrate on a college preparatory program in high school. A student with a good background in English and literature, mathematics, natural science and social science should be able to learn effectively and succeed in college studies.

The student must have a minimum of fifteen units (a unit is normally a full year, or two semesters, of one course) of academic work at an accredited high school in grades nine through twelve, with a grade average of "C" or above in college preparatory subjects. The student should rank in the upper three-fourths of the graduating class.

The high school work should include a major in English, an additional major and one minor in fields of Foreign Language, Mathematics, Natural Science, or Social Science. A major is three units of work, a minor is two units. Required preparation for a nursing student includes one year of high school biology and one year of high school chemistry or equivalent.

In certain cases where the applicant ranks in the upper half of the high school graduating class, specific major and minor requirements may be waived. Subjects acceptable in these fields include:

English: history and appreciation of literature, composition and grammar, oral composition when given as part of a basic English course.

Foreign Language: a major is three units, two of which must be in the same language; a minor is two units in the same language.

Mathematics: algebra, plane, solid and spherical geometry; trigonometry; and advanced mathematics (calculus). General mathematics may be accepted if the content of the course is essentially the same as algebra and geometry.

Natural Science: biology, botany, zoology, chemistry, physics, general science, physiology, astronomy and geology. The major must include at least three units chosen from biology, botany, zoology, chemistry or physics. The minor must have at least two units from the same subject.

Social Science: history, civics, economics, commercial or economic geography, sociology. The major must have at least one unit of history.

Students with academic deficiencies will be required to take remedial courses in English and Mathematics.

Admission Tests

The American College Test (ACT) is required of all students before final admission as freshmen. It is recommended that the test be taken in the senior year or the last semester of the junior year in high school. Information about testing locations and dates may be obtained from the high school guidance office. When the test is taken, request should be made that the scores be sent to Olivet Nazarene University.

If the test was taken previously, and the scores were not sent to Olivet, write ACT in Iowa City, Iowa with the request for scores to be sent to Olivet. Notation of the scores on the high school transcript is not sufficient. The ACT is also given at Olivet during the summer during freshman orientations for students unable to take the test in their home area.

If a student has a low grade average in high school, then the ACT results are used to consider the chance of success in college.

Either the ACT or SAT may be used to determine academic scholarships. The ACT code for Olivet is 1112. The SAT code is 1596.

Home-Schooled Student Admission

Admission of students who have graduated from home-school programs of study is welcomed. Olivet admissions counselors are available to provide guidance in the selection of college preparatory courses. Whereas transcripts are evaluated, the final admissions decision for home-schooled students rests heavily on ACT scores, and academic scholarships are based on ACT or SAT scores.

Early Admissions

While Olivet does not normally allow enrollment in classes prior to a student's high school graduation, exceptional cases will be considered by the Admissions Board. An interview is required, and a test approved by the United States Department of Education must be passed by the applicant.

General Educational Development Examination (GED)

Mature persons above high school age (19 and over) who have not completed high school but who have had other opportunities to develop educationally may be academically qualified for admission to Olivet by the successful completion of the General Educational Development examination. Information on testing locations and dates may be obtained from the Admissions office and most high schools.

Essentials of Learning Program

Applicants who do not meet standard admissions criteria may be considered for admission to the university on probation if they enroll in the Essentials of Learning Program.

This program begins the week before classes start in the fall semester, and runs for the duration of the semester. Essentials of Learning students are limited to a 14-hour course load, and are encouraged to carry minimal outside employment commitments.

Any student who fails to pass Essentials of Learning and who has not successfully completed six hours of college credit may be suspended.

Placement in the Essentials of Learning Program is dependent upon, though not limited to:

- A. A high school GPA below 2.00 in college preparatory classes.
- B. Composite score of 17 or below on the American College Test (ACT).
- C. Recommendations from high school teachers and counselors.

The Essentials of Learning Program emphasizes effective study skills techniques, individualized academic counseling, and exposure to a variety of learning strategies appropriate for courses across the curriculum. The goal of the Essentials of Learning Program is to optimize the opportunities of success for at-risk students.

Admissions Procedures for Freshmen

1. Complete the Application for Admission. The application is available at the Admissions Office or through the ONU website www.olivet.edu. Detailed instructions are included on the form. This may be submitted on-line, by mail or fax in the senior year, or in the last semester of the junior year.
2. Request that the high school send a transcript of at least six semesters of work to Olivet Nazarene University, along with a recommendation from the guidance office or principal. A form is included in the admissions packet to be given to the high school. Request must also be made that the high school send the final transcript after the student has graduated from high school.
3. The student should request that the two certificates of recommendation be sent directly to the Admissions Office at Olivet by those who fill them out .
4. Arrange with the high school guidance office to take the American College Test (ACT) when convenient. This is usually taken in the spring of the junior year or during the senior year. ACT has at least five national testing dates at regional centers.

Scores from the Scholastic Aptitude Test (SAT) may be considered toward your admission, but the ACT must be taken at some time before enrollment.

5. Send the housing deposit of \$30.00 with the application for admission if the student will be living in university residence halls. See Chapter 3 on University Life for residence hall living requirements. Campus housing cannot be assigned until this deposit is submitted and the student is accepted for admission. The deposit is refundable up to 30 days prior to the start of a semester in case the student does not enroll. Rooms are assigned through the office of the Associate Dean of Student Development.
6. Apply for financial aid, if needed, as early as possible in the year of enrolling in college. The Financial Aid Form (FAFSA) is generally available in December for the following school year. See the chapter on Finances and Financial Aid for more details.
7. Upon receipt of the completed application, transcripts, and recommendation forms, action will be taken by the Admissions Office. Notification of acceptance, contingent upon actual graduation from high school and receipt of the final transcript, will be sent to the student by mail as soon as possible.
8. With notification of admission, a health questionnaire and immunization form will be sent for completion. These must be filed with the university before registering for classes. They are kept in the college health office for reference by the university nurse and physician if needed.
9. A small personal photograph will be needed for the admissions file. The usual high school senior portraits (wallet size) are commonly sent.
10. New students and their parents are invited to the campus for a brief orientation period during the summer preceding the first enrollment in Olivet, or at the beginning of the spring semester. These sessions provide a more extensive introduction to the university, and opportunity to select courses and housing. Invitations will be sent by the Admissions Office to accepted students who have completed all the above steps in the admissions process. The earliest accepted students are invited to the first orientation. The orientation includes some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.
11. The deadline for filing an application for admission and transcript is: August 1 for the Fall Semester, January 1 for the Spring Semester.

Admissions Process for Transfer Students

The same basic steps are involved for transfer students as for new freshmen, except that the high school transcript need not be sent. Transcripts of all other college work must be sent to Olivet for evaluation of transfer credit. Scores of the American College Test (ACT) are not required of transfer students, but can be used to determine eligibility for academic scholarships. A transfer student recommendation must be given by the Dean of Students of the last institution attended. Attendance at all other post-secondary institutions must be reported, and official transcripts of all this previous college work attempted must be sent, on the request of the student, directly from the college or university to Olivet.

Admission will be determined from these credentials, subject to the following conditions:

1. Students on disciplinary probation are not accepted at Olivet Nazarene University.
2. The cumulative grade point average from all previous institutions will be considered in determining admission status, initial financial aid eligibility, and initial athletic eligibility. Students who have attained a minimum cumulative grade point average according to the following schedule may be admitted in satisfactory academic standing.

Semester Hours Attempted	Minimum Cumulative GPA
1-18	1.5
19-29	1.7
30-45	1.8
46-59	1.9
60 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

3. Courses accepted for transfer must be comparable to those taught at Olivet and/or must be recognized by the Registrar as generally being applicable toward a baccalaureate degree.
4. Grades of F will not be accepted as transfer credit, but will be calculated in the grade point average for determining admission status, initial financial aid eligibility and initial athletic eligibility. After one term of attendance, only grades of courses that were accepted in transfer will apply toward the cumulative grade point average used in determining academic standing, graduation, graduation honors, financial aid and athletic eligibility.
5. A maximum of 68 semester hours will be accepted from two-year colleges as transfer credit at Olivet. **Olivet Nazarene University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of completed Illinois transferable General Education Core Curriculum between participating institutions. For further information about general education requirements for transfer students, consult with the ONU Registrar's Office.**
6. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
7. For additional information regarding academic standing, financial aid eligibility and athletic eligibility, refer to chapter 6, "Academic Regulations."

Unclassified Students

Guest students enrolled in a degree program in another institution may enroll in Olivet Nazarene University by presenting a letter of authorization from the Dean or Registrar of the other college, along with an application for admission.

Special students may enroll in courses not leading to degrees at Olivet Nazarene University by showing evidence of their ability to profit from the course.

Guest and Special Students must indicate their acceptance of the ideals of the university in signing the application for admission. See the section on "Unclassified Students" in the chapter on Academic Regulations.

International Student Admissions Policies

This information is for applicants for admission who are not citizens of the United States, and who already hold or plan to apply for the F-1 Student Status Visa.

Before the University may issue a form I-20 A-B to an international applicant, these conditions must be met:

1. The prospective student must complete and return a written international student application form for Olivet.

2. The prospective student must furnish official transcripts or other records of courses taken to satisfy the University that the applicant has successfully completed a course of study equivalent to that normally required of an applicant educated in the U.S.A. who is seeking admission on the same level.
3. The University requires that the prospective student demonstrate possession of adequate English language proficiency to pursue a course of study on a fulltime basis.

A minimum score of 500 is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students, and a minimum score of 525 is required for graduate international students. Moreover, all students accepted for admission whose native language is not English are required to take a standardized English proficiency test upon arrival at the University. Students will be placed in appropriate English classes according to the results of the test. Instructional materials are available in the Learning Development and Assistance Center for those students needing supplemental work in grammar, vocabulary, reading and pronunciation.

4. International student applicants are required to furnish the University a statement of financial support sufficient to provide for their expenses at the University without resorting to unauthorized employment.

All questions should be referred to the International Student Affairs Office, which is a part of the Admissions Office of Olivet Nazarene University.

Readmission

A student whose enrollment has been interrupted for one regular semester or more at Olivet Nazarene University must be approved for readmission before registering for courses again. An Application for Readmission form may be obtained from the Admissions Office or the Registrar's Office and filed with the requested recommendation.

If the student has registered at another college since attending Olivet, a transcript for that work must be sent from that institution to the Admissions Office.

Not enrolling in a summer term is not considered an interruption of studies which necessitates readmission.

Orientation for New Students

Olivet Nazarene University seeks to assist in every way possible to orient its students to the academic, social and spiritual life of the university. The orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities especially designed to assist the student in launching a successful college career.

Orientation programs for incoming students are sponsored by the university during the summer months prior to the opening of school and at the beginning of the spring semester. At this time each new student will visit the campus with his parents, participate in the advising program, register for the first semester of academic work, and make his housing selection. Special orientation sessions will be held with the parents to acquaint them with the university program.

The total orientation program is coordinated with the freshmen advising program of the institution and is under the direction of the Director of Admissions and the Assistant Dean of Instruction.

Waivers and Advanced Placement by Examination

The General tests of the College Level Examination Program (CLEP) may be used to establish credit for students who score at or above a scaled score of 500 (approximately the 70th percentile) on selected CLEP tests. Credit and/or advanced placement may also be established by attaining scores of 4 or 5 on selected Advanced Placement (AP) tests. In addition, credit may be earned by students passing locally developed departmental proficiency examinations or writing samples.

CLEP and AP tests are available at open test centers throughout the country. Institutionally developed proficiency exams and CLEP General Exams can be taken by ONU students during summer orientation sessions. Selected CLEP subject examinations may also be arranged during the regular academic year through the ONU Registrar's office.

Incoming freshmen ranking in the upper ten percent of their graduating class, those who scored in the top ten percent on the ACT or SAT, or students who have otherwise demonstrated excellence in certain academic areas are encouraged to consider establishing credit by such proficiency exams. The proficiency examination fee at ONU is currently \$30 per test. In addition, a fee of \$50 per hour of credit is charged to students receiving credit via these proficiency exams.

The following tests are given during ONU Summer Orientations:

TESTS	CREDITS POSSIBLE	ONU EQUIVALENT OR REQUIREMENT
ONU English Writing Sample	3 hours	English 103
CLEP Natural Sciences	4 hours	Lab Science Requirement
CLEP Mathematics	3 hours	Mathematics 102
CLEP Social Science and History	3-6 hours	3 hours history requirement and 3 hours toward Social Science requirement
CLEP Humanities	3-6 hours	Fine Arts 101 and Literature 200

Students who receive credits in these areas should not take equivalent courses at ONU or elsewhere, since credit cannot be given twice for the same course. Similarly, students are not permitted to establish credit by way of proficiency exams in areas that they have already taken courses for college credit.

CLEP credit does not apply toward the international culture general education requirement at Olivet. In addition, CLEP General Exams may not be applied toward a major or minor unless so specified by that department. Teacher Education, Nursing, Science, and Math majors are advised to consult with the Registrar to determine the appropriateness of certain CLEP tests for their program. For example, Teacher Education majors must take specific courses in American History, American Government, and Psychology. Therefore, it is unlikely to benefit Teacher Education majors to take the CLEP Social Sciences exam. Instead, Teacher Education majors might benefit by opting to take CLEP subject examinations in American History, American Government, and/or Psychology. Elementary Education, Early Childhood Education majors and Math majors do not need to take the CLEP mathematics test.

Another example - Nursing majors generally need not take the Natural Sciences exam since the Nursing program has specific course requirements in Chemistry and Biology. The Social Sciences and History examinations may be helpful in meeting the history requirement for Nursing majors, but does not substitute for the Introduction to Sociology course requirement.

Questions about AP or CLEP tests should be directed to the Registrar's Office.





Chapter 5

Financial Information

The most valuable element a student spends in college is time. One can earn more money, but cannot regain time nor spend it again.

A student can have only one freshman year in college. Therefore, the choice of the school environment, educational programs, attitudes and associations becomes a more important element than the amount of money invested in a college education.

Olivet faculty and administrators are fully committed to providing the best possible education — with a Christian purpose. This is truly **an affordable excellence worthy of a student's time as well as money.**

The education costs at Olivet are reasonable among Midwestern colleges or universities, and are made possible by generous support from the Nazarene districts which comprise Olivet's educational region.

Olivet's business office, financial aid and admissions counselors are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or "packages" of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans and employment.

Financing the University

Olivet Nazarene University is an independent liberal arts university related to the Church of the Nazarene. The 840 congregations in Illinois, Indiana, Michigan and Wisconsin have individual educational budgets which are paid annually to the university. Last year, funds received from these churches came to more than \$2 million.

Gifts from many alumni, friends, businesses, and foundations along with the church support enable the university to offer its high quality education at a tuition charge well below other independent liberal arts colleges in the area. A large number of corporate and foundation gifts are received each year, both in direct gifts and through matching gift programs with company employees.

Tuition, room, board, and fees from students make up a large portion of the operating budget of the university, unlike the state universities and community colleges which receive the major portion of operating funds from tax revenues.

Current Cash Gifts and Securities

Many friends of the university make cash gifts to the university throughout the year. Some gifts are for specific purposes, while others are for general needs. Gifts of securities and properties which have significantly increased in value are not only an asset to the university, but may also be beneficial for the donor in consideration of capital gains and income tax obligations.

All gifts to Olivet Nazarene University are eligible for consideration as income tax deductions.

Scholarship Gifts

Gifts for student scholarships may be made in two ways. 1. Gifts for scholarships may be used directly for student aid during the school year. 2. A capital fund is maintained through the Olivet Foundation, invested so that only the earnings of the gifts are awarded in scholarships each year. Gifts of \$10,000 or more may be designated as a scholarship fund named in honor or memory of the donor or a selected individual.

Recipients of these scholarships are determined by the university Scholarship and Financial Aid Committee.

The ONU Foundation

The Olivet Nazarene University Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$12 million are earning interest and dividends which are awarded in scholarships to qualifying Olivet students. Many of these scholarships are named for individuals and families. Applications are received from continuing Olivet students annually, and awards are made based on financial need, academic achievement and other criteria stated in the scholarship funds.

Bequests, Gift Annuities and Life Income Agreements

The ONU Foundation has a number of programs designed to assist people who wish to invest a portion of their life savings in education at Olivet. The Director of Development, Director of the Foundation, or Business Manager of the University is prepared to give suggestions and counsel, together with a donor's attorney.

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester in the 2000-01 school year:

1. Registration Fee	\$10.00
2. General Fee	\$390.00
(Required of all students enrolled for seven hours or more. This covers student activities, facilities, student services, and student government.)	
3. Tuition charges for 12 to 18 hours	\$5,964.00
For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$331.00 per hour. For more than 18 hours, the charge is \$331.00 per additional hour. For students taking a part-time load of less than 12 hours in the fall or spring semester, the tuition charge is \$497.00 per hour.	
Applied Music Tuition Additional	
Private (piano, voice, organ and orchestral instruments for one lesson per week per semester)	\$135.00
Class (piano, voice, and orchestral instruments per course).....	\$70.00
4. Room and Board (14 meals per week) average cost*	
21 meals per week adds \$135.00 per semester	\$2,348.00
10 meals per week is \$90.00 less per semester	
Total Tuition, Fees, Room and Board (Semester).....	\$8,712.00
Total Tuition, Fees, Room and Board for a school year (two semesters).....	\$17,424.00

Charges for 2001-2002 will be announced in the Spring of 2001.

*Every student living in university housing will be assessed a \$70 security deposit. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during that semester. The deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be charged the full amount personally. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Laboratory and Special Fees

Automobile Registration and parking per school year	
Resident student (campus residence halls).....	\$40.00
Non-resident student.....	\$20.00
Change in registration after the second week	\$10.00
Credit per hour resulting from Audit, CLEP, Proficiency	\$50.00
Graduation Fee, undergraduate degree	\$75.00
Graduation Fee, master's degree	\$100.00
ID Card replacement charge	\$10.00
Key Deposit for Room.....	\$ 5.00

Laboratory Fee, per course, per semester Science, Nursing, Computer, Family/Consumer Sciences, Business, Art, etc.)	\$45.00
Late Registration (one day late)	\$20.00
Second day and after, per day additional	\$ 5.00
Liability Insurance for Nurses, per year.....	\$30.00
Lockers, per semester.....	\$ 5.00
Returned Check Fee	\$15.00
Room deposit for Residence Hall Students	\$30.00
Security Deposit for Residence Hall Students	\$70.00
Student Teaching, per semester hour	\$20.00
Telephone Account Fee (one time fee for first time resident students)	\$25.00
Tests and Examinations (ACT, CLEP, Proficiency) per test	\$30.00

Methods of Payment

1. All charges are due and payable at the time of Registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene University. It is helpful if the student ID number is on the check. An itemized statement will be sent to the student's home address unless the student directs otherwise.

2. Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated **after** deducting such awards. College Work-Study is not deducted, since it must be earned by hourly work. **Acceptable methods of payment are as follows:**

A. Payment in full.

B. 33% down at registration, 33% within 30 days and the balance within 60 days following registration. Interest will be charged according to the statements below.

C. For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment plan is available. Contact the Student Accounts Office at Olivet for more information.

3. Any financial arrangements between the University and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Student Accounts Office only.

4. A 1.5% interest charge is added each monthly billing period to the balance at the beginning of the billing period, less any payments during the month. The cut-off for each billing period is usually around the 25th of the month but may vary. Interest on the unpaid balance will be charged from the day of registration. (If the balance is to be paid by a federal or state grant, interest will be reversed when the federal or state grant check is received at Olivet.)

No one may participate in graduation, no degree will be conferred, nor credits transferred until all accounts are paid in full. When clearing a student account for graduation or to receive a transcript, payment must be made by cashier's check, certified check, credit card or personal money order if immediate clearance is needed. If payment is made by personal check, a waiting period of 15 days is necessary for the check to clear the bank.

Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Students Accounts Office.

5. Books and supplies must be paid for at the bookstore. We accept Visa, MasterCard, and Discover Card.

6. For further information concerning payment of student accounts, contact the Student Accounts Office in Miller Business Center, (815) 939-5245.

Room and Board

All students living in the residence halls are required to participate in one of the multiple meal plans. In case of withdrawal from the school the board will be refunded on a pro rata basis.

1. Rooms are rented for full semesters only. Students vacating a room will be refunded on a pro-rata basis.

2. For the convenience of students, and to meet government safety requirements, telephone line service is provided in every room — which includes local calling (within an eight (8) mile radius). Students will need to provide their own **touch-tone** telephone, and will be responsible to pay for all long distance service and costs for calls outside the local calling area. (Illinois has additional per minute charges for all local calls.) Call-waiting is optional for an additional charge. There is a one-time fee of \$25.00 to establish service for the consecutive years of attendance at Olivet.

3. A student is required to pay a deposit of \$30.00 when applying for admission. The room deposit will be refunded if the application for admission is not approved, or if a refund is requested before August 1, or no later than one month before the beginning of the semester for which the reservation was made.

Students who have been enrolled at the university and are leaving may request refund of the room deposit through their resident director. The refund will be mailed within 30 days if the student's account is clear.

4. The University is not responsible for personal property in case of theft, damage or loss by fire. In many cases a family homeowner's insurance policy will provide some coverage for a student's property "away from home."

5. Students are required to pay for any damage, other than ordinary usage, to room, furniture or fixtures, including telephone equipment, during their occupancy of the room.

6. Every student living in university housing will be assessed a \$70 security deposit against vandalism in the residence halls. This will be added to the school bill when the student enrolls. The deposit is to cover the cost of any vandalism in public or general areas of the residence halls during the entire school year. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during the semester. Any remaining deposit will be refunded after the student vacates university housing, following all provisions of proper checkout procedures, except that it may be offset against any indebtedness to the university. Persons known to be responsible for vandalism will be personally responsible for the full amount. Such amounts will not then be charged to the general security fund. Damage in a student's room is chargeable to the residents of that room, or to the person(s) known to have caused the damage.

Student Insurance Coverage

Individual needs for insurance coverage are so varied that Olivet Nazarene University does not carry any personal health, accident or property insurance for students.

It is the responsibility of each student to provide their own personal insurance for medical, accident, property and vehicles. In many instances, benefits of family medical and homeowners insurance policies extend to cover students while enrolled in college.

Students should check their own insurance agents or companies to be certain of coverage. Students must have a health and accident insurance program in effect while enrolled as a student at Olivet.

Vehicles used for student transportation must be fully covered by liability and property damage insurance at all times.

Withdrawals and Course Drops

If a student officially withdraws from school or drops below 12 credit hours, the following financial adjustments will apply:

1. Registration, General, Lab and other Special Fees: Pro rata refund for the first 60% of the semester. No refund of these fees after 60% of the semester is completed.
2. Room: Pro rata adjustment/refund on the unused portion as of the end of the week in which the student moves off campus.
3. Board: Pro rata adjustment/refund on the unused portion as of the end of the week in which the student withdraws from the meal plan.
4. Tuition: If a student withdraws or drops his/her course load below 12 hours, he/she will receive a pro rata refund for the first 60% of the semester. No refund of tuition will be made after 60% of the semester is completed.

The effective date of any withdrawal or course drop will be the date such withdrawal or drop is officially requested. The official withdrawal date is the date established by the student with the Assistant Dean of Instruction. The official course drop date is the date the drop form is returned to the Registrar. Please refer also to Chapter 6 on Academic Regulations: Change of Registration, Withdrawal from School, and Class Attendance Requirements.

Adjustments are computed as of the end of the week in which the student makes official withdrawal. Protracted absence from class does not constitute a withdrawal, and will be treated as a failure.

When a student withdraws (or is withdrawn) from school prior to the end of a semester, a prorated amount of the student's Institutional scholarships and grants will be withdrawn from the student's account. Additionally, Title IV federal and state financial aid will be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Secretary of Education.

Student Financial Aid

At Olivet Nazarene University we believe that every qualified student should have an opportunity for a college education in a congenial Christian atmosphere. Our financial aid program is designed to help students achieve these goals.

The purpose of financial aid has been interpreted variously through the years. Financial aid has been used to (1) aid needy students, (2) attract those with demonstrated academic achievement or athletic skills, and (3) strengthen the mission of the institution.

The comprehensive financial aid program includes scholarships, grants, loans and employment opportunities.

Need-based student aid is designed to provide monetary assistance to students who, without financial aid, would be unable to pursue a college degree. Educational institutions do not have unlimited funds to provide access and choice, and to ensure retention and academic success for all students facing economic barriers to post-secondary education. Because of the limitation of funds, and given the social value of awarding aid based on need, the demonstrated financial need has become the primary criterion in the awarding of financial aid.

Need-based financial aid is dependent on an equitable and consistent system of measuring need. Although the U.S. Department of Education has approved various need analysis systems for awarding federal financial aid, all of them are based on common assumptions.

The need analysis process is designed to provide objective measurements of a family's ability to pay for higher education costs and related student expenses.

Key Assumptions Underlying Need-based Student Aid

1. Parents have the primary obligation to finance the education of their dependent children.
2. The dependent student has a responsibility to *help* finance a university education since the student is the direct beneficiary of the education. Student contributions are derived from expected summer savings, earnings during the academic year, and other assets.
3. The independent student is responsible for financing his/her own education.
4. The responsibility for educational funding shifts to society only after the family's (both parent's and student's) resources have been determined to be insufficient to meet the costs of education. A measurement of a family's financial strength must take into account that family's income and assets, as well as its expenses and liabilities. Other factors, such as extraordinary expenses or the size of the family, may affect a family's ability to pay, and therefore must be considered.
5. To be consistent and equitable, the need analysis system must be an objective measurement of the family's present financial strength. It does not evaluate what the family used to be or what it may be in the future. It does not make value judgments about the spending patterns of families. It can only assess, as consistently as possible, the objective data of "what is."

The Office of Financial Aid is located in the Miller Business Center. Financial aid counselors are readily prepared to advise students and parents concerning application for financial aid. Correspondence regarding financial aid should be addressed to the Director of Financial Aid, Olivet Nazarene University, Bourbonnais, Illinois 60914.

The Financial Aid Application and Award Process

It is the responsibility of the student and parents to complete all the necessary application forms and procedures each year they wish to receive any type of financial aid.

ALL students seeking federal and/or Illinois State financial assistance by way of loan, grant, and work programs must complete the federal needs analysis application called the Free Application for Federal Student Aid (FAFSA). Students applying for the first time at Olivet will complete the FAFSA. Continuing students may complete a *Renewal FAFSA*.

Dependent students applying for financial aid must have their parent(s) or legal guardian(s) supply information on the Free Application for Federal Student Aid (FAFSA).

A student's initial eligibility for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need. Future eligibility will also be affected by his/her academic standing and financial need. Refer to Chapter 6 on Academic Regulations for additional information on Good Standing, Retention, Eligibility, and Satisfactory Progress for Financial Aid.

A Federal Processor authorized by the federal government is utilized to determine the need from the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA.

When it is determined the student qualifies for a federal grant or scholarship, the grant or scholarship is awarded on a non-repayable basis. Federal loans are awarded on the basis of repayment, in some cases after graduation when the student ceases to be enrolled at least half time. Federal work programs are available to assist students in earning money to pay for some educational costs and are awarded on the basis of financial need. The student must obtain employment and earn these funds.

The Olivet Financial Aid Application AND the FAFSA should be filed in the year the student plans to enroll. *These forms must be completed annually.* Since the FAFSA requires IRS information from the immediate past year, the form may be filed no earlier than January 1, but should be filed as early thereafter as possible. Applications received by March 1 will receive priority consideration for federal campus-based funds. If requested, verification materials, including tax returns with schedules, W-2 forms, and other required forms must be submitted before any federal funds will be applied to a student's account.

Applications for financial aid will be accepted after the above date. However, funding may be limited for these applicants. Awards will be made as long as funds are available.

Awards of financial aid, including university-based loan, grant, scholarship, and work-study funds, will be made only to students who have been accepted for admission or re-admission to the University by the Admissions Office.

The Free Application for Federal Student Aid (FAFSA) may be secured from the high school principal or guidance counselor, or from the Office of Financial Aid, Olivet Nazarene University, Bourbonnais, Illinois 60914. A student may also complete and submit a FAFSA on-line at www.fafsa.ed.gov. After completion of this form, send it to the Federal Processor. An addressed envelope is included with the application booklet. A Student Aid Report will be sent to the student in about four weeks from the date it was received by the Federal Processor. This report should be reviewed by the family and *submitted directly* to the Olivet Office of Financial Aid with any necessary corrections. The school aid code for Olivet is 001741.

Scholarships

Scholarships for students in Olivet's traditional undergraduate programs are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment. **All Olivet scholarships require full-time enrollment each semester in which they are received.**

A number of scholarship awards are made available each year by Olivet Nazarene University. *The scholarships at Olivet can never exceed the direct cost or generate a credit balance.* This policy does not exclude additional scholarships or assistance from other sources.

A scholarship or grant involving ONU institutional or ONU Foundation funds offered by Olivet to an individual student is not transferable to any other school or educational program or to any other student enrolled at Olivet. This includes awards such as the Olivet Excellence Award, the Olivet Scholar Award, Honor Scholarship, President's Scholarship, Achievement Scholarship, divisional scholarship, athletic scholarships, assistantships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

OLIVET EXCELLENCE AWARD: Full tuition annually for up to 4 years undergraduate work. For students who have an ACT composite score of 34, or SAT score of 1500. Recipients must maintain at least a 3.70 cumulative grade point average at Olivet.

OLIVET SCHOLAR AWARD: \$5,000 annually for up to 4 years undergraduate work. For students who have an ACT composite score of 30 or SAT score of 1340. Recipients must maintain at least a 3.60 cumulative grade point average at Olivet.

HONOR SCHOLARSHIP: \$3,500 annually for up to 4 years undergraduate work. For students who rank in the top 5% of their high school graduating class, or have an ACT composite of 28, or SAT score of 1260. Recipients must maintain at least a 3.40 cumulative grade point average at Olivet.

PRESIDENT'S SCHOLARSHIP: \$2,200 annually for up to 4 years undergraduate work. For students who rank in the top 10% of their high school graduating class, or have an ACT composite of 26, or SAT score of 1180. Recipients must maintain at least a 3.20 cumulative grade point average at Olivet.

ACHIEVEMENT AWARD: \$1,000 annually for up to 4 years undergraduate work. For students who have an ACT composite score of 22 or SAT score of 1030. Recipients must maintain at least a 3.0 cumulative grade point average at Olivet.

VALEDICTORIAN AWARD: \$1,000 one-time award for the valedictorian of any high school with a graduating class of 5 or more. This can be awarded in addition to the above-mentioned academic awards.

Scholarship Regulations

1. Only one of these academic scholarships (Excellence, Scholar, Honor, President's or Achievement) may be awarded during any school year. The student's cumulative grade point average is reviewed after one year of full-time enrollment to determine eligibility to retain the scholarship. After the first year, the grade point average must be satisfied on a semester by semester basis. Students who are awarded the Olivet Excellence, Scholar Award, Honor, President's Scholarship at Olivet who do not maintain the required cumulative grade point average may be offered the next lower

level of scholarship for which the student qualifies according to the cumulative grade point average earned. There is no provision to reinstate an earlier, higher scholarship. Summer credits and grades will be applicable in calculating scholarship eligibility.

2. Freshmen need no formal scholarship application, as the award is made on the basis of high school transcripts or test scores. The highest combined score from any test will be used. It is not permissible to combine the highest scores from several test sittings.
3. Transfer students are awarded scholarships on the basis of both high school and college work. Transfer students should send high school transcripts or ACT/SAT scores, with a letter requesting the scholarship, to the Office of Admissions.
4. If a scholarship is upgraded on the basis of ACT/SAT scores or class rank, the lesser scholarship is dropped.
5. These awards are applied to direct cost (tuition, room board, fees) for full-time undergraduate students only (maximum four years). Grants and other scholarships are applied to the school bill first. The annual amounts are subject to adjustment, with notification prior to the fall semester.

Transfer Student Scholarships:

Transfer students may qualify for the Olivet Excellence Award, the Scholar Award, the Honor Scholarship, the President's Scholarship, or the Achievement Award using the same criteria that apply to entering freshmen, provided the grade point average at the previous colleges attended meets the requirement for maintaining these scholarships.

As an alternative, community college transfers who were members of Phi Theta Kappa (the community college honor society) may qualify for the Phi Theta Kappa Scholarship, which ranges from \$1,000 to \$2,000 depending on the grade point average at the previous school(s) attended.

In addition, a limited number of scholarships are available to transfers from community colleges who have earned at least 60 semester hours and/or completed an associate degree program there. A minimum cumulative grade point average of at least 2.500 is required. These scholarships provide \$2,000 per academic year and are renewable for a second year provided the cumulative grade point average of 2.500 is maintained. Further details are available through the Office of Admissions.

Nazarene Church Scholarships:

Because Nazarene churches of the Central Educational Region support Olivet with more than \$2 million annually, Olivet feels a special concern to assist the students of those churches to achieve their goals for Christian higher education.

First Year Student: A scholarship of \$1,000 is available for the first year a new undergraduate student from a church of the Olivet Region enrolls full time in Olivet. Students enrolling in the spring semester receive only \$500. Eligibility for this scholarship is not carried forward to a succeeding year. The local church must have paid the Olivet Budget in full for the assembly year closing in the summer preceding enrollment.

A Church Matching Scholarship of a maximum of \$500 (\$250 per semester) will be credited to the school account of a student who receives such a scholarship from a local

church of the Olivet Region. The student must be an undergraduate, enrolled full time at Olivet. The church must have paid the Olivet Budget in full for the assembly year closing the summer before the year of enrollment. The local church must set scholarship guidelines that comply with the Internal Revenue Service.

Pastors and Full-time Ministerial Staff of churches of the Olivet Region: Children and dependents may receive a scholarship up to the equivalent of 25 percent of tuition. The student must be a dependent, living at home, and have never been married. The church must have paid the Olivet Budget in full for the preceeding district assembly year.

District Scholarships: The Nazarene Youth International organizations of eleven districts of the Central Education Region, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene University. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.I. presidents. Additionally, some districts have other scholarships which are offered under varying criteria. Information regarding these other scholarships offered should be obtained by corresponding with the District Office.

The Olivet Nazarene University Prize for Bible Knowledge (Bible Quizzing): Olivet Nazarene University awards an annual prize of up to \$200 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his knowledge of an assigned portion of the Bible as a Bible quizzer, provided the District will add an equal or greater amount to the prize. The student is nominated by the district N.Y.I. Council. This scholarship is not transferable to another student from the district. Olivet also gives a scholarship of \$250 to the top quizzer at the Olivet Regional Quiz each year.

Church Sponsored Scholarships: Many congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene University by offering general aid to all who enroll. Since the amount and terms of these awards vary, the conditions should be investigated with the pastor of the local church.

Several scholarship opportunities are available through funds administered by the International Board of Education of the Church of the Nazarene:

The International Students Scholarship Fund is made available by Widmeyer and Yeatts. It is awarded on the basis of need to students from mission fields. Application is made through the Olivet Office of Financial Aid.

The General Superintendent Scholarship Fund makes \$500 scholarship awards to students upon recommendation of the president, based on financial need. The student must be enrolled full time. Priority is given to students preparing for full-time ministry. Application is made to the president of the university.

The Edna McCormack Memorial Scholarship Fund is awarded on the basis of need to students attending any of the Nazarene institutions of higher education. Application is made through the Olivet Office of Financial Aid.

The Council of Education Scholarship Fund is available to students attending any of the Nazarene institutions of higher education, but the majority of awards must be made to those attending Nazarene Theological Seminary in Kansas City, MO. Application is made through the Olivet Office of Financial Aid.

OLIVET NAZARENE UNIVERSITY FOUNDATION GRANTS

ONU Foundation grants are made possible through the generous giving of donors who care about Olivet Nazarene University students. These grants are based on a student's demonstrated financial need and academic performance at Olivet Nazarene University. Unless otherwise specified, all Foundation grants will be awarded to students who have completed one year of full-time course work at Olivet, **a minimum of 24 credit hours**.

Awards typically range in value from \$500 to \$1,500 per academic year. Applications for these scholarships will be distributed by the **Financial Aid Office** in January to all eligible enrolled students. Completed applications must be returned to the **Financial Aid Office** no later than **April 1**. **Late applications will not be considered for awards**. Awards are made for the full academic year in the spring preceding the start of the school year. One-half of the award will be paid each semester in which the student is enrolled on a full-time basis, **a minimum of 12 credit hours per semester**.

An Olivet Nazarene University Foundation grant is a gift which does not have to be repaid. However, students who are beneficiaries of these grants are encouraged to respond in future years by making similar gifts to the Olivet Nazarene University Foundation so that other students may also benefit.

Adamson, Dorothy Lewis, Scholarship: for worthy and needy students.

Alden, George I., Trust Scholarship: available to engineering or science students based on demonstrated financial need; established by a grant from the George I. Alden, Trust.

Allen, Lois Ann, Scholarship: for children of missionaries in financial need.

Alumni Scholarship: for worthy and needy students; provided by ONU Alumni.

Alvarez, Fernando G. and Mildred, Scholarship: for worthy and needy students preparing for full-time ministry; given by their daughters, Edwina and Marsha.

Anderson, Leonard E., Scholarship: for majors in the Business or Accounting departments.

Anonymous Endowment: Available for worthy and needy students.

Associated Student Council Scholarship: awarded to a third- or fourth-year student who has served a minimum of one year on the Associated Student Council.

Athletic Ministry Endowed Scholarship: available to freshmen or sophomore athletes whose lives reflect a Christian character and witness that is consistent with the mission statement of the Athletic Department

Aukes, Harry, Scholarship: for worthy and needy students.

Austin, Sylvia L., Scholarship: for worthy and needy students.

Aventis Educational Grant: available as funding for the Aventis internship program targeting science, engineering, business, or communication students and as scholarships for worthy and needy students.

Barnhart, Wilma, Scholarship: for worthy and needy students.

Basham, Rev. and Mrs. H.I., Scholarship: for incoming freshmen Communications major with a B average in high school; provided by Dr. Milton P. and Catherine E. Kale.

Bay City, Michigan First Church of the Nazarene Scholarship: available to students from Bay City, Michigan First Church.

Bean, Calvin and Lenore, Scholarship: for sophomores, juniors and seniors preparing for the ministry.

Bearinger, Clayton and Ada, Scholarship: for worthy and needy students.

Becke, Earl, Scholarship: for worthy and needy students with a Business major.

Beckman, Arthur, Scholarship: for worthy and needy students.

Bell, Donald H. and Faith N., Family Endowment Fund: for worthy and needy students.

Benner, Merl M. and Elma, Scholarship: for a worthy and needy graduate Religion student.

Berry, Marion Messenger, Scholarship: for worthy and needy Music students.

Better Day Scholarship: for worthy and needy students.

Biedenharn, Joseph H., Scholarship: equivalent of three semester hours to be awarded to a junior Art major for use in senior year.

Bloom, Margaret E., Scholarship: for English or ministerial students.

Bon, David and Carol, Scholarship: for worthy and needy students.

Boxell, A. Ralph, Scholarship: available to worthy and needy Science students.

Boxell, A. Ralph and Ruth Reader, Scholarship: available to students majoring in piano.

Brandenberg, William, Scholarship: for Nursing students.

Brazil First Church of the Nazarene Scholarship: local church scholarship available to students from Brazil, Indiana First Church of the Nazarene who meet scholarship criteria specified by church and University.

Bricker Athletic Ministry Scholarships: Four (4) \$1,000 scholarships to be awarded annually to freshmen or sophomore athletes whose lives reflect a Christian character and witness that is consistent with the mission statement of the Athletic Division. Selection will be made by the ONU coaching staff.

Bright, Rev. Merle M. and Madonna K., Endowed Scholarship: for needy sophomore, junior or senior ministerial students.

Brighton, Michigan Church of the Nazarene Scholarship: available to a sophomore, junior or senior from Brighton, Michigan Church.

Brozek, Walter "Charlie," Scholarship: available to children of full-time Christian workers.

Buchholz, Sylvia May, Scholarship: for worthy and needy students.

Business/Economics Scholarship: for students majoring in Business.

Campbell, D. Ray, Scholarship: for ministerial students or Business majors.

Carmichael, Mayme, Scholarship: available to Music major based on musical proficiency and need; selection made by Music faculty.

Carmichael, Vernal, Scholarship: for outstanding student of junior standing majoring in Business Administration.

Cassells, James and Ruth, Scholarship: available to a worthy student majoring in Music; recommended by Fine Arts Chairman; provided by Marilyn Cassells.

Central Educational Region Nazarene Youth International Scholarship: available to sophomore, junior or senior Religion or Music majors or other worthy and needy students from the Central Educational Region.

Chalfant Family Endowed Scholarship: available for worthy and needy students.

Chenoweth, Robert R. and Arlene J., Scholarship: for full-time worthy and needy students.

Choate, Elizabeth, Scholarship: for worthy and needy students.

Churchill, James and Verda, Scholarship: for worthy and needy students.

Clark, Blanche S., Scholarship: for worthy and needy students.

Class of 1961 Scholarship: for worthy and needy students.

Class of 1973 Scholarship: for worthy and needy students.

Class of 1984 Scholarship: for worthy and needy senior student; preference given to an heir of the Class of 1984.

Cole, John and Esther, Scholarship: for worthy and needy Religion major.

Colling, Deborah Anne, Scholarship: awarded on basis of scholarship and potential for successful career in the biological, biochemical, or biomedical sciences.

Collins, Dr. Harvey, Scholarship: available to Art major of junior standing for use in senior year. Requires 3.0 overall GPA and 3.5 Art GPA; student must exhibit high level of Christian Discipleship. Selection made by Art faculty based on written testimony submitted by student.

Columbus, Indiana, First Church of the Nazarene Local Church Scholarship: available to students from Columbus, Indiana, First Church.

Cook, James V. and Louise, Scholarship: for Music students; provided by Dr. and Mrs. Ronald A. McMaster.

Cook, Perry A. and Florence L., Scholarship: for worthy and needy students preparing for missionary service.

Cooper, Aubrey E. and Margaret A., Scholarship: for worthy and students.

Couchenour/Snider Scholarship: for worthy and needy ministerial students.

Cox, William A. and Anna R., Scholarship: for worthy and needy students.

Crawford International Student Scholarship: available to freshmen and continuing students who are attending Olivet from a country outside the continental United States.

Crawford, James H. and Maggie Sloan, Memorial Fund: to be used per agreement; provided by the family of these pioneer ministers of the Church of the Nazarene.

Culp Family Scholarship: for worthy and needy students.

Cumming, Rev. James Andrew, Scholarship: available to students preparing for ministry or missionary service.

Davis, Lela M. Memorial, Scholarship: available to worthy and needy students.

Dawes, Gordon W. and Frances V., Scholarship: for worthy and needy students preparing for the ministry or missionary service in the Church of the Nazarene.

Decker, Dr. Gerald L., Scholarship: to be awarded equally to two Chemistry majors with highest academic record at close of junior year; established by Mrs. Decker.

Demaray, Dr. Coral and Harriet, Scholarship: for worthy and needy students majoring in Biblical Literature.

Deming, Harley Fred, Scholarship: for worthy and needy students.

Detroit First Church of the Nazarene Scholarship: local church scholarship available to students from Detroit, Michigan First Church of the Nazarene who meet scholarship criteria specified by church and University.

Dickey, Dr. John Q., Scholarship: available to pre-med students who will pursue study in osteopathic/allopathic medicine/science.

Dickey, Linda Crummer, Scholarship: available to worthy and needy students majoring in Elementary Education or Business Administration, or students of any major who are single custodial parents.

Dillman, Clifford & Bertha, Scholarship: available to worthy and needy junior or senior student from Illinois planning for ministry.

Donoho, Dr. John J. and Dr. Lora H., Endowed Scholarship: available to Education and/or Physical Education teaching majors.

Doud, Harvey E. and Mary Edna, Scholarship: for Nursing students.

Douglas, Fred E., Endowed Scholarship: for worthy and needy students.

- Eilander, Grace, Scholarship:* for worthy and needy students.
- Farmer, Howard and Adda, Scholarship:* for worthy and needy students.
- Floyd, Gary and Bonnie, Scholarship:* for worthy and needy students.
- Foor, Dennis W., Scholarship:* for worthy and needy students.
- Ford, Francis Ruth, Endowed Scholarship:* for worthy and needy students.
- Fowler, Clifford H., Scholarship:* for Nursing and Science students.
- Fowler, Emmet G., Scholarship:* for worthy and needy students.
- Fowler, George F. & Dorothy M., Scholarship:* available to nursing students, students from South Bend, Indiana First Church or worthy and needy students.
- Francis, Ralph, Scholarship:* for worthy and needy students.
- Frank, John R. & Joanne L., Endowed Scholarship:* available to worthy and needy students following the traditional undergraduate program for teacher certification.
- Friends of Olivet Nazarene University Scholarship:* for worthy and needy students.
- Frost, Emma, Scholarship:* for worthy and needy students.
- Fry, Marion, Scholarship:* for worthy and needy students from Wisconsin.
- Fulk, Dr. Paul F. and Brenda G., Scholarship:* for worthy and needy students.
- Galloway, George M. and Martha R., Scholarship:* available to ministerial students or other worthy and needy students.
- Gambill, Verne W. and Anita R. Tolbert, Endowed Scholarship:* available to Nazarene pastors' children majoring in education or pastoral ministry.
- Garland, Eva, Scholarship:* for worthy and needy students from Indianapolis Clermont and Monticello, Illinois Churches of the Nazarene.
- Garton, Franklin Defoe and Thelma Irene, Scholarship:* for students majoring in Communications.
- Gibson, Don, Scholarship:* for worthy and needy students preparing for full-time ministry.
- Gibson Golf Scholarship:* available to students from Eastern Michigan District. Funded by friends and participants in the Eastern Michigan golf tournament in memory of Dr. Don Gibson, former district superintendent.
- Giroux, Martha Craig, Scholarship:* for worthy and needy students.
- Glenn, Alice M., Endowed Scholarship:* for worthy and needy students.
- Green, William and Mabel, Scholarship:* for worthy and needy students.
- Grill, Candace M., Scholarship:* for worthy students.
- Grimsley, Nellie L., Scholarship:* for students in preparation for definite overseas missionary service.
- Grothaus, Dr. Clarence, Scholarship:* for students majoring in Chemistry.
- Grothaus, Jewell, Scholarship:* for students majoring in Instrumental Music.
- Gustavsen, Donald N. and Irene L., Endowed Scholarship:* for worthy and needy students.
- Gustin, Lester and Susan, Scholarship:* for worthy and needy students.
- Hale-Wilder Scholarship:* available to Voice majors by audition before the Voice faculty and the Chairman of the Department of Music; provided by Robert Hale of Vedbaek, Denmark and Dean Wilder, Director of Vocal Instruction, William Jewell College.
- Hardy, William H., Jr., Scholarship:* for worthy and needy students.
- Harper, A.K. and Beatrice, Scholarship:* available to Business students who exhibit strong leadership potential.
- Harshman, Boyd and Libby, Family Memorial Scholarship:* available to five worthy and needy junior Music majors for use in their senior year.
- Hess, Dennis and Georgia, Scholarship:* for worthy and needy students.

- Hilgendorf, Penny L., Scholarship:* for worthy and needy Elementary Education majors from the Michigan District Church of the Nazarene or other worthy and needy students.
- Hill, Edith V., Endowed Scholarship:* for worthy and needy students.
- Hinkle, Elsie, Scholarship:* for worthy and needy students in the Education Division.
- Holland, Nelda D., Scholarship:* for worthy and needy students.
- Hollingsworth, Art and Bea, Scholarship:* for worthy and needy ministerial students.
- Holom, Daniel S. and Vicki L., Endowed Scholarship:* available to junior and senior English majors.
- Hopkins, Russel G. and Verda E., Scholarship:* for orchestral music students.
- Howe, Kathryn Ruth, Scholarship:* for worthy and needy Elementary Education majors.
- Howell Michigan Scholarship:* available to worthy and needy students from the Howell, MI Church of the Nazarene.
- Huffman, Larry K. and Dana T., Scholarship:* for worthy and needy students.
- Hultz, Ralph W. and Evelyn E., Scholarship:* one-half available to handicapped students and one-half available to ministerial students.
- Hyde, Florence, Scholarship:* available to students preparing for missionary service or other worthy and needy students.
- Ide, Charles D. and Mary E., Scholarship:* available to ministerial or other worthy and needy students.
- Indianapolis, Indiana First Church of the Nazarene Scholarship:* available to sophomore, junior or senior students from Indianapolis First Church; scholarship amount determined by academic performance.
- Indianapolis West Side Church of the Nazarene Scholarship:* local church scholarship available to students from Indianapolis, Indiana West Side Church of the Nazarene who meet scholarship criteria specified by church and University.
- Irwin-Jones, Linda, Scholarship:* available to students from College Church of the Nazarene, Kankakee, Illinois.
- Jarvis, James E. and Elsie S., Scholarship:* for worthy and needy students.
- Jensen, Beth Anne, Endowed Scholarship:* available to psychology majors.
- Johnson, Alfred and Kathleen, Scholarship:* for worthy and needy male students in a medically related field other than nursing.
- Johnson, Arndt J., Endowed Scholarship:* preference given to descendants of Arndt Johnson; if none apply then available to needy chemistry students.
- Johnson, Oscar and Bertha, Scholarship:* for worthy and needy students.
- Jones, David and John Hanson, Scholarship:* available to pre-medicine or undergraduate nursing students preparing for missions service. Funds provided by a grateful former student.
- Jones, Ira, Scholarship:* for worthy and needy students.
- Judy, Esther L., Scholarship:* available to worthy and needy undergraduate students with preference given to adult students returning to school.
- Julius, Clarence E. and Ruth Maxine, Scholarship:* for worthy and needy students.
- Kale, William H., Jr. and Naomi Ruth, Scholarship:* available to junior and senior Communication major with 3.0 GPA.
- Kariolich, Margaret J., Scholarship:* for worthy and needy students.
- Keck, Charlotte Shugart, Nursing Scholarship:* available to sophomore level nursing student for use in junior year; recipient selected by nursing faculty and approved by division chair.
- Kelly, Hugh G. and Gladys E., Endowed Scholarship:* available to students from Roxanna, Illinois Church of the Nazarene or to worthy and needy students.
- Kelley, Brad and Karen, Scholarship:* available to students planning a career in music arranging or composing.

Kelley, Frank and Elizabeth, Lecture Series and Scholarship: available for lecture series or worthy and needy students.

Kelley, Selden Dee, Sr., Scholarship: for worthy and needy students.

Kesler, James O., II, Scholarship: available to junior or senior ministerial or missionary students holding membership in the Northwest Indiana District Church of the Nazarene.

Keys, Gerald L. Sr. and Celeste F., Scholarship: for worthy and needy students.

Kietzke, Hilmer and Virginia, Endowed Scholarship: for worthy and needy students.

Kissee, Elfrieda, Scholarship: available to worthy and needy students.

Kleinert, Fritz and Olivera, Scholarship: for worthy and needy students.

Knight, Beatrice and James Melvin and Moore, Mildred and Coleman, Scholarship: first preference given to descendants; if none apply, then available to worthy and needy students from southern United States.

Kochersperger, Terry L., Scholarship: available to engineering students.

Kokomo First Church of the Nazarene Scholarship: available to students from Kokomo First Church of the Nazarene.

Kotval, John D. Jr. and Kay, Scholarship: for ministerial students.

Kranich, Wanda Mae, Scholarship: available to students majoring in a keyboard instrument.

Langdon, Cindy, Scholarship: available to worthy and needy students from Richfield, Michigan Church of the Nazarene or other worthy and needy students.

Langdon—Wooten Scholarship: for worthy and needy students; provided by Mrs. Bernadine L. Dunfee.

Larsen, Naomi, Scholarship: available to Music majors based on music proficiency and need; selection made by Music faculty.

Latimer, Anna, Scholarship: for worthy and needy students.

Lee, C. Ross, Memorial Scholarship: available to students preparing for full-time ministry.

Leichty, Elvin & Marjorie, Scholarship: available to worthy and needy students.

Lemna, Mr. and Mrs. William F., Scholarship: for worthy and needy students.

Lind, Dr. Richard T., Scholarship: for worthy and needy students.

Logan, Richard B., Scholarship: available to junior or senior chemistry majors.

Long, Wesley C. Endowed Scholarship: available to worthy and needy students.

Lowe, Stephen J. and Ervin E., Scholarship: available to ministerial students.

Lucas, Francis & Kazue, Scholarship: available to ministerial students and students preparing for missionary service.

Lundry, Russell, Scholarship: for worthy and needy students.

MacDonald, Robert, Scholarship: available to needy ministerial students.

Malliett, Lowell and Barbara, Scholarship: for international students.

Marquart, Linford A., Scholarship: for worthy and needy students.

Martin, Dr. E.W., Scholarship: available to worthy senior students preparing for the ministry or missionary service.

Martin, Rev. Edwin C. and Pearl Richie, Scholarship: available to students preparing for Christian service.

Martinson, Milton and Myrna, Scholarship: for worthy and needy students.

Mason, Michigan First Church of the Nazarene Scholarship: available to students from Mason First Church.

McClain, Dr. Carl S. and Eunice, Scholarship: for worthy and needy students.

McCoy, Kenneth and Doris Sparrow, Scholarship: available to Pre-med or Nursing students with first preference to women students; given in memory of Russel J. Duriensex, Class of 1937.

McCreary, Glen, Scholarship: for worthy and needy students.

McHie, Richard H. & V. Aline, Scholarship: available for worthy and needy students.

McIntyre, Norma, Scholarship: for worthy and needy students.

Meyer, Robert Paul, Scholarship: available to students with physical handicap.

Meyer, William D. and Florence I., Scholarship: available to students with a disability.

Miller, Randal J. and Cathaleen, Scholarship: available to students majoring in Broadcasting.

Milner, Robert M., Scholarship: for worthy and needy students; provided by Robert and Arlene Chenoweth.

Mingus, James E. and Judy M., Scholarship: for worthy and needy students.

Minor, Malvin and Christine, Scholarship: for worthy and needy students.

Mitten, Dr. Lloyd G. and Thelma A., Scholarship: available to worthy and needy juniors and seniors majoring in Business and Economics.

Monroe, Michigan Church Scholarship: available to Monroe Michigan Church of the Nazarene graduating high school seniors.

Moore, Clarence T. and Jennie K., Scholarship: available first to descendant, then to worthy or needy junior or senior ministerial student.

Moore, Robert and Dottie, Scholarship: for worthy and needy students.

Morgan, William G., Scholarship: for worthy and needy students.

Mueller, Ethel, Scholarship: for worthy and needy Protestant students.

Mumbower, Bessie Fern, Scholarship: for worthy ministerial students.

Munson, Della, Scholarship: for worthy and needy students.

Murdaugh, George W., Endowed Scholarship: for worthy and needy students.

Myers, Carrie M., Scholarship: available to worthy and needy sophomore, junior, senior or graduate ministerial student from Seymour, Indiana First Church of the Nazarene; student to be recommended by the pastor of Seymour First Church; established by Francis and Dorothy Myers and the Kocolene Oil Co. of Seymour, Indiana.

Myers, Delbert H., Scholarship: available first to worthy and needy sophomore, junior, senior or graduate ministerial student from Seymour, Indiana, First Church of the Nazarene then to other worthy and needy students.

Myers, Rev. Joseph T. and Connie H., Scholarship: available to any student from Vermillion County, Illinois, or to ministerial students from the Chicago Central District Church of the Nazarene.

Neal, Ada, Scholarship: available to Nursing students.

Neubert, Alvin A. and Joy E., Scholarship: available to worthy Nursing students.

Nielson, Joseph F. and Esther J., Scholarship: available to students majoring in Social Science.

Noble, Joe M. Scholarship: available to Music Education majors completing first three semesters of course work with 3.0 GPA; to be selected by Music faculty.

Nutt, Selden and Mozelle, Scholarship: for worthy and needy students.

ONU Foundation Board of Directors Scholarship: for worthy and needy students.

ONUF Scholarship: for worthy and needy students.

Orpheus Memorial Scholarship: for worthy and needy full-time students. This fund is in memory of the Orpheus Choir members who died from an accident November 1, 1990, while the choir was on its way to the Praise Gathering in Indianapolis.

Patterson, Vaughn L., Scholarship: available to a Kankakee County, Illinois resident student, preference given to a Bradley-Bourbonnais Community High School graduate; in loving memory of Wanda M. Starasinich, mother of Mr. Patterson.

- Peffer, Paul E. and Ruth O., Scholarship:* for worthy and needy students majoring in Business.
- Perry, Dr. Ralph E., Scholarship:* for worthy and needy students.
- Perry, Michigan Church of the Nazarene Scholarship:* available to students from Perry, Michigan Church.
- Peters, V. W., Scholarship:* available to music majors.
- Phillips, Marjorie L. McCoy and Harold E., Scholarship:* for worthy and needy students; given in memory of W.D. and Grace McCoy.
- Pickard, Verna O., Scholarship:* for worthy and needy senior ministerial or missionary students.
- Pitts, Jesse Branston and Mary Hazel, Scholarship:* for descendants or students from Stinesville, Indiana, then other worthy and needy students in their sophomore, junior or senior years.
- Plummer, Chester, Scholarship:* for ministerial students, with preference given to those planning to be evangelists.
- Plymouth, Michigan Church of the Nazarene Local Church Scholarship:* available to students served by this local congregation.
- Polston, William "Bud" & Nella, Scholarship:* available to junior and senior business majors with a minimum 2.85 GPA on a 4.0 scale.
- Prescott, Charles M. and Gladys L., Endowed Scholarship:* for worthy and needy students.
- Purinton, Dr. W.S., Scholarship:* for worthy and needy ministerial students.
- Reader, Paul H. and Delores A., Scholarship:* for worthy and needy students.
- Reed Graduate Scholarship:* available to graduating ministerial seniors with high academic standing who are pursuing graduate work in Religion at Olivet. Established by Dr. and Mrs. Harold W. Reed.
- Reed, Harold W. and Maybelle E. Scholarship:* for worthy and needy undergraduate ministerial students; given in honor of Dr. and Mrs. Harold W. Reed.
- Reeves, Emily, Scholarship:* for worthy and needy students.
- Reynolds, Phil, Scholarship:* for worthy and needy students.
- Rice, Paul, Scholarship:* for worthy and needy students.
- Ringgenberg, Raymond R. and Mabel G., Scholarship:* for worthy and needy students.
- Roberts, Rex A. and Sarah Anna, Scholarship:* available to children of ministers and evangelists.
- Robbins, Forrest D. and Venice, Scholarship:* for worthy and needy students.
- Roby, Cecil L. and Darlene, Scholarship:* for worthy and needy students majoring in Business.
- Roth, Sharon Endowed Scholarship:* for worthy and needy students.
- Rowe, Richard E. and Jeanette, Scholarship:* for Religion majors.
- Saginaw, Michigan First Church of the Nazarene Scholarship:* available to students from Saginaw, Michigan First Church.
- Schaafsma, Terry & Dianne, Scholarship:* available to worthy and needy students.
- Schlamb, Audrey L., Scholarship:* available to ministerial students.
- Seaman, Ray I., Scholarship:* available to students from West Michigan Avenue Church of the Nazarene, Battle Creek, MI or needy students from the Michigan District.
- Shaffer, Sandy Jo, Scholarship:* for worthy and needy junior or senior Business majors.
- Shaw, George Russel and Gertrude, Scholarship:* for worthy and needy students.
- Shipman, Sidney P. and Viola, Endowed Scholarship:* available to worthy and needy sophomore, junior and senior students.
- Silvers, W. L., Scholarship:* available to worthy and needy student who is preparing for ministry.
- Smith, Charles Hastings, Endowed Scholarship:* for worthy and needy students. Established by Mr. and Mrs. Wesley Shooks.

- Smith, Sylvester and Leah, Scholarship:* for worthy and needy married students preparing for the ministry or missionary service.
- Snowbarger, Dr. Willis E., Scholarship:* available to junior or senior History majors completing 15 hours of History, including 3 upper division hours; requires overall GPA of 3.25 and History GPA of 3.5; selection to be made by History Department.
- Somers, Vaughn, Scholarship:* available to junior music or ministerial students for use in senior year.
- Sommer, Steven C., Scholarship:* available to worthy and needy students majoring in Social Work.
- Springer, Frank E. and Rose M., Scholarship:* for worthy and needy students.
- Steinke, Lester L., Scholarship:* available to a student not qualifying for any other scholarship but who has an intense desire to receive an education; preference given to freshmen; given by Mrs. Lois Thomas in memory of her brother.
- Stevenson Scholarship Fund:* available to worthy Nursing students.
- Stewart, Virgie, Scholarship:* available to junior student with major in Modern Languages.
- Stiles, Robert W., Music Scholarship:* available to music students.
- Strickland, Evert C. Scholarship:* for worthy and needy students majoring in Education; provided by Evert Strickland in memory of his brother, Rev. Raymond Strickland.
- Strickler, Dr. Dwight and Esther, Scholarship:* for worthy and needy Science majors.
- Suits, Eva Irene, Scholarship:* for worthy and needy students.
- Sullivan, Mary, Scholarship:* for worthy and needy students.
- Taylor, Pauline Rudd, Scholarship:* available to upper division education majors. Established by Dr. Mary Margaret Reed in honor of her mother.
- Thomas, Dr. Weldon L. and Juanita M., Scholarship:* for worthy students.
- Thornton, Clarence and Georgia, Scholarship:* for ministerial students from Wisconsin, with preference to a married student.
- Toland, Don and Beverly, Scholarship:* available to students preparing for a career in Broadcasting.
- Tompkins, Clara E., Scholarship:* for worthy and needy students; preference given to students from Kankakee First Church of the Nazarene.
- Transcript Scholarship:* for worthy and needy students.
- Tucker, J. Paul and Lenore, Scholarship:* for worthy and needy ministerial students.
- Tucker, L. C. and Phyllis J., Scholarship:* for worthy and needy students.
- Turner, Dixie, Scholarship:* available to elementary education majors.
- VanAken, Lynwood and Maxine, Scholarship:* for worthy and needy Music majors.
- Vaughan, David A., Endowed Scholarship:* available to nursing students.
- Wateka Friends Church Scholarship:* for worthy and needy students; provided by Clara Honeywell Canady and Howard Herbert Honeywell, members of the Wateka Friends Church 1921-1981.
- Weber, Donald H. and Beverly A., Scholarship:* available to children of missionaries or pastors, of junior or senior standing, with a 3.0 or greater GPA.
- Weber, Julie A., Scholarship:* available to students from the Flint Central (Michigan) Church of the Nazarene.
- Westbrook, Indiana Church of the Nazarene Scholarship:* local church scholarship available to students from Westbrook, Indiana First Church of the Nazarene.
- Wheeler, Rev. Wilbur J., Scholarship:* available to ministerial students or to students preparing for missionary service.
- White, Dr. S.S., Scholarship:* available to upper division Theology students.
- White, John Lawson, Scholarship:* available to worthy and needy students preparing for ministry or teaching.

Whitehead, R. B. and Elma, Scholarship: available to worthy and needy students.

Whittredge, Fern, Scholarship: for worthy and needy students.

Williams, Lula, Scholarship: for worthy and needy students.

Williams, Mike and Dee, Scholarship: for worthy and needy students from Wisconsin.

Williams, Rev. and Mrs. Albert, Scholarship: available to ministerial students.

Williamson, Donald E. and Marilyn, Scholarship: available to freshmen through ONU

graduate level students approved by the scholarship committee.

Wisner, Gerett, Scholarship: available to junior and senior nursing, ministerial, music, or other worthy and needy students.

Wissbroecker, Rayna Memorial Scholarship: available to pre-med student with preference for those pursuing a career in missions.

Yotter Endowed Scholarship: for worthy and needy students.

Zimmerman, Iris Eileen, Scholarship: for worthy and needy students.

Grants-In-Aid

Federal Pell Grants are provided by the United States Department of Education to all students who qualify on the basis of need. The Free Application for Federal Student Aid (FAFSA) used to determine eligibility for this grant may be secured from the Olivet Financial Aid Office or from any high school. Pell grant awards normally range from \$400 to \$3300 per year.

Federal Supplemental Educational Opportunity Grant (SEOG) is awarded to students with exceptional financial need. The SEOG is awarded through the university from funds allocated to the school by the federal government. Awards normally range from \$300 to \$500 per year.

Illinois Student Assistance Commission Monetary Award: (MAP) The State of Illinois provides financial assistance to all residents of the state who show a need for college assistance. This grant may cover tuition and fees only. The current maximum yearly award is \$4,530. The FAFSA form used to apply for federal aid applies to the Illinois state assistance as well and is available from the Olivet Office of Financial Aid or from any high school. The award amounts are contingent upon legislative action and funding each year.

Other State Grants: Residents outside the State of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet. The states of Vermont, Massachusetts, Pennsylvania and New Jersey are among those who will permit students to transfer grants to out-of-state private schools.

Family Grant, a tuition discount of \$1,500 per academic year is awarded when two or more unmarried, dependent students from the same immediate family, or husband and wife, or parent and dependent(s) are enrolled as full-time undergraduates in an academic year. The discount will be awarded to each qualifying student, and will extend for the period of undergraduate concurrent enrollment. The maximum number of years of eligibility is four. *Students enrolled in the Adult Studies degree completion programs and students receiving tuition remission benefits are ineligible.*

Loan Funds

Perkins Loans: Olivet Nazarene University participates in the student loan program sponsored by the U.S. Department of Education. A maximum of \$15,000 in 4 years of undergraduate study may be awarded in these loans. A FAFSA must be submitted annually for evaluation of need.

Stafford Loans: There are two Stafford Loan programs, subsidized and unsubsidized. All students who wish to borrow through either of the Stafford Loan programs must complete the FAFSA each year. Ability to participate in the *subsidized* Stafford Loan program is based upon calculated need. A maximum of \$23,000 during the time required to achieve an undergraduate degree may be borrowed by qualified dependent students.

Loans at the freshmen level (0-29 cr. hrs. completed) are limited to \$2,625 per year. Loans at the sophomore level (30-59 cr. hrs. completed) are limited to \$3,500. Loans in the junior and senior years (60 or more cr. hrs. completed) may be up to \$5,500 per year. Neither the subsidized, unsubsidized, or a combination of the two may exceed these yearly limits for dependent students.

Independent students may borrow at increased limits under the *unsubsidized* Stafford loan program. Qualified graduate students may borrow up to \$8,500 per year under the Stafford loan program. Aggregate limits for independent and graduate students vary. More detailed information may be obtained from the Olivet Financial Aid Office.

SLS Loans and Illinois Opportunity Loan Programs have been eliminated.

Student Employment

The university Counseling Center office serves students and potential employers with referrals and job requests for both campus and community employment. Our students have earned a high reputation for reliable service in the Kankakee business community.

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service workers, typists, paper graders, receptionists, chapel checkers, store clerks, cashiers, and other miscellaneous types of work. In most cases, campus jobs require at least two successive hours free from classes on a daily basis.

Although a large number of students work during the regular school year, the university does not recommend that freshmen endeavor to work more than 10 hours a week during the first semester.

Approximately 700 students have employment in campus jobs during the school year. Priority for campus employment is given to those who qualify for Federal Work Study aid.

Federal Work Study: Campus work through the Federal Work-Study Program is available to students who qualify by way of the FAFSA. An eligible student could earn up to a maximum of \$1500 (gross) per academic year. This would require an average of 10 hours of work per week.

Students qualifying based on financial need as determined by the FAFSA will be given first opportunity for any available Federal Work-Study positions.

Financial Assistance for Veterans

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Registrar's Office who specializes in these programs.

Voter Registration Materials

Voter registration materials are available for all Olivet students at the Office of Financial Aid and at the Office of the Registrar.





Chapter 6

Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor and general reader. Each member of the academic community should become familiar with the directions for it is the official guide to each of the educational destinations offered by the University.

The liberal arts program offers every student, whatever his particular interest or vocational intention, an education built on a steady foundation of studies in a variety of subjects. This leads to a mature level of lifelong learning which surpasses limited training for a narrowly defined vocational field that may become obsolete in a few years.

Career planning is strongly encouraged through counseling with faculty members and the professional staff of the Counseling and Career Center.

The General Education Requirements provide a foundation of study in all the divisions of the university which may be helpful to a student selecting or confirming a career decision.

Registration

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Pre-registration service is provided by the Registrar's Office. Registra-

tions not completed by the close of the listed registration days (see calendar) will require a fee of \$20.00 to cover the additional expenses of late registration procedure. An additional late fee of \$5.00 per day will be charged beginning the second day after registration day.

A student will not be permitted to register for any course including directed study and special topics after the first two weeks of the semester without the written approval of the Assistant Dean of Instruction. A faculty member may determine an earlier closing date for a particular course.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work. An instructor may, with the approval of the Vice President for Academic Affairs, drop from a class any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the work of the course.

The normal student load is sixteen hours of class work in a week. No student will be permitted to register for more than eighteen hours, inclusive of physical education, without the special permission of the Committee on Academic Standards. An extra charge is made for each hour or fraction of an hour taken in excess of the eighteen-hour maximum load.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

Semester Class Load In Relation to Grade Point Average:

Effective hours of outside employment	On Academic Probation	Up to 2.5	Up to 3.0	3.0 or over
Under 15 hours	14	Normal	Normal	Normal
15-20 hours	12	Normal	Normal	Normal
21-25 hours	10	14	Normal	Normal
26-30 hours	8	12	14	Normal
31-35 hours	6	10	12	Normal
35-45 hours	1 course	8	10	Normal

Change of Registration

All changes in registration become official when made through the Registrar’s office, with approval by the student’s advisor and the faculty members whose classes are involved. A student may change registration for individual courses during the first two calendar weeks of a semester without charge. After that there will be a charge of \$10 for each schedule change form processed.

A course may be dropped without grade or notation on the transcript when official changes are processed during the first two calendar weeks of a semester. After that, a grade of “W” will be assigned when courses are dropped prior to the deadlines, which are published in the University calendar. Permission to drop individual courses after the published deadlines will normally be granted by the Vice President for Academic Affairs only because of extended illness, serious physical disability, death in the family or other emergency circumstances. Permission to withdraw from individual courses after the deadlines will not be granted merely because of unsatisfactory academic performance, whether caused by the student’s inability, lack of application or preparation; dissatisfaction with the subject matter offered in the course(s); failure to attend class; or a change in the student’s major or academic plans. A grade of “WP” - withdrawn passing or “WF” - withdrawn failing - will be assigned by the Vice President for Academic Affairs in cases where official drops

are approved after the published deadlines. Unofficial withdrawal from courses will be treated as failure and indicated on the permanent record by a grade of “F.”

Appeals to the Academic Standards Committee may be initiated through the Registrar’s Office.

Withdrawal from the University

A student who desires to officially withdraw from all courses in a given semester must do so before the beginning of final examinations. Once final examinations have begun, a student may not withdraw from that semester unless documented emergency or medical reasons merit an exception being approved by the Vice President for Academic Affairs.

To officially withdraw from all courses for which a student is registered, the student must complete the appropriate forms in the Registrar’s office. This withdrawal process is necessary in order to clear the appropriate financial and academic records. Protracted absences or failure to attend classes does not constitute withdrawal from courses and will be treated as failure unless the withdrawal process is appropriately followed. See Chapter 5 on Financial Information for policies on refunds of tuition and fees when official withdrawal from the University is processed.

Administrative withdrawals may be initiated when a student fails to obey University policies, fails to comply with procedures, or has been suspended or expelled from the institution. The grading and refund policies which apply to voluntary withdrawals also apply to administrative withdrawals.

Cancellation of Registration - A student’s registration for a semester may be cancelled for failure to meet financial obligations to the University. Normally, cancellation would only occur during the first two weeks of a semester, and record of enrollment would not appear on the student’s permanent academic record.

Classification of Students

Students are classified according to the total number of hours for which they have credit. The requirements for classification as a candidate for a degree on the basis of hours are:

Freshman standing — Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing — 30 hours

Junior standing — 60 hours

Senior standing — 90 hours or above

Students are classified at the beginning of each semester and the minimum requirements for the respective classes must be met at that time. Class activities and listing in university or student publications will be carried out in accordance with the above classification.

Unclassified Students — Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Academic Dean and the consent of the department concerned, be admitted to the University as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 29 semester hours.

Admission to Junior Standing

During the semester in which he expects to complete 50 or more hours of university work, the student should secure from the Registrar an "Application for Admission to Junior Standing." This will normally take place during the spring of the sophomore year. The completed application must be filed in the Registrar's Office and will be approved only when the following conditions have been met:

1. The required number of hours are completed.
 2. Signature of major adviser.
 3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.
- A student will not be permitted to register as a junior until the Application for Junior Standing is completed.

Class Attendance Policy

Admission to Olivet Nazarene University is a privilege which represents an investment by the supporters of the University as well as the student. The opportunities provided by the University are open only to those who are willing to devote themselves to the serious business of education.

Students are expected to attend all class meetings for which they are registered except in cases of prearranged field trips, official assignments by the University, participation in scheduled intercollegiate athletic events or official music ensemble tours as may be considered excusable by the Vice President for Academic Affairs. With the approval of the Vice President for Academic Affairs, a faculty member may stipulate a limit on the number of excused absences permitted in a course.

Attendance requirements in each course are determined by the professor, and will be clearly stated in the course syllabus filed with the Vice President for Academic Affairs and distributed in class during the first week of the semester.

The student is personally responsible for all class work assigned in a course, even during his absence. In case of absence the student should inquire about the possibility of making up work missed. The student may be penalized for work missed, even though the reason for the absence is legitimate, if he fails to explain the reason for his absence and meet the requirements of the instructor in making up the work. If the explanation of the absence is acceptable to the instructor, the student will be permitted, to the extent possible, to make up work missed.

When absences not covered by educational leniency are not acceptable to the instructor, the student may be refused the privilege of making up the work, and may be assessed a consequent grade penalty. Those who do not expect to attend a class regularly should not enroll in the class. Those who find it impossible to attend class regularly should withdraw from the University before their record is marred by irregular attendance.

Protracted absence does not constitute a withdrawal, and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see the section on Registration in this chapter of the catalog.

Scholarship Requirements

Grading: A record of attendance and scholarship is kept for each student. A report of the student's class standing is given at the close of the semester.

The alphabetical system of grading, with \pm added at the discretion of the instructor, is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; H for audit; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); X for deferred work; W for withdrawn before quality of work can be determined; WP for withdrawn passing; WF for withdrawn failing; and I for incomplete. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."

Honor Points: In order to graduate, the student must have earned twice as many honor or grade points as he has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows: A = 4 points per credit hour, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = .70, F = 0.

The grades of H, S, U, X, W, WP, WF are neutral. A minimum grade point average of "C" (2.0) is required for graduation.

Policy on Repeating Courses:

1. In case a course is retaken subsequent to the student's receiving a course grade of F, only the last grade is counted in determining his cumulative grade point average.
2. With the consent of the Chairman of the department in which the course is offered, a student is permitted to retake once a course in which he has earned a grade of C-, D+, D, or D-, with the higher of the two grades to count in determining his cumulative grade point average.

These privileges apply only to courses repeated at Olivet.

Pass-Fail (S or U) is used for student teaching, field experiences and certain other courses. In these courses the alphabetical system of grading is never used.

In addition, an individual student who has declared his major by filing an Application for Junior Standing may also be permitted, upon his request, to enroll in one elective course per semester in the last four semesters on the basis of *pass-fail grading*. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses, and courses offered to fulfill general education requirements. A passing grade means "C" quality or better.

The intention to take a course on the basis of *pass-fail grading* must be indicated at the Office of the Registrar on or before the final day to drop a course. If this request is approved, a student may change to the alphabetical system of grading only if he files a written request to do so at the Office of the Registrar prior to the final day to drop a course.

Auditing a course: To audit a course means to take it for neither grade nor credit. An audit, satisfactorily completed, is recorded as such on the transcript. No record is made if the audit is not satisfactorily completed.

Normally the only requirements in an audited course are attendance requirements, which are set by the instructor.

Audit should be indicated at the time of registration, or a course may be changed from credit to audit any time prior to the deadline for dropping a course. A course may be changed from audit to credit prior to this deadline only with the approval of the instructor, and payment of appropriate tuition adjustments.

A full-time student, paying the normal tuition fee, is not charged a tuition fee for an audited course, provided his total load, including the audited course, does not exceed 18 hours. If the total load exceeds 18 hours, a tuition fee of \$50 per hour is charged for the

excess hours which are audited. Part-time students are charged a tuition fee of \$50 per hour for an audited course. Any additional fees (such as laboratory fee) in an audited course are charged to the student.

Arrangements to audit a course may be completed only if there is space available in the class.

Music: Auditors of applied music private lessons will receive one half-hour lesson per week. Audit lessons will be made up on the same basis as lessons being taken for credit. Audit students will be placed only after music majors, music minors and others who are registered for credit have been placed. All audit students will pay the normal additional applied music tuition for private lessons and class instruction as listed in the Catalog chapter on finances.

Satisfactory Scholastic Standing: To be considered in satisfactory scholastic standing, students must maintain a minimum cumulative grade point average according to the following schedule:

<i>Semester Hours Attempted</i>	<i>Minimum Cumulative Grade Point Average</i>
1-18	1.5
19-29	1.7
30-45	1.8
46-59	1.9
60 or more	2.0

Students who fall below the above minimum standards are not making satisfactory progress and will be placed on academic probation.

In addition, students may be considered to be on academic probation for failure to attain a 1.000 grade point average in any given semester, or for failure to pass at least 50% of the credits registered at the end of the initial drop/add period (second week of the semester).

Only students in satisfactory scholastic standing may participate in ASC offices, class presidencies, intercollegiate athletics, drama, public relations groups, off-campus spiritual life groups, or tour off-campus with music ensembles. This policy does not apply to intramural activities.

If after one semester on probation the cumulative grade point average is not improved, or after two successive semesters on probation the grade point average does not meet minimum standards for satisfactory progress (as outlined above), or at any time it falls below a 1.0 average, a student may be academically suspended by the Vice President for Academic Affairs. In addition, a student placed on probation for failure to meet the 1.000 semester grade point requirement or 50% progress requirement may be suspended if significant progress is not made during the probationary semester. In such a case the student has the right to appeal to the committee on Academic Standards for a review of such a decision.

Students on academic suspension are not eligible to apply for readmission until after the lapse of one regular semester. If readmitted, the student will be on academic probation and if a grade point average of 2.00 is not attained for courses taken during the semester following, the student may be academically suspended for the second time.

For transfer students, academic standing in the first semester of attendance at Olivet is based on the cumulative grade point average at the previous institutions. After one semester of attendance at ONU, the academic standing of transfer students will be based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

Eligibility: A student on probation is also ineligible. Ineligibility means that the student cannot participate in any public program or service away from the campus as a member of an ensemble group. Ineligibility excludes a student from participation in any intercollegiate athletic contest.

In order to be eligible for intercollegiate athletic competition, students must adhere to the standards adopted by the National Association of Intercollegiate Athletics (NAIA), including, but not limited to, the following:

1. Be enrolled in at least 12 semester hours at the time of participation. (Repeat courses should be cleared with the Registrar.)
2. Accumulate at least 24 hours of credit in the two terms of attendance immediately preceding the semester of participation. (Repeat courses previously passed cannot count toward the 24 hour rule.)
3. A second-term freshman must have earned at least 9 hours of credit during the first semester.

In addition, student athletes must remain in satisfactory scholastic standing as defined in this chapter of the Catalog.

Satisfactory Progress Requirements for State or Federally Funded Financial Aid Programs: In order to maintain eligibility for federal and state financial aid, a student must meet the satisfactory progress requirements established by Olivet Nazarene University in compliance with federal regulations, including the following:

1. A student must complete degree requirements within the time-frame listed below:

<i>Degree Program</i>	<i>Full-Time Student</i>	<i>Half-Time Student</i>
Associate Degree	3 years	6 years
Baccalaureate Degree	6 years	12 years
Master's Degree	3-4½ years	6-9 years

A student requiring remedial courses will be allowed an additional 24 hours attempted.

2. A student must maintain a cumulative grade point average according to the following schedule.

<i>Cumulative Hours Attempted</i>	<i>GPA Required</i>
1-18	1.5
19-29	1.7
30-45	1.8
46-59	1.9
60 or more	2.0

3. Each semester a student must satisfactorily complete 67% of the hours registered at the end of the initial drop/add period (second week of the semester). Grades of F, W, WP, WF, I, X, U, and H are considered unsatisfactory but will be included as hours attempted in determining satisfactory program completion rate.

4. Cumulative hours must be satisfactorily completed according to the following schedule:

<i>Academic Year</i>	<i>Cumulative Hours Satisfactorily Completed</i>	<i>Cumulative GPA Required</i>
1	21	1.7
2	43	1.85
3	64	2.00
4	86	2.00
5	107	2.00
6	128	2.00

Summer credit hours or transfer credits taken subsequent to enrollment at Olivet Nazarene University may be used to make-up a deficiency in cumulative hours completed during an academic year.

Financial Aid Probation - A student will be placed on financial aid probation for failing to meet any of the above standards of progress.

A student placed on financial aid probation may continue to receive Federal and State Aid during the probationary semester. However, such a student must meet all of the satisfactory progress requirements by the end of the probationary semester or be placed on financial aid suspension. Students will also be placed on financial aid suspension when, having attempted 64 or more semester hours, the cumulative grade point average falls below 2.00.

Financial Aid Suspension - Financial Aid Suspension will result in the loss of all state and federal financial aid until a student returns to good standing by meeting all the satisfactory progress requirements. Suspension from financial aid does not prevent a student from enrolling at ONU with his/her own financial resources, if he/she is eligible to re-enroll.

Appeals - In the event that extenuating circumstances are experienced, appeals for exceptions to the above requirements will be considered by the Financial Aid Committee. Such appeals must be submitted in writing to the Financial Aid Committee no later than the first day of classes of the semester.

Transfer Students and Financial Aid - For transfer students, academic standing in the first semester of attendance at Olivet is based on the cumulative grade point average at the previous institutions. After one semester of attendance at ONU, the academic standing and satisfactory progress for financial aid of transfer students will be based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

The Learning Development and Assistance Center

Students from all levels of achievement and experience can learn better ways of learning, and can learn additional information in various fields. These opportunities are given so every student can work to increase his or her potential.

The Learning Development and Assistance Center attempts to help students through the Math Lab, English Lab, Supplemental Course Instruction, and Microcomputer Lab. The labs can help students through learning problems which may occur. The Math and English labs have both peer tutoring and faculty tutoring.

Many computer programs are available for general use. Some of the programs include word processing, practice programs in use of grammar, tutoring in algebra, and learning games in general chemistry.

Several introductory courses in various departments have **Supplemental Course Instruction (SCI)**. SCI involves an exemplary student conducting study sessions each week which anyone enrolled in the course may attend. The session leader helps fellow students with material from the course, and also demonstrates how to study.

The aim of people associated with the Learning Development and Assistance Center is to give all students the chance for increased success in academics. The focus is to move the individual as far as possible into solving problems.

The purposes of the LDAC are: A. To provide supplemental instruction in content areas. B. To provide the means for gaining study skills. C. To help students who are underprepared in English and/or Mathematics. D. To help students who need tutoring in specific courses in Mathematics and English. E. To provide instruction in basic skills such as fractions and sentence structure. F. To service a content area relevant to basic skills and problem solving. G. To provide a central facility for training in tutoring.

Recognition for Academic Achievement

Independent studies/special topics: Students classified as juniors or seniors may pursue a subject of particular interest that is not already treated extensively in a regular course. In order to receive credit for such an independent study, the student must submit appropriate documentation of the plan of the study to the Registrar's Office. The directed study form should provide a thorough description of the project or coursework to be undertaken, including an indication of papers, assignments, test dates, conferences and projected completion date. The proposal must be approved by the professor who will provide supervision and evaluation of the project, the head of the department in which credit is to be established and the Vice President for Academic Affairs. Credit for such special topics will be indicated on the transcript by use of the department name and the number 499.

Independent studies are generally limited to students who have demonstrated above average scholarship (3.0 or higher gpa). Independent studies may occasionally be recommended for students who are unable to take regular courses because of scheduling conflicts. Forms for registration are available in the Registrar's Office.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Standards. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors course work will be indicated by the department name and the number 500.

Assistantships: A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more

semesters at Olivet Nazarene University. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from \$500-\$800 for the year. All appointments are for one semester, and are conditioned on satisfactory service. Appointments are made by the Vice President for Academic Affairs on the recommendation of the Department Head and Division Head. Application should be made to the Vice President for Academic Affairs by March 1 preceding the school year in which the appointment is to become effective.

Dean's List: An average of 3.50 for the preceding semester, with 12 or more hours attempted, is required for inclusion in The Dean's List.

Phi Delta Lambda: Olivet Nazarene University has a chapter of the national Nazarene honor society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

Departmental Honor Societies for Students and Alumni: Several academic departments have established chapters of national honor societies for honor graduates and related student organizations. These include: Education — Kappa Delta Pi; English — Sigma Tau Delta; History — Phi Alpha Theta; Family and Consumer Sciences — Kappa Omicron Nu; and Nursing — Sigma Theta Tau, Kappa Sigma Chapter; Psychology — Psi Chi Honor Society.

Graduation Honors: Graduation with highest honors (*summa cum laude*) requires a grade point average of 3.90.

Graduation with high honors (*magna cum laude*) requires a grade point average of 3.70.

Graduation with honors (*cum laude*) requires a grade point average of 3.50.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work accepted toward the degree. The last 60 hours of work must be taken at Olivet if one is to qualify for honors, except in Adult Studies programs, in which case all required courses within the major must be completed at Olivet.

Commencement Marshals. Each year the two men and the two women in the junior class having the highest cumulative grade point averages are designated as Commencement Marshals and lead the commencement procession.

Senior Awards: Each year one male and one female from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Awards. The selection is based on campus citizenship, scholarship, leadership and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day. The female graduate receives the Maggie Sloan Award, named for Olivet's first graduate. The male graduate receives the Robert Milner Award, named for a Nazarene minister.

General Requirements for Graduation

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The University, through its counselors and the credit summaries provided for the University by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office at least 6 months prior to the expected date of graduation.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Academic Standards Committee.

Residence Requirements: A candidate for a bachelor's degree must take, either the last year (30 semester hours) at Olivet Nazarene University, or, must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene University. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chairman of the major department and the Registrar.

Transfer Credit Limitations: Any course with a grade of F will not be accepted as transfer credit, but will be calculated in the grade average for considering admission, initial financial aid and initial athletic eligibility. A maximum of 68 hours will be accepted from two-year colleges as transfer credit at Olivet.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to complete the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. No more than one degree will be conferred upon a candidate at any one commencement. At least 30 hours of the additional 36 hours required for a second degree must be taken in residence at Olivet.

Correspondence Courses: Credit for correspondence courses taken at accredited colleges may be allowed to count toward degree requirements at Olivet Nazarene University only when prior approval is granted by the Registrar. A maximum of 15 hours of correspondence work may be applied at Olivet.

Proficiency Examinations

Students may be permitted to establish credit for courses listed in this catalog by departmental proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given "credit" unless he had made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade. (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) Not more than 10 semester hours credit can be earned by departmental proficiency

examinations for any degree; (6) Applications for the examination must be approved in advance by the Vice President for Academic Affairs; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Vice President for Academic Affairs. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene University. See also Waivers and Advanced Placement, Chapter 4.

Summer School

Olivet offers two summer sessions, each offering full college credit, operating on an accelerated schedule of classes. In each five-week session, five to seven semester hours can be earned. Dates of the summer sessions are listed in the University Calendar. All new students apply through the Director of Admissions by the deadline indicated. Registration for Summer School may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students or former students who desire a transcript of their academic record at Olivet Nazarene University must present a written request to the Office of the Registrar. The request must include the signature of the person whose record is requested. Additional identifying information, such as dates of attendance, birthdate, social security number, graduation date, maiden name, etc., may help to expedite the processing of the request. Normally, requests can be processed within a few days of receipt, though the time may be extended near the beginning or end of a semester.

A service charge of \$5.00 per transcript is required. When same-day service is requested, the service charge is \$7.50 per transcript. Transcripts will not be issued to or for students or alumni who are indebted to the University or whose repayment of loans is not in good standing.





Chapter 7

Courses of Instruction

Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. The following listing of programs of instruction include some developed recently as well as traditional programs of the University.

Course and Department Numbering System

The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites which must be completed before enrolling in those courses.

- 000 — Not available for degree credit
- 100 — Introductory or basic Freshman level courses
- 200 — Sophomores and qualified Freshmen
- 300 — Juniors and qualified Sophomores
- 400 — Seniors and qualified Juniors
- 500 — Graduates, qualified Seniors
- 600 — Graduates only
- 700 — Graduates, only
- 800 — Graduate independent study courses

The courses of study in the University are grouped in seven divisions which are listed alphabetically. Departments and areas of study are also listed alphabetically within each division, both below and at the page beginning each division.

A chart of majors, concentrations within majors, and minors appears in Chapter 2. In the succeeding pages, the faculty of each department are listed. They are also listed alphabetically in the index at the back of the catalog.

The Divisions, Departments and Disciplines offered are:

General Studies Page 80

Council for Christian Colleges
and Universities Programs (CCCU) 80
General Studies (GNST) 80
Military Science (ROTC) 80

Education Division Page 83

Education Department (EDUC) 84
Exercise and Sports Science Department
(EXSS) 94
Library Science (LSCI) 101

Fine Arts Division Page 102

Fine Arts (FINA) 103
Art Department (ART) 103
Music Department (MUSI) 108
Applied Music (MUAP) 112
Church Music (MUCH) 114
Music Education (MUED) 115
Music Literature (MULT) 116
Music Theory (MUTH) 117

Languages, Literature and

Communication Division Page 118

English Department (ENGL) 119
Literature (LIT) 122
Modern Language Dept. (MLAN) 123
French (FREN) 125
Spanish (SPAN) 126
Communication Department
(COMM) 127

Natural Sciences Division Page 133

Pre-Professional Programs 135
Natural Science (NSCI) 137
Biology Department (BIOL) 138
Chemistry Department (CHEM) 143
Computer Science Department (CSIS)
146

Engineering and Physics Department 149

Engineering (ENGN) 151
Physics (PHYS) 153

Geological Sciences Department
(GEOL) 153

Mathematics Department
(MATH) 156

Nursing Division Page 160

Nursing Department (NURS) 161

Religion and Philosophy Division

Page 167

Biblical Literature Dept. (BLIT) 169
Christian Education Department
(CHED) 171
Theology Department (THEO) 173
Christian Ministry (CMIN) 176
Philosophy (PHIL) 177

Social Science Division Page 178

Social Science (SSCI) 179
Accounting Department (ACCT) 181
Business Department (BSNS) 183
Economics (ECON) 188
Family and Consumer Sciences
Department (FACS) 189
History Department (HIST) 195
Political Science (PSCI) 199
Psychology Department (PSYC) 200
Sociology, Social Work, and Criminal
Justice Department (SOCY) 204
Social Work (SOWK) 208

School of Graduate and

Adult Studies Page 210

Graduate Programs 211
Adult Degree Completion 211

Council for Christian Colleges and Universities Programs (CCCU)

Olivet Nazarene University is a member of the Council for Christian Colleges and Universities which is comprised of more than 95 Christ-centered, accredited four year liberal arts colleges and universities, each committed to academic excellence and to the integration of the Christian faith with learning and living. All Council study programs are open to Olivet students who qualify. Each of the programs are administered by appropriate departments of the University, and coordinated through the Council offices in Washington D.C.

Council semester programs are designed for juniors and seniors who demonstrate competence in the classroom and Christian commitment in lifestyle. Plans for these semesters off-campus should be begun during the freshman and sophomore years. Students register for these programs through the normal registration process, and credit is assigned by the Registrar according to the specific material covered in each program.

Programs available to Olivet students include the American Studies Program, the Latin American Studies Program, the Russian Studies Program, the Middle East Studies Program, the Los Angeles Film Study Center, the Oxford Summer Program, the Oxford Honors Program, the China Studies Program, the Summer Institute of Journalism and the International Business Institute. Additional information is provided in the catalog in the sections describing the English Department, the Communication Department, the Business Department, and the Department of History and Political Science.

General Studies (GNST)

The following courses are offered without reference to any department:

GNST 100 — Introduction to College Studies. 1 hour. A credit course required for freshman designed to facilitate successful adjustment to college. The summer orientation program and weekly discussion sessions in the fall with one's academic advisers make up the two major parts of this course. Required of all freshman. Pass/Fail grading.

GNST 101 — Essentials of Learning. 2 hours. A course of basic instructional guidance designed for

students who do not meet regular admissions criteria. Students in this course form a support group while acquiring study skills and traits of good students like self-motivation and time management. Academic counseling is provided to assist the student in progressing toward success in college.

GNST 300 — Academic Advising Assistantship. 1 hour. A credit course for upper division students selected to assist as an adviser in the freshmen advising program. Responsibilities consist of participation in an in-service workshop, one summer freshman orientation, and assistance in weekly freshman advising sessions. Pass/Fail grading.

Military Science (ROTC)

The purpose of the Army Reserve Officer's Training Corps is to enable college students to pursue a course of study which will qualify them, upon graduation, for appointment as officers in the United States Army, Army Reserve, and Army National Guard.

The program is a cooperative effort mutually agreed to by the Army and Olivet Nazarene University, as a means of providing junior officer leadership in the interest of national security. The leadership training provided in the ROTC program of instruction is designed to develop the leadership traits essential to achieving a high degree of success in civilian pursuits as well as military.

The Military Science curriculum generally consists of two 2-year courses. The Basic Course requires a total of six semester hours. Students who are unable to complete the on-campus basic course may attend a five-week summer camp between their sophomore and junior years. The Advanced Course requires five complete semester courses plus a five-week advanced training camp during the summer following the junior year.

Upon completion of the Basic Course, the Basic Summer Camp, or by virtue of past or present enlisted membership in the Active Army, Army Reserve, or Army National Guard, the student may apply for enrollment in the Advanced Course. If selected for enrollment in the Advanced Course, the student signs a contract with the United States Government in which he/she agrees to complete the course of instruction, attend the advanced summer camp, and accept a commission in the reserve or active components of the U.S. Army for a period specified by the Secretary of the Army. The Army requires the student who enters

the Advanced Course to meet the obligations of his/her contract as a prerequisite to being granted a baccalaureate degree, and commission. While enrolled, Advanced Course students are paid \$150 per month for up to 10 months per academic year. ROTC scholarships which provide up to full tuition is available for qualified students. The scholarship also provides an annual allowance of \$450 to purchase books.

Students who are citizens of foreign countries may not enroll in the Military Science program without special permission of the Professor of Military Science.

Courses

Basic Courses — Required attendance at a four-hour lab once a month for all Military Science students. Serves as a training medium used to incorporate classroom learning, hands-on experiences and leadership skill building.

ROTC 121 — The Army Today. 2 hours. An introductory course on the U.S. Army; customs and traditions of the Army; orientation on Army life and opportunities. Christian perspectives on military service; descriptions of the Army ROTC program; fundamentals of soldiering; individual tactical training; discussion covering a wide variety of military topics including nuclear strategies, armies of the world, U.S. military involvement in foreign countries, and the ethics of Christian service. Emphasis on “hands-on” learning includes a monthly leadership laboratory, one weekend field trip, and physical training.

ROTC 122 — Orienteering, Mountaineering, and Marksmanship. 2 hours. Orienteering and mountaineering/marksmanship and small arms training, basic fundamentals in map reading and land navigation; introduction to principles and techniques of orienteering and mountaineering, with practical exercises in mountain climbing, rappelling and orienteering; introduction to rifle marksmanship, including live fire of .22 caliber rifle, and M16A1 rifle; familiarization with other weapons to include nomenclature, characteristics, and principles of operation and maintenance. Includes one weekend field trip, monthly leadership laboratory, and physical training.

ROTC 221 — Leadership and Tactics at Squad Level. 2 hours. Fundamentals and principles of squad tactics and leadership. Appreciation of the junior leader’s abilities, role, and responsibilities. Advanced map reading and land navigation to include practical exercises, basic first aid, hygiene, and life saving measures. Includes one weekend field

trip, a monthly leadership laboratory, and physical training. Prerequisite: ROTC 122.

ROTC 222 — Organizational Leadership. 2 hours. Study and application of the principles and techniques of leadership and management at small unit or organizational levels. Problem analysis, decision making, human behavior, and motivating performance are emphasized. Management problems in a simulated environment will be discussed. Includes one weekend field trip, a monthly leadership laboratory and physical training. Prerequisite: ROTC 221

ROTC 225 — Army ROTC Basic Camp (Camp Challenge). 4 hours. An alternative to the Basic Course above which offers an opportunity to earn a two-year scholarship. A five-week summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership. Instruction includes Role and Mission of the Army, Land Navigation, Rifle Marksmanship, First Aid, Individual and Unit Tactics, and practical development of basic leadership techniques. Earn military pay of approximately \$700.

Advanced Courses — Required attendance at a four-hour lab once a month for all Military Science students. Serves as a training medium used to incorporate classroom learning, hands-on experiences and leadership skill building. During the Advanced course, students are required to assume increased levels of responsibility as they are promoted to leadership positions in the cadet battalion.

ROTC 330 — U.S. Army Leadership Development. 4 hours. A study in the ethical training concept and applying leadership doctrine to given military situations and applying team development techniques in preparation for advanced camp. Discussion covering U.S. policies in countering terrorism, complying with environmental laws and regulations, and the U.S. Army’s policies on equal opportunity and sexual harassment. Required attendance at a monthly leadership lab, one weekend field trip, and physical training. Prerequisite: ROTC 121, 122, 221, 222; or 225.

ROTC 332 — Military Training and Tactics. 4 hours. Review of map reading and land navigation. A practical study of leadership skills at the platoon level, to include decision-making using the Ethical Decision-Making Model. Principles of small unit tactics at squad, platoon, and company level. Introduction to staff and staff functions as well as basic communication procedures with radio and field telephones. Includes one weekend field trip, physical training, and a monthly leadership laboratory. Prerequisite: ROTC 330.

ROTC 335 — Army ROTC Advanced Camp. 4 hours. Advanced training course for leadership development. Required of Advanced Course stu-

dents. Earn military pay of approximately \$700. Prerequisite: ROTC 332. (Optional 4 hours credit. Special tuition charge \$25.)

ROTC 440 — Introduction to the Role of a Second Lieutenant. 4 hours. Upon completion of the course the student will be familiar with the basic fundamentals of the Army Training Management System, the Army administrative system, preparations of correspondence, the history of the military judicial system, the principles of military justice, the law of war, and support activities of an installation. The student will also evaluate summer training experiences in light of ethical and spiritual values. Monthly leadership lab, one weekend field trip and physical training mandatory. Prerequisite: ROTC 332.

ROTC 442 — The Army Officer in American Society. 4 hours. An introduction to the Army's ethical decision making methodology, an overview of the Army logistics system, and a performance based leadership development program for second

lieutenants focusing on counseling and the role of the non-commissioned officer. Monthly leadership lab, one weekend field trip, and physical training mandatory. Prerequisite: ROTC 440.

ROTC 443 — Military History and Briefing. 2 hours. Upon completion of the course students will be familiar with the principles of warfare and military leadership, focusing on threads of continuity throughout the history of warfare. Case studies include battles from colonial to modern times, with emphasis on American military history. Students will also learn proper preparation and presentation of formal military style briefing. This course or a similar history course approved by the department can be taken for completion of the ROTC's military history requirement. A military history course is a requirement for commissioning. In lieu of ROTC 443, students may take HIST 231, 232, 344, or 368, augmented with additional training by the professor of Military Science.





Division of Education

Education — EDUC

Exercise and Sports Science — EXSS

Physical Education — PHED

Library Science — LSCI

Thomas Knowles, Division Chair

The major aim of the Division of Education is the preparation of students for effective teaching in pre-school, elementary and secondary schools. The Division includes the faculty of the Departments of Education, Exercise and Sports Science, and the Library. The Division of Education is a service division for teacher education and is responsible for the coordination of all teacher education programs at the University.

Teacher education at Olivet Nazarene University makes use of the total educational resources of the university, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Executive Committee, Teacher Education Faculty and other policy making bodies of the University. The program is designed to bring the resources of the University to bear most effectively in the education of teachers, helping them because *Professionals Influencing Lives*.

Because of the continual effort to coordinate the activities of the Division of Education and the academic departments which offer teacher education programs, the prospective teacher is encouraged to confer with advisers from both the Division of Education and the department of the chosen major field.

Education Department — EDUC

Faculty

THOMAS KNOWLES (1996)

Professor of Education; Chair, Division of Education; Chair, Department of Education; Director of Teacher Education

B.A., 1974, Cedarville College

M.A., 1976, Ball State University

Ed.S., 1985, Nova Southeastern University

Ed.D., 1992, University of Sarasota

KAREN LEA (1999)

Associate Professor of Education

B.A., 1984, Northwest Nazarene University

M.A.E., 1990, United States International University

Ph.D., 1999, Walden University

CAROL MAXSON (1997)

Associate Professor of Education; Associate Dean for Graduate and Adult Studies

B.A., 1988 Olivet Nazarene University

M.A.E., 1990, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

DALE OSWALT (1997)

Associate Professor of Education

B.A., 1976, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

FRAN REED (1989)

Professor of Education; Associate Dean of Instruction

B.S., 1973, Olivet Nazarene University

M.A., 1982, Governors State University

Ph.D., 1995, University of Illinois

SARA SPRUCE (1979)

Professor of Education

B.S., 1967, Eastern Nazarene College

M.A., 1969, Ball State University

C.A.S., 1976, University of Illinois

Ed.D., 1979, University of Illinois

MARLA M. STREIT (1997)

Associate Professor of Education

B.A., 1968, Trevecca Nazarene University

M.L.S., 1973, George Peabody College for

Teachers of Vanderbilt University

M.A.E., 1979, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

H. STANTON TUTTLE (1997)

Associate Professor of Education

B.S.Ed., 1973, Northern Illinois University

M.Ed., 1980, University of Texas

M.M.A.S., 1986, U.S. Army Command and General Staff College

Ph.D., 1997, University of Texas

Teacher Education Department Specialists

Art — Chelise Kinsinger

English — Judy Whitis

Family/Consumer Sciences — Diane Richardson

Mathematics — Steve Brown, David Atkinson

Music — Don Reddick

Natural Science — Randal Johnson

Physical Education — Doug Porter,

Brenda Patterson, Ralph Hodge

Modern Language — Kristin King,

Vicki Trylong

Social Studies — Stephen Lowe

Objectives of Teacher Education

Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. They constitute the general objectives of teacher education.

Within the framework of the general objectives of the University, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. evidences competency in the area(s) of specialization in which he or she expects to teach;
2. demonstrates a knowledge of the school as a social institution and teaching as a profession and is able to interpret the school and its function to the public;
3. exemplifies a professional attitude that ensures quality service and continued growth in the profession;
4. demonstrates a knowledge of human development, behavior, adjustment, learning process, and individual differences;
5. demonstrates a knowledge of instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and applies principles of development, learning, and individual differences;
6. attests to the opportunities for Christian service in the teaching profession;
7. organizes, presents, assesses, and reflects on learning experiences effectively;
8. manifests an awareness of the teacher's relationships to students, colleagues, and the public and reflects on and integrates the knowledge and skills implied by these relationships;

9. integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination;

10. accepts all children as individuals worthy of respect and has faith in their improvement through the medium of organized educational experiences;

11. reflects on practice and generates educational decisions that are consistent with a growing personal philosophy of education;

12. makes use of basic knowledge of himself/herself and of the profession in determining his or her anticipated role in the profession of education;

13. formulates accurate appraisals of the requirements of teaching positions and of his or her qualifications relative to them;

14. accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

General Education for Teachers

The general education requirements for teachers are the same as those of other students in the University except that certain choices within the program must be made and the hours slightly increased to include the following:

a. Fundamentals of Public Speaking (COMM 101).

b. One course in Biological Science and one course in Physical Science, including at least one lab course. Early childhood and elementary majors must have at least 12 hours in the Natural Sciences; Secondary and Music majors must have at least 9 hours of Natural Science.

c. MATH 111 — Mathematics for Elementary Teachers I (grade of C- or above) and MATH 112 — Mathematics for Elementary Teachers II (grade C- or above) for early childhood and elementary; 3 hours of Mathematics (grade C- or above) for secondary. Math courses numbered 131 or above may be substituted for Math 111 and/or MATH 112 for early childhood and elementary education majors.

d. Psychology 102, 103, 211, or 214 (For Elementary Teachers); 102, 103, 212 or 214 (For Secondary Teachers).

e. PSCI 223 — American Government and a three-hour course in American History.

f. One three-hour course in Non-Western or Third World Culture, selected from Literature of Non-Western and Third-World Cultures, The Developing World, World Religions, World Food Problem, World Musics, or Multi-ethnic Literature.

g. One three-hour course in domestic multicultural understanding for students seeking a B.S. degree. Early Childhood Education B.S. majors must take SOCY 280 for this requirement.

h. Grades of C- or better in each of the required Freshman Composition courses.

Students preparing to teach in elementary school and those preparing to teach high school in the subject matter fields of art, biology, family/consumer sciences, mathematics, music, physical education and physical science may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may select courses in International Culture in the General Education program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

Elementary School Program Professional Education Courses

The professional education courses required for prospective elementary teachers follows. A grade of C- or above is required in the professional education courses for student teaching and graduation.

Elementary Education Major: 40 hours. B.A. or B.S.

Required:

- EDUC 101 — Education in American Society
150 — History and Philosophy of Education
249 — Educational and Developmental Psychology
261 — Art Activities for Children
269 — Children's Literature
295 — Instructional Technology
340 — Teaching Elementary/Middle School Language Arts and Social Studies.
342 — Teaching Elementary/Middle School Reading
350 — Teaching Elementary/Middle School Mathematics and Science
367 — Physical Education Methods
376 — Teaching Diverse Populations
455 — Seminar in Classroom Management
484 — Student Teaching in the Elementary School
494 — Senior Seminar

Required supporting courses:

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, French, Geology, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, or Spanish.

	Major	Minor
Art	36 hours	24 hours
Biological Science	36 or 44	24
Chemistry	32	24
English	43	24
Family and Consumer Sciences	41	24
French	32	22
History	32	24
Mathematics	36	25
Physical Education/Health	57	25 or 32
Physical Science	32	24
Spanish	32	22

Secondary School Program

Professional Education Courses. 29 hours, including these required professional education courses for prospective secondary teachers. A grade of C- or above is required in the professional education courses for student teaching and graduation.

- EDUC 101 — Education in American Society
- 150 — History and Philosophy of Education
- 249 — Educational and Developmental Psychology
- 295 — Instructional Technology
- 351 — General Methods for Middle and Secondary School
- 376 — Teaching Diverse Populations (Phys. Ed. majors will take PHED 370 — Adaptive Physical Education — in place of EDUC 376.)
- 455 — Seminar in Classroom Management
- 486 — Supervised Student Teaching in the Secondary School
- 494 — Senior Seminar
- A Special Methods course in the Teaching Field

Subject Matter Specialization

In addition to the professional education courses, students planning to teach in secondary schools must be prepared for certification in one teaching field, and must, in addition, complete one of the following options:

Option A. Teaching Major with a Teaching Minor

The major teaching field must consist of at least 32 semester hours or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 25 semester hours.

Minor concentrations (second fields only) which Olivet offers and the required number of hours for each are:

- Earth and Space Sciences — 24; General Science — 24; Journalism — 25; Music — 24; Physics — 24-25; Psychology — 21; Social Sciences-24; Speech Communication — 24.

See departmental listing for specific requirements.

Option B. Teaching Major with Special Emphasis

Selection of this option involves submitting a statement of and an acceptable rationale for the substitution of a Special Emphasis for the teaching minor. This must be submitted to and approved by the major department and the Director of Teacher Education. The selection of Option B might not meet requirements for certification in some states. In addition, approval of the Teacher Education Executive Committee is required for any Option B requiring 15 hours or less.

Middle School Endorsements

Students majoring in elementary or secondary education may choose to obtain Middle School Endorsements. These endorsements can be obtained by completing 18 semester credits in any of the various approved subject areas, successful completion of required methods courses, and by taking EDUC 214-Early Adolescent Development. See the Teacher Education Handbook, or consult with the Director of Teacher Education for more information concerning Middle School Endorsements.

Special Education Approval in Learning Disabilities

Students majoring in elementary or secondary education programs may obtain approval to teach students with learning disabilities by completing EDUC 376, EDUC 505, EDUC 510, and EDUC 515. Contact the Director of Teacher Education for further information.

Music Teaching Program K-12 B.A. or B.S.

Professional Education: The required professional education courses for music education follow. A grade of C- or above is required in professional education courses for student teaching and graduation. 30 hours:

- EDUC 101 — Education in American Society
 - 150 — History and Philosophy of Education
 - 249 — Educational and Developmental Psychology
 - 295 — Instructional Technology
 - 375 — Instrumental Music and Conducting
 - or 378 — Choral Methods and Conducting
 - 376 — Teaching Diverse Populations
 - 455 — Seminar in Classroom Management
 - 460 — General Music Methods
 - 485 — Supervised Student Teaching
 - 494 — Senior Seminar

Subject Matter Specialization

See Department of Music.

Early Childhood Education Teaching

Major: 38 hours. B.A. or B.S.

Required: A grade of C- or above is required in the following professional education courses for student teaching and graduation.

- EDUC 101 — Education in American Society
 - 130 — History and Philosophy of Early Childhood Education
 - 210 — Instructional Methods of Early Childhood Education
 - 261 — Art Activities for Children
 - 269 — Children's Literature
 - 295 — Instructional Technology
 - 320 — Early Childhood LA/SS
 - 330 — Early Childhood Math/Science
 - 346 — Language Development in Young Children
 - 359 — Teaching Reading to Young Children
 - 376 — Teaching Diverse Populations

- 455 — Seminar in Classroom Management
- 482 — Student Teaching for Early Childhood Education
- 494 — Senior Seminar

Required supporting courses:

- FACS 120 — Intro To Nutrition
- 264 — Child, Family and Community Relations
- PSYC 211 — Child Development

18 hours, (9 of which must be upper division) in addition to the General Education Requirements, selected from one of the following disciplines: Art, Biology, Chemistry, Economics, English, French, Geology, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, or Spanish.

General Education Requirements for this major are the same as those for the Elementary Education major, except that the following courses must be selected among the various options:

- PSYC 211 — Child Developmental Psychology
- SOCY 280 — Ethnic Relations (for B.S. degrees)
- FACS 120 — Nutrition in Health/Fitness

And a Social Science third-world course for B.A. degrees.

Strongly Recommended Courses:

- FACS 360 — Parenting
 - 252 — Consumer Economics
 - 355 — Management of Family Resources
 - 330 — Community Nutrition

Masters degree program in education are offered through Olivet's School of Graduate and Adult Studies. These programs are designed for persons seeking initial certification as elementary or secondary teachers as well as for certified teachers seeking advanced study. These programs are described in the Bulletin of Graduate and Adult Studies.

Admission to Teacher Education

Admission to the University neither implies nor guarantees acceptance into the teacher education program. Preparation for teaching is a privilege and not a personal right. The University may discourage any individual from attempting to complete preparation for a career in education if, in the opinion of the Teacher Education Faculty, he/she fails to meet acceptable professional and personal standards.

Students desiring an undergraduate major in education must first be received into the Teacher Education Program of the University by action of the Teacher Education Executive Committee, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.5 point average in all college work, and a 2.75 GPA in the major.

A grade of C- or above is required in professional education courses for admission to the teacher education program, for student teaching, and graduation for all teacher education majors.

Teacher certification candidates are advised that teacher licensure in the state of Illinois is currently undergoing many changes. The program listed in the catalog may need revision as a student proceeds through his/her undergraduate career. The student should maintain close contact with his/her advisor in the Department of Education to ensure eligibility for licensure upon graduation.

Admission to the Teacher Education Program of the University is necessary for admission to special methods courses in education and to student teaching. Normally the student will apply for such admission during the sophomore year. Otherwise, progress through the professional education courses may be delayed. Application forms may be secured at the Education Office. Applications for the Teacher Education program will be screened by the Director of Teacher Education, and acted upon by the Teacher Education Executive Committee, and reported to the Teacher Education Faculty. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. Completion of 45 hours of coursework with at least a 2.5 grade point average.
2. Clearance by the office of the Dean of Students Development.
3. Grades of C- or above in each of the required Freshman English Composition courses.

4. Grade of C- or above in MATH 111 (Elementary) or MATH 102 (Secondary).

5. Grades of C- or better in all professional education courses.

6. Satisfactory recommendations from two out of three faculty members, and a good character reference.

7. Demonstrate pre-determined competency level on the state basic skills tests.

8. Early Childhood Education majors must also complete PSYC 211 — Child Developmental Psychology prior to application for the Teacher Education program.

In submitting references, students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselves of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

The required state basic skills test is given four times per year. A student who does not score at or above the state competency level will be permitted to retake the test. For such cases, remediation is available, and is outlined in the Teacher Education Handbook. A student who fails to demonstrate competency at the time of the retake of the state basic skills test will be asked to once again complete a program for remediation. If the student does not score at or above the established competency level on the second retake of the test, he/she will not be admitted into the teacher education program.

Pre-Student Teaching Clinical Experiences

Pre-student teaching clinical experiences, including the use of films (vicarious experiences) and school observation and participation, are required in some of the education courses taken prior to student teaching. The minimum number of pre-student teaching hours for secondary education and music education majors is 140 clock hours. Secondary education students meet this requirement through EDUC 249, 351, 376, 494, and a special methods course. Music education students do so in EDUC 249, 376, 494, Music 460 and either EDUC 375 or 378.

Elementary education majors must complete a minimum of 140 pre-student teaching clock hours. Elementary education majors complete practicum experiences in EDUC 249, 340, 342, 350, 376, and 494.

Early Childhood Education majors must complete a minimum of 140 pre-student teaching hours in EDUC 210, 320, 330, 359, 376, and 494.

Students are to keep records of pre-student teaching clinical experiences, together with signatures of supervising personnel, on forms provided for this purpose by the Olivet Education Department. These records are kept in the student's folder in the Education Office, and are considered in connection with admission to the Teacher Education Program and in placement for Student Teaching.

Students enrolled in any education course which includes a clinical experience must complete the field experience requirements of the course before credit can be given. If an equivalent course has been completed at another educational institution and the student wishes to transfer the field experience hours, the student must request the credit-granting institution to send documented evidence of the field experience hours to Olivet. No credit will be given for field experience hours that are not equivalent (i.e., hours, assignments) to those outlined in the course syllabi or Teacher Education Handbook. This documentation will be kept in the student's file in the Education Office.

An unsatisfactory pre-student teaching experience evaluation will result in an incomplete for the course until the clinical experience is successfully completed.

Admission to Student Teaching

Students should submit applications for student teaching by December 1st of the semester prior to the school year in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education Program of the University, and the completion of all methods courses required in the major. In addition each candidate for student teaching must be approved by the Teacher Education Executive Committee before he or she can be registered and assigned. The approval of the candidate's major department, an overall grade point average of 2.5 or better, a grade point average of 2.75 or better in the major field for secondary students and music education majors, or a grade point average of 2.75 or better in the professional education courses for elementary and early childhood majors, are required.

Transfer of student teaching credit earned at another college must have prior approval of the department chairman, the director of teacher education, and the registrar.

Student Teaching, Employment and Coursework

As a general practice, the University discourages students from employment on or off campus during student teaching. Students are also discouraged from taking any classes with the exception of the Senior Seminar and Seminar in Classroom Management while student teaching. Supervising teachers in the schools view student teaching as an internship which should demand the total involvement of the beginning teacher. Thus the student teacher should be free from other responsibilities which might detract or drain energy from teaching. Students who, for any reason, wish to work or take other coursework during the student teaching experience, must petition the Teacher Education Executive Committee for permission to do so.

Student Teaching and the Professional Semester

The requirement of credit hours in student teaching is 10. The semester which involves mostly student teaching and corresponding professional courses is known as the Senior Professional Semester. Students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for that semester.

All students registered for Student Teaching must take EDUC 455 and EDUC 494 concurrently with student teaching. All transfer students and "guest" student teachers must complete 10 hours of student teaching and 2 hours of EDUC 494 regardless of the student's transcript evaluation requirements or minimum requirements of his/her teacher education institution. All students completing student teaching through Olivet must meet the standards of the University's teacher education program entrance and student teaching admission requirements.

"Guest" students must first contact, interview with, and have the permission of the department and division before the Director of Teacher Education and Teacher Education Executive Committee will consider the request for student teaching placement. All "guest" students must meet the December 1 deadline for application for student teaching.

Student Teaching Placement

When a student teaching placement is cancelled by the student so late that the supervising teacher

cannot take another student teacher for the given school year, the student's account will be charged for the payment of the honorarium to the supervising teacher.

If a request for placement in another setting is initiated by the student teacher, a full honorarium will be paid the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by a conference of the teacher, principal, university supervisor and/or the student, no additional fees will be charged unless the student teaching period is extended.

A student teacher from Olivet is placed at a practicum site in the Kankakee County area where a contractual agreement has been made with the local school district for such a placement. While the student has the opportunity to express his/her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches.

To obtain Illinois certification by entitlement, an Olivet graduate must have completed one of Olivet's state-approved teacher education programs, all of which meet the minimum Illinois requirements. In addition, applicants must pass the Illinois certification tests in basic skills and subject matter knowledge. Upon completion of the academic program, the student should obtain and complete the appropriate certification forms in the Registrar's office. After the application form is signed by the Certification Officer indicating that graduation requirements have been satisfied, the applicant must submit the certification forms and appropriate fees to the Superintendent of Schools in the Illinois region in which the applicant resides or plans to teach. Anyone who has been convicted of a felony for a sex and/or narcotics crime may not be certified for teaching in Illinois.

Applications and information about certification in other states are available in the Registrar's Office, the library, and the teacher education office. For a specific state's certification requirements and procedures, see the Registrar or Director of Teacher Education. These applications are usually completed during the final semester of the student's senior year. Information regarding endorsement areas is available in the Registrar's

office and the Teacher Education Office. Students may also refer to the Teacher Education Handbook for a list of endorsement areas and options they may wish to consider.

Placement of Teacher Candidates

The University maintains a Career Planning and Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he graduates. The placement service of the University is free to the graduating senior and registered alumni. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering.

The Curriculum Center Library

A Curriculum Center Library is located on the lower level of the Library. This collection includes school textbooks, the juvenile collection, teaching aids, pamphlets, resource units, and other instructional materials selected as resources for students planning to become teachers. These materials are available for examination and use by students and faculty. The Curriculum Center Library is supervised by the Special Collections Librarian.

The Teacher Education Office

While teacher education is a function of the total university, represented by the Teacher Education Faculty, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.

Typical Program of Courses for a Student Majoring in Elementary Education

Freshman Year

Freshman Composition
Introduction to Fine Arts
American Civilization
Bible I
Early Adolescent Development
Life Science — Biology
Physical Education
Mathematics for Elementary Teachers
Education in American Society
History and Philosophy of Education

Sophomore Year

Fundamentals of Public Speaking
Introduction to Literature
American Government
Physical Science
Education and Developmental Psychology
Christian Doctrine
Instructional Technology

Education Courses

EDUC 101 — Education in American Society. 1 hour. An introduction to the organization, development and critical issues of American education. Included is an examination of the school, the teacher, the curriculum, the outside influences that affect schooling, and the fundamentals of teaching as a profession. The course is designed for students interested in exploring the field of education. As a part of the course, students will become familiar with the teacher education program at Olivet through an in-depth study of the [Teacher Education Handbook](#).

EDUC 130 — History and Philosophy of Early Childhood Education. 3 hours. This course examines current curriculum issues in early childhood education from their philosophical, historical and theoretical perspectives. Fundamental ideas which have influenced early childhood programs will be studied. The course provides an analysis of research findings, experimentation, and current trends in early childhood education.

EDUC 150 — History and Philosophy of Education. 2 hours. A study of American education in light of historical, philosophical, and theoretical models from past centuries and how each has impacted today's educational thought. Framework will be developed to explain concepts and events in the context of the economic, political, social, religious, and philosophical beliefs and issues of the times in which each theorist derived his/her thought.

Emphasis will also be placed on understanding of how the industrial and technological revolutions of more recent times have contributed to changes in the philosophy of today's education, especially in relation to democracy and problems of academic freedom and professional ethics.

EDUC 210 — Instructional Methods of Early Childhood Education. 4 hours. Participants in this course are presented an overview of the educational/developmental needs of young children. Types of instructional methods examined include activity/learning centers, individualization, educational play, media, and pre-reading experiences. The focus is on extending the young child's understanding of art, music, literature, mathematics, natural science, and social science. A further emphasis is placed on organization of balanced daily programs, planning, using materials of instruction, pupil evaluation, parent communication, classroom environment, and needs of special children. Includes a practicum experience in a local preschool or daycare center. Prerequisite: PSYC 211.

EDUC 211 — Child Growth and Development. 3 hours. (Same as PSYC 211.)

EDUC 212 — Adolescent and Adult Developmental Psychology. 3 hours. (Same as PSYC 212.)

EDUC 214 — Early Adolescent Development. 3 hours. The course is designed to provide an understanding of the mental, physical, emotional, and social characteristics of the early adolescent student. Students will also gain an understanding of the Middle School concept, including purpose, curriculum, and special programs. For education majors only. To qualify for Middle School endorsements, a grade of C- or better is required.

EDUC 220 — Early Childhood Field Practicum. 3 hours. The student will participate in a preschool or daycare center for a total of 120 clock hours. This experience permits the student to utilize skills and techniques which have been learned in the specialized methods courses. Prerequisites: PSYC 211, EDUC 130 and 210.

EDUC 241 — Statistics. 4 hours. Same as MATH 241.

EDUC 249 — Educational and Developmental Psychology. 3 hours. This course introduces students to educational psychology and child development. It is an interactive course where students learn and practice skills related to both the cognitive and affective domains of education. Students participate in a series of activities throughout the semester designed to stimulate their thinking and encourage the application of appropriate classroom knowledge to their practicum experiences. Includes a practicum. Prerequisites: EDUC 101 and PSYC 102, 103, 211, or EDUC 214 for Elementary Teachers, or PSYC 102, 103, 212 or EDUC 214 for Secondary Teachers, or permission of the Director of Teacher Education.

EDUC 261 — Art Activities for Children. 1 hour. Teaching methods at the elementary and preschool levels. The student teacher gains expertise in the handling of art media, relationships between all curricula, classroom management, and group and individual project development. Prerequisite: Admission to the Teacher Education program or permission of the Director of Teacher Education.

EDUC 269 — Children's Literature. 3 hours. A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades. Prerequisite: Admission to the Teacher Education Program or permission of the Director of Teacher Education.

EDUC 295 — Instructional Technology in the Schools. 1 hour. An introduction to the theory and principles of the use and integration of technologies in classroom instruction. Through classroom lecture/demonstration and student projects, each student will demonstrate an understanding of the operation and integration of computer technology in the teaching and learning process. Prerequisite: C- or better in EDUC 101 or permission of the Director of Teacher Education.

EDUC 320-Teaching Early Childhood Language Arts and Social Studies. 2 hours. Participants in this course are presented a variety of techniques and methodologies for teaching language arts and social studies at the primary level. A study of the methods of teaching the language arts from a whole language philosophy interrelated with the social studies will be developed. A thematic approach will enhance understanding of integrating listening, speaking, reading and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, geography, history, and biographical appreciation. Includes a practicum experience in a primary classroom. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 330-Teaching Early Childhood Math and Science. 2 hours Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a practicum experience in a primary classroom. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 340 — Teaching Elementary and Middle School Language Arts and Social Studies. 3 hours. A study of the methods of teaching the language arts from a whole language philosophy interrelated with the social studies. A thematic unit approach will enhance understanding of integrating listening, speaking, reading and writing skills with the basic social heritage concepts of multi-culturalism (cultural diversity), values, citizenship, self-worth, and

geographical/historical/biographical appreciation. Includes a practicum. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 342 — Teaching Elementary and Middle School Reading. 4 hours. This course is designed to provide understanding of the theoretical background as well as the processes and methodologies of reading instruction from kindergarten through middle school. Emphases are placed on emergent literacy, word recognition, vocabulary development, comprehension, content and study skills, strategies and assessment. Students will gain understanding of the developmental needs of various cultures and abilities of children who will be instructed in an integrated whole-language reading program. Includes a practicum. Prerequisites: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 346 — Language Development in Young Children. 2 hours. Because the historical development of English reflects the cultural development of its people, this course will review English instruction and the major aspects of its history. Differences in grammatical systems, morphemes, syntax, semantics, discourse, dialects, and cultural pluralism will also be examined. A major focus of the study will be to understand the various theories of language acquisition during the preschool years and primary grades, with emphasis on the stages of learning development and background influences. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 350-Teaching Elementary and Middle School Math & Science. 3 hours Participants of this course are presented a variety of teaching techniques and methodologies. The focus of this course is specifically on teaching methodologies and instructional techniques in the subjects of math and science. This course includes a practicum experience in an elementary classroom. Prerequisites: Admission to Teacher Education or permission of the Director of Teacher Education.

EDUC 351 — General Methods for Middle and Secondary Schools. 3 hours. Designed to introduce and refine an education major's skills in the areas of motivation, behavior management, course, unit, and lesson planning. Characteristics and issues associated with teaching in middle schools, junior high schools, and high schools will be addressed throughout the course. Includes a practicum. This course is a prerequisite for special methods courses. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 359 — Teaching Reading to Young Children. 3 hours. This course is designed specifically for prospective teachers of preschool through grade three children. The teacher's role in nurturing readiness will be developed as well as identification of teacher behaviors. Because early literacy experiences

are learned through a healthy, balanced experiential environment in the home, one feature of the course will include parental involvement in the developmental aspects of early language and reading experiences. Other areas to be covered will include factors and stages in reading readiness, language experience approaches and materials, sight word and phonics instruction, establishing the classroom learning environment, and assessing prereading skills. Includes a practicum. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 360 — Instrumental Activities. 1 hour. Same as MUED 360.

EDUC 362 — Teaching Middle and Secondary School Art. 3 hours. Same as ART 362.

EDUC 364 — Teaching Middle and Secondary School Physical Education. 3 hours. Same as PHED 364.

EDUC 366 — Music Activities for the Elementary School. 1 hour. (Same as MUED 366.) Prerequisite: Education 360.

EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. Same as PHED 367.

EDUC 375 — Instrumental Methods and Conducting. 2-3 hours. Same as MUED 375. Includes a practicum.

EDUC 376 — Teaching Diverse Populations in the Regular Classroom. 3 hours. This course is an introduction to the field of special education, the psychology and identification of exceptionalities (including, but not limited to students with learning disabilities), and methodologies for working with diverse populations in the school community. An emphasis is placed on specific strategies for adapting instruction and current practices designed to assist classroom teachers in meeting the needs of all students in the regular education setting. Includes a practicum. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education.

EDUC 378 — Choral Methods and Conducting. 2-3 hours. Same as MUED 378. Includes a practicum.

EDUC 400-414 — Student Interest Practicum. 1-4 hours. This is a field experience in which the elementary or secondary education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. A student will spend 40 or more hours per credit hour. Prerequisites: Junior Standing and EDUC 249.

These course numbers will designate particular programs of the Practicum in various departments:

EDUC 400 — Open School Concept

EDUC 401 — Language and Literature

EDUC 402 — Social Sciences

EDUC 403 — Natural Sciences

EDUC 404 — Fine Arts

EDUC 405 — Outdoor Education

EDUC 406 — Pre-School

EDUC 407 — Special Education

EDUC 408 — Reading

EDUC 409 — Mathematics

EDUC 410 — Vocational Education

EDUC 411 — Physical Education

EDUC 412 — Reading Laboratory

EDUC 413 — Learning Center

EDUC 414 — Multicultural Community Relations

EDUC 415 — Pre-Student Teaching Practicum. 1-3 hours. Students will spend a minimum of 40 clock hours per semester hour working with students and a classroom teacher in a public school classroom. Designed for education students who have not completed the state-mandated 100 pre-student teaching hours as part of required coursework, or those who may wish to take practicum hours in addition to those required. Prerequisite: Admission to Teacher Education.

EDUC 455 — Seminar in Classroom Management 1 hour. Designed to introduce and refine students' skills as effective managers of instructional experiences in today's schools. It emphasizes the management of time, materials, space, and interpersonal relationships within the classroom. Prerequisite: Admission to Teacher Education or permission of Director of Teacher Education. Taken concurrently with student teaching.

EDUC 460 — General Music Methods. 3-4 hours. Same as MUED 460. Includes a practicum.

EDUC 461 — Teaching of Middle School Mathematics. 3 hours. Same as MATH 461.

EDUC 469 — Teaching Middle and Secondary School Modern Languages. 3 hours. Same as MLAN 469.

EDUC 474 — Teaching of Secondary School Mathematics. 3 hours. Same as MATH 474.

EDUC 475 — Teaching Middle and Secondary School Family/Consumer Sciences. 3 hours. Same as FACS 475.

EDUC 476 — Teaching Middle and Secondary School English. 3 hours. Same as ENGL 476.

EDUC 477 — Teaching Middle and Secondary School Science. 3 hours. Same as NSCI 477.

EDUC 478 — Teaching Middle and Secondary School Social Studies. 3 hours. Same as SSCI 478.

EDUC 481 — Para-Professional Practicum. 4 hours. Students will spend half days for eight weeks working with a teacher as a para-professional under supervision of a university supervisor.

EDUC 482 — Student Teaching for Early Childhood Education. 10 hours. Prerequisites: Senior standing, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Includes some experience at both the preschool and primary school levels. Taken concurrently with EDUC 455 and EDUC 494.

EDUC 484 — Supervised Student Teaching in the Elementary School. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 455 and EDUC 494.

EDUC 485 — Supervised Student Teaching: All Grades. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 455 and EDUC 494.

EDUC 486 — Supervised Student Teaching in the Secondary School. 10 hours. Prerequisites: Senior standing, approval by the Committee on Teacher Education. Taken concurrently with EDUC 455 and EDUC 494.

EDUC 494 — Senior Seminar: Current Issues in Education. 2 hours. The purpose of Senior Seminar is twofold: a) to discuss major current issues in education as they influence the student entering the teaching profession, and b) to provide the student teacher with practical experience in school and classroom in which she/he will be teaching. All student teachers are required to attend the Fall Experience (introductory teacher workshops and first days of classes). Includes a practicum. Taken concurrently with student teaching.

EDUC 505-Psychological Diagnosis of Learners with Exceptionalities. 3 hours. Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs. Includes essentials of psychoeducational testing, formal and informal instruments of assessment, and interpretation of results to enhance learning for students with exceptionalities. Prerequisite: EDUC 376.

EDUC 510-Characteristics of Students with Learning Disabilities. 3 hours. Focuses on the characteristics of students labeled as learning disabled and includes historical perspectives, theoretical frames of reference, terminology, etiology, incidence, learning characteristics and educational practices. Includes a practicum. Prerequisite: EDUC 376 and EDUC 505.

EDUC 515-Methods for Teaching Students with Learning Disabilities. 3 hours. This course deals with the various methods, materials, and techniques for teaching students identified as having learning disabilities. Principles of curriculum construction, organization, resources, diagnosis, remediation practices, and working with parents will be addressed. Includes a practicum. Prerequisites: EDUC 376, EDUC 505, EDUC 510.

Exercise and Sports Science Department — EXSS Physical Education — PHED

Faculty

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B.S., 1974, Olivet Nazarene University
M.S., 1982, Chicago State University

DOUG PORTER (1998)

Assistant Professor of Physical Education
B.A., 1977, Wheaton College
M.S., 1985, North Texas State University

RITCHIE RICHARDSON (1991)

Assistant Professor of Physical Education
B.A., 1984, Lincoln Memorial University
M.A.T., 1992, Olivet Nazarene University

LARRY D. WATSON (1965)

*Assistant Professor of Physical Education,
Athletic Director.*
B.S., 1965, Olivet Nazarene University
M.A., 1968, Western Michigan University

BRENDA P. WILLIAMS (1998)

Assistant Professor of Physical Education
B.S., 1977, University of Alabama
M.A.E., 1979, University of Alabama-
Birmingham

NICHELLE PAJEAU (2000)

Assistant Professor of Physical Education

B.S., 1996, University of Iowa

M.S., 1998, University of Illinois

Certified Athletic Trainer

Athletic Staff

TIM ANNIS

M.A., Certified Athletic Trainer

BILL BAHR

B.A.

OBIE COOMER

Ed.S

KEVIN EMERSON

M.S.

DAN HANSON

M.A., M.A.T.

RAY KUHLES

M.A.E.

The Exercise and Sports Science Department seeks to prepare the student to teach physical education and health in the public schools, pursue graduate studies in physical therapy or exercise physiology, seek a career as an athletic trainer, or enter sports management related fields. The diverse curricular offerings of the department, integrated with several supporting courses from other disciplines, gives the student a solid foundation for a career in the exercise and sports science profession. Striving to enhance Christian values and character provides our majors a quality education with a Christian perspective. The Department also sponsors an extensive intramural and intercollegiate sports program.

Internships, which are required in three of the majors, are designed to extend the student's learning experience by working in an organization that is appropriate for his/her career interest. Internship require the approval of the department head and students are under the direct supervision of a member of the Exercise and Sports Science Department.

Exercise and Sports Science majors and minors must obtain a grade of C- or above in all physical education and/or Exercise and Sports Science courses to meet the requirements for graduation.

Four semester hours of health and/or physical education are required of all students. All students are required to take PHED 150. Veterans may apply to the Registrar's office for credit covering service experience in the Armed Forces.

For more detailed information on programs and career opportunities, contact the Chair of the Exercise and Sports Science Department.

Physical Education/Health Teaching

Major, 57 hours. B.A. or B.S.

Required:

PHED 120 — Nutrition in Health/Fitness

141 — Personal and Community Health

150 — Life Fitness

168 — Racquet Sports

202 — Aerobics/Swimming

210 — Teaching Rhythms and Aerobics

242 — Foundation of Health Education

246 — Human Anatomy and Physiology I

247 — Human Anatomy and Physiology II

260 — Individual Sports Skills

270 — Team Sports Skills

305 — Human Sexuality

310 — Curriculum Design in Physical Education

315 — Drug/Chemical Use and Abuse

325 — School Health Programs

352 — Assessment and Evaluation of Physical Education

360 — Physiology of Exercise

370 — Adaptive Physical Education

375 — Community Health Programs

410 — Curriculum and Evaluation in Health Education

472 — Kinesiology

Plus 2 additional hours selected from:

PHED 221 — Coaching Basketball

222 — Coaching Track and Field

223 — Coaching Baseball/Softball

224 — Coaching Football

227 — Teams Sports Officiating

228 — Principles of Weight Training and Conditioning

231 — Coaching Volleyball

232 — Coaching Soccer

Required supporting courses:

The professional education courses including
PHED 364 — Teaching Middle/Secondary School PE

Recommended courses:

PHED 241 — First Aid and Emergency Care

PHED 367 — Methods and Materials in Physical Education for the Elementary School

Athletic Training Major, 55 hours. B.A. or B.S.

Required:

- PHED 120 — Nutrition in Health/Fitness
141 — Personal and Community Health
150 — Life Fitness
241 — First Aid & Emergency Care
246 — Human Anatomy and Physiology I
247 — Human Anatomy and Physiology II
360 — Exercise Physiology
472 — Kinesiology
- EXSS 147 — Introduction to Athletic Training
148 — Advanced Athletic Training
180 — Athletic Training Clinical I
181 — Athletic Training Clinical II
205 — Therapeutic Modalities
215 — Lower Extremity Joint Assessment
275 — Upper Extremity Joint Assessment
280 — Athletic Training Clinical 3
281 — Athletic Training Clinical 4
349 — Organization and Administration of Athletic Training
361 — Evaluation of Athletic Injuries
372 — Therapeutic Exercise and Rehabilitation
380 — Athletic Training Clinical 5
381 — Athletic Training Clinical 6
420 — Pharmacology for Athletic Trainers
480 — Athletic Training Clinical 7
481 — Athletic Training Clinical 8
495 — Senior Seminar in Athletic Training
498 — Practicum in Athletic Training

Required supporting courses:

- PSYC 102 — General Psychology I
233 — Group Dynamics

The program has limited enrollment. Students must apply for admission to the program during their spring semester of freshman year. Admission requirements include EXSS 147, EXSS 148, EXSS 180, EXSS 181, and PHED 241 with a grade of C or better, minimum of 200 direct observation hours. Satisfactory completion of this major qualifies the graduate to take the National Athletic Trainers' Association Certification Exam.

Exercise Science Major, 37 hours. B.A. or B.S.

Required:

- PHED 120 — Nutrition in Health and Fitness
228 — Principles of Weight Training and Conditioning

- 246 — Human Anatomy and Physiology I
247 — Human Anatomy and Physiology II
360 — Physiology of Exercise
472 — Kinesiology
- EXSS 147 — Introduction to Athletic Training
148 — Advanced Athletic Training
205 — Therapeutic Modalities
372 — Therapeutic Exercise and Rehabilitation
425 — Fitness Assessment and Exercise Prescription
430 — Internship I

Required supporting courses:

- BIOL 125 — General Biology I
126 — General Biology II
CHEM 103 — General Chemistry I
104 — General Chemistry II
PHYS 201 — General Physics I
202 — General Physics II
MATH 147 — Calculus I
241 — Statistics
PSYC 102 — General Psychology I
211 — Child Psychology
or 212 — Adolescent/Adult Development

Recommended supporting courses:

- FACS 327 — Human Nutrition
331 — Topics in Nutrition

Sports Management Major, 26 hours. B.A. or B.S.

Required:

- EXSS 129 — Principles of Sports Management
300 — Promoting and Marketing of Athletics
320 — Sports Psychology
330 — Sports Management Leadership
430 — Internship I
440 — Internship II
450 — Sports Facility Planning and Management
471 — Organization and Administration of Athletics
477 — Sports Management Seminar

Required supporting courses:

- ACCT 110 — Financial Accounting
BSNS 160 — Principles of Management
170 — Computer Applications in Business
241 — Business Statistics
253 — Principles of Marketing
351 — Business Law I

367 — Organizational Behavior
457 — Advertising and Promotions
EDUC 295 — Instructional Technology

Recommended general education supporting courses:

ECON 111 — Microeconomics
HIST 325 — Sports in American Society
MATH 117 — Finite Math

Physical Education Teaching Minor: 32 hours

Required:

PHED 150 — Life Fitness
168 — Racquet Sports
202 — Aerobics/Swimming
210 — Teaching Rhythms and Aerobics
246 — Human Anatomy and Physiology I
247 — Human Anatomy and Physiology II
260 — Individual Sports Skills
270 — Team Sports Skills
310 — Curriculum Design in Physical Education
352 — Assessment and Evaluation in Physical Education
360 — Physiology of Exercise
364 — Teaching Middle and Secondary Physical Education
472 — Kinesiology

Health Education Teaching Minor: 25 hours

Required:

PHED 120 — Nutrition in Health/Fitness
141 — Personal and Community Health
241 — First Aid and Emergency Care
242 — Foundation of Health Education
305 — Human Sexuality
315 — Drug/Chemical Use and Abuse
325 — School Health Programs
375 — Community Health Programs
410 — Curriculum and Evaluation in Health Education

Exercise Science Minor: 26 hours

Required:

PHED 120 — Nutrition in Health/Fitness
228 — Principles of Weight Training/Conditioning
246 — Human Anatomy and Physiology I
247 — Human Anatomy and Physiology II

360 — Physiology of Exercise
472 — Kinesiology
EXSS 425 — Fitness Assessment and Exercise Prescription
430 — Internship I

Recommended supporting courses:

FACS 327 — Human Nutrition
331 — Topics in Nutrition

Athletic Coaching Minor: 32 hours

This is an approved IHSA program for ACEP accreditation.

Required:

PHED 228 — Principles of Weight Training and Conditioning
241 — First Aid and Emergency Care
246 — Human Anatomy and Physiology I
247 — Human Anatomy and Physiology II
472 — Kinesiology
EXSS 129 — Principles of Sports Management
147 — Introduction to Athletic Training
320 — Sports Psychology
471 — Organization and Administration of Athletics
496 — Practicum in Athletics, Coaching, or Recreation

Plus four addition hours selected from:

PHED 221 — Coaching Basketball
222 — Coaching Track and Field
223 — Coaching Baseball/Softball
224 — Coaching Football
231 — Coaching Volleyball
232 — Coaching Soccer

Typical Courses for a Student Majoring in Exercise and Sports Science Program

Freshman Year

Life Fitness
English Composition
Bible I
Introduction to Fine Arts
Personal/Community Health
Nutrition in Health/Fitness
First Aid/Emergency Care
Mathematics
Aerobics/Swimming
General Psychology
Education in American Society
Athletic Training

Sophomore Year

Anatomy and Physiology
Educational Psychology
Individual Sports Skills
Literature
Christian Doctrine
Team Sports Skills
Teaching Rhythms and Aerobics

Physical Education Courses — PHED

PHED 108 — Golf. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. Prerequisite: PHED 150.

PHED 120 — Nutrition in Health/Fitness. 3 hours. Same as FACS 120.

PHED 121 — Conditioning. 1 hour. Designed for students to plan and carry out their own personal fitness program in the ONU fitness center. Students will make use of fitness tests and other information gained in PHED 150 — Life Fitness. Prerequisite PHED 150.

PHED 123 — Conditioning for Varsity Athletes. ½ hour. A credit of ½ hour is earned by Intercollegiate Varsity sport participants at the completion of their sport season. A maximum of 2 hours may be earned, of which 1 hour may be applied to meet the General Physical Education Requirement. PHED 150 — Life Fitness — must be taken by all students. Does not apply to departmental majors or minors.

PHED 131 — Tennis. 1 hour. A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. Prerequisite PHED 150.

PHED 141 — Personal and Community Health. 2 hours. The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, dynamics of health in the individual and family are studied.

PHED 150 — Life Fitness. 1 hour. This course will evaluate students to determine their current fitness level. Tests will measure heart and lung capacities, body composition, muscle strength, cardiovascular endurance, and flexibility. After learning the basic concepts of life fitness through classroom discussion, the students will use the fitness center to enhance their learning experience by implementing a fitness program to meet their own individual needs. PHED 150 is a prerequisite to all activity courses.

PHED 160-Aerobics. 1 hour. Emphasis is placed on the various types of aerobic exercise including step aerobics, water aerobics and kickboxing.

PHED 168-Racquet Sports. 1 hour. An activity course studying the rules, terminology, and skill development in the sports of tennis, racquetball, and badminton. Students are required to have their own tennis and racquetball rackets. Prerequisite: PHED 150.

PHED 202-Aerobics/Swimming. 1 hour. Emphasis is placed on skill development and teaching methods in the area of aerobics and swimming. For department majors and minors only.

PHED 210 — Teaching Rhythms and Aerobics. 1 hour. Techniques and procedures for teaching secondary level rhythmic activities and aerobics. Prerequisite: PHED 160.

PHED 221 — Coaching Basketball. 2 hours. An intensive study of the rules and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

PHED 222 — Coaching Track and Field. 2 hours. The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. For department majors and minors only.

PHED 223 — Coaching Baseball/Softball. 2 hours. This course combines the rules and coaching techniques of baseball and softball. For department majors and minors only.

PHED 224 — Coaching Football. 2 hours. A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. For department majors and minors only.

PHED 227 — Team Sports Officiating. 2 hours. A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. For department majors and minors only.

PHED 228 — Coaching Weight Training. 2 hours. This course provides a general understanding of the administration process of a weight training program, of strength training principles, and a practical knowledge of how to perform and teach the major exercises of weight training. For department majors and minors only.

PHED 231 — Coaching Volleyball. 2 hours. This course provides the student with an understanding of the fundamental skills, strategies, and rules of volleyball. Also covered are practice planning, conditioning, and team selection. For department majors and minors only.

PHED 232 — Coaching Soccer. 2 hours. This course provides the student with an understanding of the fundamental skills, strategies, and rules of soccer. Also covered are practice planning, conditioning, and team selection.

PHED 241 — First Aid and Emergency Care. 2 hours. Vital and practical applications and procedures in caring for an injured person, including safety,

Heimlich method in choking, splinting and bandaging. CPR and first aid certification may be achieved upon satisfactory completion of this course.

PHED 242 — Foundations of Health Education. 3 hours. An introduction to the field of health education. The history, theories, and contemporary issues in health education are examined.

PHED 246 — Human Anatomy and Physiology. 4 hours. Same as BIOL 246.

PHED 247 — Human Anatomy and Physiology. 4 hours. Same as BIOL 247.

PHED 260 — Individual Sports Skills. 2 hours. Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports.

PHED 270 — Team Sports Skills. 2 hours. Emphasis is placed on acquiring basic skills and teaching methods in a variety of team sports.

PHED 305 — Human Sexuality. 3 hours. Same as SOCY 305. Offered alternate years.

PHED 310 — Curriculum Design in Physical Education. 3 hours. A study of curriculum and various methods used in teaching physical education in grades 6-12 for both regular and special populations. Prerequisites: PHED 260, 270, EDUC 351.

PHED 315 — Drug/Chemical Use and Abuse. 3 hours. Same as SOCY 315. Offered alternate years.

PHED 325-School Health Programs. 3 hours. Proper health and safety practices are studied with emphasis on the materials that should be taught in a secondary school health class.

PHED 352 — Assessment and Evaluation of Physical Education. 3 hours. Introduction to scientific assessment and evaluation, special studies, research projects, and instrumentation applied specifically to physical education for both regular and special populations.

PHED 360 — Physiology of Exercise. 4 hours. Study of the effects of exercise on various systems of the human body. Includes lecture and laboratory. Prerequisites: BIOL 246 and 247.

PHED 364 — Teaching Middle and Secondary School Physical Education. 3 hours. Theory and practice of basic teaching methodology for the middle and secondary physical educator. Emphasis on problem solving and traditional approaches to learning. Unit planning, daily lesson plans, teaching aids, and materials for both regular and special populations. Includes a practicum. Prerequisites: Admission to Teacher Education and EDUC 351 or permission of Director of Teacher Education.

PHED 367 — Methods and Materials in Physical Education for the Elementary School. 3 hours. A study of curriculum and various methods used in teaching physical education in Grades K-6. The course includes lesson and unit planning, organizational procedures and methods used in teaching basic

movement, stunts and tumbling, rhythms, and sports skills.

PHED 370 — Adaptive Physical Education. 3 hours. A course designed to acquaint the student with the principles of planning and conducting an adaptive physical education program to meet the needs of handicapped students. The public laws and their applications to the physical educator are included. Includes a practicum experience.

PHED 375 — Community Health Programs. 3 hours. Organization and administration in local, state, and national health agencies; their purposes and functions are studied. An overview of methods for meeting community health needs and for solving community health programs.

PHED 410 — Curriculum and Evaluation of Health Education. 3 hours Issues related to designing curriculum in health education, including analysis of topics and methods of organizing and executing instruction. Students will develop a curriculum guide for use in secondary school health education programs.

PHED 472 — Kinesiology. 3 hours. Study of the human body in motion. Prerequisite: BIOL 246, 247.

Exercise and Sports Science Courses — EXSS

EXSS 129 — Principles of Sport Management. 2 hours. An introductory course studying the foundations of sport management, marketing, financial, legal and ethical principles. Application of these principles into all segments of the sport industry (high school, collegiate, and professional sports) is included.

EXSS 147 — Introduction to Athletic Training. 3 hours. Introduction to the field of athletic training including employment opportunities, personnel, space, equipment, necessary supplies, physical conditioning, and an introduction to the recognition and evaluation associated with common injuries. The course will also include a laboratory time for the rationale of the use of taping and wrapping techniques. The course includes two lecture periods and one laboratory period. In addition, all athletic training majors are required to take EXSS 180.

EXSS 148 — Advanced Athletic Training. 2 hours. Continuation of the knowledge gained in EXSS 147 including modality usage, basic rehabilitation principles, drugs and sport, injury physiology, and classification. Prerequisite: EXSS 147.

EXSS 180 — Athletic Training Clinical 1. 1 hour. Required of all athletic training majors. Basic athletic training skills and techniques taught to the entry level

athletic training student, such as medical record keeping, training room maintenance, emergency procedures, and medical technology. Should be taken in conjunction with EXSS 147.

EXSS 181 — Athletic Training Clinical 2. 1 hour. Required of all athletic training majors. Practical experience in the training room, covering on-campus sports, classroom lecture, practical application, and seminar. This course should be taken in conjunction with EXSS 148.

EXSS 205 — Therapeutic Modalities. 3 hours. Course will present the physical agents used in treating athletic injuries. Emphasis will be given to each modality's theoretical and physiological effects on the healing process and presents the indications and contraindications for use. The course includes two lecture periods and one laboratory period. Prerequisite: EXSS 148.

EXSS 215 — Lower Extremity Joint Assessment. 2 hours. This course will cover procedures and techniques for the recognition and evaluation of athletic injuries that occur to the lower extremities. Practical experiences will emphasize the proper methods and techniques into an effective systematic clinical evaluation of lower extremity injuries in athletics. Prerequisite: EXSS 148.

EXSS 275 — Upper Extremity Joint Assessment. 2 hours. This course will cover procedures and techniques for the recognition and evaluation of athletic injuries that occur to the upper extremities. Practical experiences will emphasize the proper methods and techniques into an effective systematic clinical evaluation of upper extremity injuries in athletics. Prerequisite: EXSS 215.

EXSS 280 — Athletic Training Clinical 3. 1 hour. This clinical experience is to be taken in the fall of the first official year of the program. The student will be required to complete the third level proficiencies in the sequence of eight.

EXSS 281 — Athletic Training Clinical 4. 1 hour. This clinical experience is to be taken in the spring of the first official year of the program. The student will be required to complete the fourth level proficiencies in the sequence of eight.

EXSS 300 — Promoting and Marketing of Athletics. 4 hours. Examine the historical role of sports information departments and the various roles sports information directors play now and in the future. It will look at how athletics can be used as a form of public relations. Students will gain hands on experience in developing, planning, working, and evaluating sports information programs within a traditional school setting and/or other settings. Includes a practicum. Prerequisite: BSNS 253.

EXSS 320 — Sports Psychology. 3 hours A basic study of psychological principles and concepts that apply to sports situations and to the individuals involved in sports activities.

EXSS 330 — Sports Management Leadership. 3 hours. A study of leadership theories and styles as they relate to management, motivation, goal setting, and supervision within the sports management profession. To introduce the student to the national and state athletic associations (NCAA, NAIA, IHSA) and the various networking of each.

EXSS 349 — Organization and Administration of Athletic Training. 2 hours. This course will focus on the administrative challenges confronting operators of independent athletic training clinics and educational-based athletic training rooms. Management theory, legal concerns, clinic design, budget, and information management will be taught. Prerequisite: permission of instructor.

EXSS 361 — Evaluation of Athletic Injuries. 2 hours. A specialized course dealing with anatomy, injury signs and symptoms and specific tests to help athletic trainers recognize and evaluate athletic injuries, various illnesses, and general medical conditions. Prerequisite: EXSS 215, 275. Alternate year course.

EXSS 372 — Therapeutic Exercise and Rehabilitation. 3 hours. Principles and goals of common rehabilitative procedures for athletic injuries in which learning the use of contemporary manual therapy and rehabilitative exercises in a comprehensive rehabilitation program are emphasized. Laboratory experiences will emphasize the proper rehabilitative techniques of common athletic injuries. The course includes two lecture periods and one laboratory period. Prerequisite: EXSS 148.

EXSS 380 — Athletic Training Clinical 5. 1 hour. This clinical experience is to be taken in the fall of the second official year of the program. The student will be required to complete the fifth level proficiencies in the sequence of eight.

EXSS 381 — Athletic Training Clinical 6. 1 hour. This clinical experience is to be taken in the spring of the second official year of the program. The student will be required to complete the sixth level of proficiencies in the sequence of eight.

EXSS 420 — Pharmacology for Athletic Trainers. 2 hours. The purpose of this course is to provide an overview of drugs commonly used to treat patients seen by persons working in the allied health professions. Medical reasons for drug treatment, specific actions to the therapeutic agents, and adverse effects are presented. Prerequisite: program director's permission. Alternate year class.

EXSS 425 — Fitness Testing and Exercise Prescription. 3 hours. Students study the process and procedures of physical fitness evaluation and prescription. Emphasis will be placed on prescribing individual and group exercise programs.

EXSS 430 — Internship I. 3 hours. This field experience for majors in exercise science or sports management is designed to have the students apply what they have learned through the course work and extend

that learning by working in an organization that is appropriate for their career interest. Students are under the direct supervision of a member of the exercise and sports science department of Olivet. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. Prerequisite: senior standing.

EXSS 440 — Internship II. 3 hours. A continuation of the EXSS 430 internship or the student may submit a new proposal for the internship. Proposal must be approved by the department chair and the internship organization. Prerequisite: EXSS 430.

EXSS 450 — Sports Facility Planning and Management. 3 hours. A study of the planning, designing, and management of sports facilities. Through the application of theories and principles studied, the student will develop a facility plan and management scheme for a sport facility.

EXSS 471 — Organization and Administration of Athletics. 3 hours. A study of the administrative operations of interscholastic and intercollegiate athletic programs. Special emphasis is given to fiscal management, legal issues, public relations, and program evaluation.

EXSS 477 — Sports Management Seminar. 2 hours. Students examine contemporary issues in sports. Case studies, guest speakers, field trips, and reading will be included

EXSS 480 — Athletic Training Clinical 7. 1 hour. This clinical experience is to be taken in the fall of the third official year of the program. The student will be required to complete the seventh level of proficiencies in the sequence of eight.

EXSS 481 — Athletic Training Clinical 8. 1 hour. This clinical experience is to be taken in the spring of the third official year of the program. The student will be required to complete the eighth level of proficiencies in the sequence of eight.

EXSS 495 — Senior Seminar in Athletic Training. 2 hours. This is the capstone course in athletic training. Selected topics of current interest in athletic training and sports medicine will be covered. Field experiences involving conferences, clinic and workshop attendance is required. The National Athletic Trainers' Association certification exam will be covered. Prerequisite: program director's permission.

EXSS 496 — Practicum in Athletics, Coaching, and Recreation. 2 hours. Designed to give the student an in-service training experience in the area of athletics, coaching, or recreation.

EXSS 498 — Practicum in Athletic Training. 1 hour. The course consists of three rotations that the student must complete. The student must put in 30 hours in a high school setting, clinical setting, and physician's office. Prerequisite: program director's permission.

Library Science — LSCI

Library Faculty

KATHRYN BOYENS (1980)

*Associate Professor of Library Science;
Library Director*

B.A., 1969, University of Illinois

M.A., 1979, Illinois State University

M.S., 1983, University of Illinois

MARY ADA DILLINGER (1990)

*Associate Professor of Library Science;
Catalog Librarian*

B.A., 1968, Olivet Nazarene University

M.L.S., 1979, University of Hawaii

C.A.S., 1992, University of Illinois

DIANE FOX (1998)

*Assistant Professor of Library Science;
Reference Librarian*

B.S., 1970, Western Illinois University

M.A., 1988, Governor's State University

M.S., 1997, University of Illinois

CRAIGHTON HIPPENHAMMER (1991)

*Associate Professor of Library Science;
Access Services/Information Technology
Librarian*

B.A., 1968, California State University

M.L.S., 1974, University of Oregon

M.F.A., 1994, Columbia College

ELESHA KEEN (1994)

*Associate Professor of Library Science;
Special Collections Librarian*

A.B., 1987, Trevecca Nazarene University

M.A., 1990, Tennessee State University

M.L.I.S., 2000, Dominican University

Courses

LSCI 201 — Use of Libraries and Information Sources. 2 hours. A survey of the use of libraries. Including book, non-book and computer research sources; on-line catalogs; and printed and computerized indexes. Issues of effective access to libraries and library materials will be examined.

LSCI 269 — Children's Literature. 3 hours. Same as EDUC 269.



Division of Fine Arts

Fine Arts — FINA

Art — ART

Music — MUSI

Applied Music — MUAP

(Strings) MUST, (Vocal) MUVO,

(Brass) MUBR, (Organ) MUOR,

(Piano) MUPN, (Woodwinds) MUWO,

(Percussion) MUPE

Church Music — MUCH

Music Education — MUED

Music Literature — MULT

Music Theory — MUTH

Don Reddick, Acting Division Chair

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be of lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music, church music, art and teaching.

Fine Arts — FINA

FINA 101 — Introduction to Fine Arts. 3 hours.
A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, architecture.

Art Department — ART

Faculty

WILLIAM GREINER (1988)

*Associate Professor of Art, Chair
Department of Art*

B.F.A., 1981, Illinois State University

M.F.A., 1984, University of South Dakota

LEZLI C. KINZINGER (1996)

Assistant Professor of Art

B.A., 1991, Olivet Nazarene University

M.S., 1994, Southwest Baptist University

The art major is designed to provide both breadth (foundational study) and depth (specialization) within a Christian liberal arts program. The curriculum is structured to allow students to have flexibility in their search for concepts and art media most compatible with their needs and interests.

Olivet's art program includes a balance of studio work, techniques, lab skills and theory. The Department provides preparation for students fulfilling General Education Requirements through advising and Career Preparation courses.

Career opportunities for Olivet art department graduates include illustrating for companies, package design, interactive CDs and promotion, graphic advertising, graphic design, and computer animation in 3-D. Olivet graduates in art are employed as educators or by advertising companies, corporations designing and marketing new products, and government agencies.

The studio facilities in the Larsen Fine Arts Center provide excellent resources for painting, drawing, photography, graphics and digital production. The Center also houses the Brandenburg Art Gallery where works of students, as well as regional artists, are exhibited. The newly renovated state-of-the-art computer graphics lab is

well equipped in a professional environmental setting.

In the fall of the freshman year, art students begin a five-course foundation sequence of Drawing Studio I, Design Studio I and Career Preparation I. In the spring, art students take Drawing Studio II and Design Studio II. Art students may elect to take a beginning graphics, painting, ceramics or photography course to supplement their beginning year in foundations.

Classes regularly take trips to the Art Institute in Chicago and area museums. The Art Department prepares students to become professionals, demonstrating a knowledge of depth with a well rounded general education to meet the needs of a demanding work force. The focus of the program is on the preparation of artists who are uniquely expressive with concern for the spiritual elevation of global society of which they are a part.

Art Department lab fees are assessed at the time of Registration to support instructional equipment. These fees cover operating, maintenance and replacement costs. Lab fees do not provide for Art students' personal supplies.

Art Major: B.A. or B.S. 52-55 hours.

Required core courses:

- ART 103, 204 — Drawing I, II
- 123 — Design I
- 125 — Three-Dimensional Design
- 172 — Intro. to Photography
- 195 — Career Preparation I
- 334 — Beginning Watercolor
- 371, 372 — History of Western Art I, II
- 395 — Career Preparation II
- 471 — History of Modern Art
- 496 — Senior Project

and one of the following courses:

- ART 360 — Contemporary Art
- 375 — History of Non-Western Art
- 380 — Photographic Art History

Plus one of these concentrations:

A. Drawing Concentration:

- ART 205 — Drawing Studio III
- 210 — Illustration Studio I
- 313 — Illustration Studio II
- 335 — Watercolor for Illustration

- 340 — Portrait Studio
- 403 — Drawing Composition

B. Painting Concentration

- ART 231 — Painting Studio I
- 232 — Painting Studio II
- 331 — Painting Studio III
- 332 — Painting Studio IV
- 335 — Watercolor for Illustration
- 431 — Painting Studio V
- 432 — Painting Studio VI

C. Photography Concentration

- ART 200 — Intro to Graphics
- 272 — Photography II
- 275 — PhotoShop
- 374 — Photo Journalism
- 385 — Digital Explorations
- 472 — Photography Seminar
- 474 — Advanced Photo Journalism

D. Commercial Graphics Concentration

- ART 200 — Intro to Graphics
- 275 — PhotoShop
- 335 — Watercolor for Illustration
- 310 — Graphics Advertising
- 320 — Package Designing
- 350 — Digital Production I
- 355 — Digital Production II

E. Digital Production Concentration

- ART 200 — Intro to Graphics
- 275 — PhotoShop
- 350 — Digital Production I
- 355 — Digital Production II
- 450 — Post Production I
- 460 — Post Production II

Art Teaching Major: B.A. or B.S. 36 hours

Required:

- ART 103, 204 — Drawing Studio I, II
- 123 — Design Studio I
- 125 — Three-Dimensional Design
- 172 — Intro. to Photography
- 200 — Intro to Graphics
- 201 — Ceramics: Hand Construction
- 231 — Painting Studio I
- 302 — Ceramics: Wheel Construction
- 334 — Beginning Watercolor
- 371 — History of Western Art I

and one of the following:

- ART 360 — Contemporary Art
- 372 — History of Western Art II
- 375 — Non-Western Art

Plus the required professional education courses, including ART 362 — Teaching of Art.

Art Studio Minor: 27 hours

Required:

- ART 103 — Drawing Studio I
- 123 — Design Studio I
- 125 — 3-Dimensional Design
- 195 — Career Preparation I
- 204 — Drawing II
- 395 — Career Preparation II

Plus one Art History Class and three courses from any one of the following areas:

Ceramics, Commercial Graphics, Drawing, Painting, or Photography.

Art Teaching Minor: 24 hours

Required:

- ART 103 — Drawing I
- 123 — Design Studio
- 125 — 3D Design
- 231 — Painting Studio I

Plus one ceramics course, six hours of ART electives, and one of the following courses:

- ART 360 — Contemporary Art
- 372 — History of Western Art II
- 375 — Non-Western Art

Recommended Courses for a Student Majoring in Art

Freshman Year — Fall

- GNST 100 — Intro. to College Studies
- ART 103 — Drawing Studio I
- 123 — Design Studio
- 195 — Career Preparation I
- ENGL 102/103 — English Composition I
- PHED 150 — Life Fitness

Freshman Year — Spring

- ART 125 — Three-Dimensional Design
- 172 — Intro. to Photography
- 204 — Drawing Studio II
- ENGL 104 — English Composition II
- FINA 101 — Introduction to Fine Arts

Sophomore Year — Fall

- ART 231 — Painting Studio I
- 371 — History of Western Art I
- Speech Course

Literature Course

Art course(s) in concentration

Sophomore Year — Spring

ART 372 — History of Western Art II

Science Course

Art course(s) in concentration

Students in the Art Teaching major program will need to take EDUC 101, 150, and 249, and PSYC 102, 103, or EDUC 214 in the Freshman and Sophomore years.

Courses

ART 103 — Drawing Studio I. 3 hours. A foundational drawing course where ideas and content will be introduced. This course is for majors as well as non art majors. The first three weeks will concentrate on skills that students need to create visual thoughts and to express visual ideas. The remainder of the semester focuses on content as an element which has the potential to influence one's visual communication. Students will be working on a variety of subjects and developing perceptual skills and proportion. Each student will be expected to maintain a drawing journal and expected to work outside of class.

ART 111 — Textile Design. 3 hours. Same as FACS 111.

ART 123 — Design Studio I. 3 hours. A basic foundation course in the fundamentals of the visual arts. Experiences in studio problems are geared to helping the student apply the information given. The course stresses discipline in arts, language, the understanding of the elements of art and color theory.

ART 125 — Three-Dimensional Design. 3 hours. Examines the composition and plasticity of three-dimensional forms through design and construction involving various media. Prerequisites: ART 103, 123, or permission of Instructor.

ART 140 — Interior Design. 3 hours. Same as FACS 140.

ART 172 — Introduction to Photography. 3 hours. The fundamentals of the photographic process including: 35mm camera operations, B&W film processing and printing as well as photographic composition. The class will emphasize the creative application of photographic techniques at the beginning level. Students will be required to complete two major class projects: A multiple B&W picture story presentation and color slide presentation. Photo creating class sessions will be devoted to still life and portraiture.

ART 195 — Career Preparation I. 1.5 hours. Students are encouraged to participate in the decision

making process about their career. This class explores the laws of copyright and its effects on artists. Students will submit a portfolio and will have slide documentation of current work.

ART 200 — Introduction to Graphics. 3 hours. Includes basic computer graphic skills; newspaper and advertising layout; study of positive and negative shapes; properties and use of color; and techniques of creating commercial art. Prerequisites: ART 103, ART 123, ART 125, ART 195.

ART 201 — Ceramics: Hand Construction. 3 hours. Experience in basic hand-building methods in clay construction. The student will develop skills in coil, slab and pinch techniques, and become familiar with the techniques of applying glaze and engobes.

ART 204 — Drawing Studio II. 3 hours. A continuation of experimental drawing with an emphasis on the human form. Concentrated drawings of the body and face in black and white media will constitute the beginning of the course. A shift will then take place from black and white to color mediums such as pastel and color pencil. A more contemporary approach will then end the semester course. Prerequisites: ART 103, 123, 195, or permission of Instructor.

ART 205 — Drawing Studio III. 3 hours. Studio work in drawing the human figure with activities involving techniques, anatomy and design in varied media. Prerequisites: ART 103, 123, 125, 204, 231, or permission of the Instructor.

ART 210 — Illustration Studio I. 3 hours. This course builds on the drawing process, but emphasizes detail, lighting and specific techniques in graphite, color pencil, and pastel to create illustration for advertising. Prerequisites: ART 103, ART 204, ART 205.

ART 231 — Painting Studio I. 3 hours. A beginning course for all persons interested in the use of oil paints. Studies in color, composition, and technique help students to be able to apply their knowledge in a skilled manner. Prerequisites: ART 103, 123, 125, 190, 204.

ART 232 — Painting Studio II. 3 hours. A continuation in the study of painting techniques. Studio problems are based on past and present methods in painting. Specific areas to be covered are old master techniques, color theory, composition/arrangement and the finishing of a painting. Prerequisite: ART 231.

ART 272 — Photography II 3 hours. Continues the use of the hand held 35mm camera as a tool to express ideas and emotions with emphasis on the development of a personal aesthetic. Course stresses dark room procedures and manipulation of the negative to achieve artistic effect. Prerequisite: ART 172.

ART 275 — PhotoShop. 3 hours. This is the second level graphics course concentrating on the software PhotoShop. This course explores photography, manipulations, graphics, and creates a wide range of experiences. Students will learn to use and under-

stand the various components of this program. Prerequisite: ART 200.

ART 300 — Perspective and Rendering. 3 hours. This course begins with the practical application of perspective, light, shade and other rendering techniques for the designer. A focused shift will take place during the semester to perspective sketching and delineations of architectural structures. Various media and application techniques will be stressed for professional results and presentation. This course does not apply toward the requirements of an art major. Prerequisites: ART 103 and 200 or permission of the instructor.

ART 302 — Ceramics: Wheel Construction. 3 hours. Experience on the potter's wheel (the electric and kick-wheel). The student will develop skills in centering, raising, footing, and finishing wheel-thrown ware. Glazing, staining and texturing of the finished ware will be emphasized.

ART 303 — Ceramics: Advanced Techniques. 3 hours. Advanced studio projects reflecting a high level of technical and conceptual approaches. May be repeated for an additional 3 hours credit. Prerequisites: ART 201 and 302.

ART 310 — Graphic Advertising. 3 hours. This is a desktop publishing, layout and design course. Areas explored will be newspaper advertising theories, tear sheets and product advertising. Students will experience a range of projects that create innovative forms in design, theories of advertising and proven ways to sell a product. Prerequisite: ART 275.

ART 313 — Illustration Studio II. 3 hours. A continuation of Illustration I. In this class students will pursue advanced techniques in illustration. Prerequisite ART 210.

ART 315 — Historical Dress and World Cultures. 3 hours. Same as FACS 315.

ART 320 — Package Designing. 3 hours. Teaches students to combine different graphic program files as they design and build a variety of packages. Prerequisites: ART 200 and ART 275.

ART 331 — Painting III. 3 hours. Theory and practice of painting at an advanced level. Students will be encouraged to paint images of their desire and interest, and will focus on the task of learning how to develop a theme. Prerequisites: ART 231, 232.

ART 332 — Painting IV. 3 hours. Advanced studio problems explored. Prerequisites: ART 231, 232, 331.

ART 334 — Beginning Watercolor. 3 hours. The students will learn two approaches in water color: direct and indirect. The direct approach is the traditional methods of watercolor; wet on wet, glazing. The indirect methods are splattering and pouring the paint onto a prepared surface for unique looking paintings. Demonstrations will be an integral part of

the course. Prerequisites: ART 103, 123, 125, 204, or permission of Instructor.

ART 335 — Watercolor for Illustration. 3 hours. This course builds on water media processes, but emphasizes detail, lighting and specific techniques used to create illustration for advertising. Prerequisites: ART 200, 334.

ART 340 — Portrait Studio. 3 hours. This course will concentrate on developing skills in the area of portraiture using all drawing media. Prerequisite: ART 313.

ART 343 — Heritage of Interiors. 3 hours. Same as FACS 343.

ART 350 — Digital Production I. 3 hours. An introduction to digital production. Students will explore various software packages utilizing the computer to create digital output. Students will be involved with other classes across the curriculum to create various video projects and gain an understanding of the making of a multi-layered project. Assignments in the class will include individual as well as group projects and students will be engaged with other classes to collaborate. Prerequisites: ART 200 and ART 275.

ART 355 — Digital Production II. 3 hours. A continuation of Digital Production I. Students in this course will be expected to manipulate the software package at an advanced level. Students will be working on script writing, audio recording and computer technology. Assignments in this class will include a range of projects for companies as well as video projects for ONU's media department, public relations and admissions. Prerequisite: ART 350.

ART 360 — Contemporary Art History. 3 hours. The study of art from 1945 to present. This class will focus on current events in art as well as recent art history. Tour of the Contemporary Museum in Chicago is a requirement for this course.

ART 362 — Teaching Middle and Secondary School Art. 3 hours. Teaching methods at the middle and secondary level. Emphasis is placed upon behavioral objectives, group participation, experience in innovative teaching techniques, and experimenting with various media. Includes a practicum. Prerequisites: Admission to Teacher Education and EDUC 351 or permission of Director of Teacher Education.

ART 371 — History of Western Art I. 3 hours. A survey course exploring the various cultural, religious, and social patterns of peoples from the cave art period to the Gothic period. Students will gain an understanding of the iconography of each period studied.

ART 372 — History of Western Art II. 3 hours. This course continues as a survey course in the area of visual arts, starting at the proto-Renaissance and continuing through to the 1980s. A tour of the Art Institute in Chicago is a requirement of this course.

ART 374 — Introduction to Photojournalism. 3 hours. The photographic medium as it relates to the newspaper profession, including: the history of photojournalism, advanced shooting/darkroom techniques, and an introduction to digital photography. Students will be required to produce several photographic essays using conventional photographic processes as well as electronic imaging of their work. Prerequisites: ART 272, ART 275.

ART 375 — History of Nonwestern Art. 3 hours. A comparative study of the art forms of Non-Western based societies. Attempts to provide a basis for aesthetic appreciation of the works of the majors - Africa, Oceanic, Pre-Colombian, Native Americas, Asian and Islamic cultures. A tour of the Oriental Institute of the University of Chicago is a requirement of the course.

ART 380 — Photographic Art History. 3 hours. This course will trace the history of photography from its invention in 1822 to its present applications in digital imagery. The development of stereophotography, portraits and photo journalism will be discussed as important visual communications that recorded history. Later developments in the evolution of photography, from the School of Paris in the 1890's, the Steiglitz School in America and the era of Photograms and Photomontage in the modern period, will permit the student to understand photography as an important art form.

ART 385 — Digital Explorations. 3 hours. An examination of current trends in electronic photographic imaging with an emphasis on PhotoShop. Students will explore digital photography from capture to output through practical applications of the medium. Students will be required to create an electronic documentary project as well as various projects which challenge basic PhotoShop techniques. Prerequisites: ART 275, ART 374.

ART 395 — Career Preparation II. 1.5 hours. Explores the reasons behind the making of art and creativity in general. This level of Career Preparation requires slide documentation of current work, an artist's statement, and development of a resume. Students will research job opportunities in their area of interest and begin the task of learning interviewing techniques.

ART 403 — Drawing Composition. 3 hours. An intensive study of individual styles and characteristics in drawing. This course is intended to bring the students to the highest level possible in skills using various media and drawing instruments. Major areas to be covered include the human figure (using students in the class) and occasionally a hired model (fully clothed). An intensive look at composition on the cognitive level of art and color theory applications will be emphasized. Prerequisites: ART 103, 204, 205.

ART 431 — Painting V. 3 hours. Continuation of Painting IV with preparation of a senior exhibit and gallery work. Prerequisite: ART 332.

ART 432 — Painting VI. 3 hours. Continuation of Painting V with preparation of a senior exhibit and gallery work. Prerequisite: ART 431.

ART 450 — Post Production I. 3 hours. Explores interactive media and web design. Students will be expected to work on their own to create an interactive CD portfolio along with other assignments and projects. Students are expected to create their own web page to seek employment. The web page will be updated weekly. Prerequisites: ART 350, ART 355.

ART 460 — Post Production II. 3 hours. Students in this class will be considered art directors and will supervise the making of videos, interactive CD's, promotional videos and projects for companies and the university. This class is geared toward leadership, group dynamics and conflict management. Students will be expected to maintain their web sight and update their interactive portfolio while seeking employment. Prerequisite: ART 450.

ART 471 — History of Modern Art. 3 hours. A survey course of the visual arts from the late 19th Century up to the present time. Areas to be explored are Impressionism, Dadaism, Expressionism, Abstraction, Op and Pop Art, and Contemporary American Visual Art. Field trips to the Art Institute in Chicago will play an important role in the course.

ART 472 — Photography Seminar. 2 hours. Advanced study of photographic issues. Discusses aesthetic, criticism and current imagery as well as photography's relationship to other media. Photo journalism, portraiture, and portfolio work will be included. Prerequisite: ART 272.

ART 474 — Advanced Photojournalism. 3 hours. This class is intended for those students with photojournalism as a concentration. Students will be required to produce all assignments under strict deadlines ranging from sports photography to fashion. Heavy emphasis will also be placed on editorial illustration. Students will learn diverse yet practical applications of newspaper photography while expanding their creative talents of the medium. Prerequisite: ART 385.

ART 496 — Senior Project. 1 hour. Designed to prepare the senior art student for his/her individual art exhibition. Class includes the assembly of art works and a preshow critique by the art department. The senior artist will develop an artist's statement, prepare an individual resume, and document his/her work with a set of slides for the art department.

Music Department — MUSI

Faculty

DON REDDICK (1997)

*Associate Professor of Music; Acting Chair,
Division of Fine Arts; Acting Chair,
Department of Music*

B.S., 1979, Olivet Nazarene University

M.S., 1988, University of Illinois

Doctoral candidate, University of Illinois

GERALD ANDERSON (1978)

Professor of Music

B.S., 1973, Southern Nazarene University

B.Mus., 1975, Texas Tech. University

M.Mus., 1977, Texas Tech. University

D.M.A., 1985, American Conservatory of
Music

JEFFERY BELL (1997)

Professor of Music

B.S., 1981, Olivet Nazarene University

M.Mus., 1983, University of Illinois

D.A., 1996, Ball State University

MARTHA DALTON (1996)

Assistant Professor of Music

B.S., 1976, Trevecca Nazarene University

M.Mus., 1994, Miami University of Ohio

ALICE EDWARDS (1971)

Associate Professor of Music

B.Mus., 1969, University of Oklahoma

M.Mus., 1971, University of Michigan

RUTHMARIE EIMER (1976)

Associate Professor of Music

B.S., 1969, Olivet Nazarene University

M. Mus. Ed., 1977

C.A.S., 1982, University of Illinois

TIMOTHY NELSON (1976)

Professor of Music

B.A., 1974, Taylor University

M.Mus., 1976, University of Illinois

Associate Certificate — American Guild
of Organists

D.Mus., 1989, Northwestern University

Adjunct Faculty

EDIE ALLEN

Music Education

Doctoral Candidate, University of Illinois

DONNA BRIGGS

Horn

B.A., University of Chicago

STERLING CULP

Music Education

M.M., Governors State University

DANIEL GASSE

Cello

D.M.A., University of Illinois

PAUL GERMANO

Trombone

M.M.Ed., Vandercook College of Music

HARLOW HOPKINS

Clarinet

D.Mus., Indiana University

RANDY KING

Music Education

B.S., Millikin University

JERRY LUZENIECKI

Saxophone

M.A., Governors State University

ELIZABETH MARSHALL

Flute

M.Mus., University of Michigan

SARAH MORRIS

Violin/Viola

B.A., Glasgow University

ERIC PENROD

Trumpet

M.M.Ed., Vandercook College of Music

NORMAN RUIZ

Classical Guitar

B.A., Lewis University

JULIE SCHMALZBAUER

Oboe

M.M., Northwestern University

KAREN SCHROEDER

Music Education

B.A., Olivet Nazarene University

ROBERT SNOW

Low Brass

B.S., Eastern Illinois University

The Department of Music exists to produce graduates who possess the requisite skills and knowledge to find success in the careers of their choice, and who can meet the musical needs of the University, community, and Olivet educational

region; provide courses and musical experiences for the general university student; and encourage a personal commitment to Christ and a life of service to others.

General Regulations

The department chair shall determine which students will enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Transferred work in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content at Olivet Nazarene University. Work taken under private teachers or from unaccredited schools may be validated for credit by the student's passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Department of Music, nor to belong to a musical organization on or off campus, without permission from the Head of the Department of Music. Applied music students should not make public appearances without consent of the applied instructor.

Students taking applied music are expected to attend 12 lessons per semester. Failure to complete 12 lessons will result in a lowered grade. The instructor is not responsible for the make up of lessons missed by the student except when a bonafide reason for the absence is presented in advance.

All music majors and minors are required to enroll in MUAP 200 Recital Lab. Majors are required to attend 12 recitals per semester and minors are required to attend 6 recitals per semester. Both majors and minors are required to successfully complete 6 semesters of Recital Lab.

Four semesters of Choral Union are required for music majors and two semesters for music minors. Exceptions will be made for orchestra members when Choral Union and the University Orchestra perform jointly.

Keyboard work must be taken concurrently with theory courses (MUTH 101, 120, 130, 131, 230) unless the student has had several years of serious keyboard study prior to entrance at Olivet. No student concentrating in Music Education will be permitted to do student teaching until successful completion of the piano proficiency exam.

All those concentrating in music are required to present a senior recital that includes music from the major style periods. All recitals must be approved one month in advance through a pre-recital hearing.

The Music Competency Exam

Students are required to pass the Music Competency Examination (all majors) and the Piano Proficiency Examination (non-performance majors). The Music Competency Exam will be administered near the end of the second semester in Musicianship II and near the end of the third semester in Harmony II. If the exam is passed with a satisfactory score, the student may then be admitted to one of the four music programs: Church Music, Music Education, Music Performance, or General Music.

Areas of Concentration

Music Education.

It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program meets the requirements of the State Board of Education for the Illinois Standard Special Certificate which qualifies the holder to teach and supervise music in grades K-12.

Music Education Concentration: 57½-65½ hours. B.A. or B.S.

Required:

- MUED 101 — Careers in Music
- MUED 240 — Intro to Music Technology
- MUED 276 — Beginning Conducting
- MUTH 101 — Intro to Music Theory
- MUTH 120 & 131 — Musicianship I & II
- MUTH 130 & 230 — Harmony I & II
- MUTH 231 — Music in the 20th Century
- MUTH 300 — Form and Analysis **OR**
 - MUTH 320 — Counterpoint
- MUTH 494 — Instrumentation
- MUCH 377 — Music in Worship
- MULT 290 — Introduction to Music Literature
- MULT 390, 391 — Music History and Literature
- MUAP 200 — Recital Lab (6 semesters)
- MUAP 490 — Senior Seminar
- MUAP 495 — Senior Recital
- MULT 183 or 383 — Choral Union (4 semesters)
- MULT 177 or 377 — Music Drama (2 semesters)
- Additional Ensembles (2 hours)
- Applied Music Emphasis — 10 hours

Piano (non-keyboard emphasis) — 0-4 hours
Voice (non-voice emphasis) — 0-2 hours

and completion of one of the following:

Vocal Track:

MUED 200 — Intro to Instrumental Music
MULT 370 — Vocal Literature and Pedagogy
MUED 378 — Choral Methods & Conducting
MUVO 240, 250 — Diction I & II

Instrumental Track:

MUVO 107 or equivalent
MUED 180—Percussion Instruments
MUED 280 — String Instruments
MUED 375 — Instrumental Methods &
Conducting
MUED 380 — Woodwind Instruments
MUED 381 — Brass Instruments

Plus the required professional education courses including:

MUED 460 — General Music Methods

Preparatory applied course credit does not count toward the applied music emphasis. The 10 hours of college level credit are to be divided into 8 hours lower division and 2 hours upper division. It is strongly recommended for students concentrating in piano that MULT 305 — Piano Pedagogy be substituted for 2 hours of the applied music upper division requirement.

Piano Proficiency is required. Normally the piano requirement is met by the end of the fifth semester. It **must** be met before student teaching can begin.

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field.

Church Music.

For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the University.

Believing that spiritual fervency and technical proficiency can be combined, Olivet presents a church music program which will enable the graduate to serve the local church.

Church Music Concentration: 61½-65½ hours. B.A. or B.S.

Required:

MUED 101 — Careers in Music
MUED 240 — Intro to Music Technology
MUED 276 — Beginning Conducting
MUED 375 — Instrumental Methods and Conducting
MUED 378 — Choral Methods and Conducting
MUTH 101 — Intro to Music Theory
MUTH 120 & 131 — Musicianship I & II
MUTH 130 & 230 — Harmony I & II
MUTH 231 — Music in the 20th Century
MUTH 300 — Form and Analysis **OR**
MUTH 320 — Counterpoint
MUTH 494 — Instrumentation
MULT 290 — Introduction to Music Literature
MULT 390, 391 — Music History and Literature
MUCH 377 — Music in Worship
MUCH 379 — Music in the Church Service
MUCH 487 — Supervised Music Ministry
MUAP 200 — Recital Lab (6 semesters)
MUAP 490 — Senior Seminar
MUAP 495 — Senior Recital

MUVO 240 — Diction I
MUVO 250 — Diction II (voice emphasis only)
MULT 177 or 377 — Music Drama
MULT 183 or 383 — Choral Union
(4 semesters)

Additional Ensembles (2 hours)

Applied Music Emphasis — 10 hours

Voice (non-voice emphasis) — 2 hours

Organ (non-organ emphasis) — 2 hours

Piano (non-piano emphasis) — 4 hours

Piano Proficiency Exam is required of all church music concentrations.

Required Supporting Courses:

PSYC 102, 103, 211 or 212

EDUC 249 — Educational and Developmental Psychology

Music Performance.

This concentration is offered for the student already displaying a high calibre of performance, who is pursuing a career in solo and ensemble performance, accompanying, and college or private teaching. Available in the following areas: voice, piano, organ, wind, string, and percussion instruments by arrangement. Students wishing to

teach in the public schools should choose the Music Education curriculum.

Admission to this major is by audition during the fourth semester. Auditions should include pieces which are representative of the various historical periods in music.

Music Performance Concentration: 64½-70½ hours. B.A. or B.S.

Required:

MUED 101 — Careers in Music
MUED 240 — Intro to Music Technology
MUED 276 — Beginning Conducting
MUTH 101 — Intro to Music Theory
MUTH 120 & 131 — Musicianship I & II
MUTH 130 & 230 — Harmony I & II
MUTH 231 — Music in the 20th Century
MUTH 300 — Form and Analysis **OR**
MUTH 320 — Counterpoint
MUCH 377 — Music in Worship
MULT 290 — Introduction to Music Literature
MULT 390, 391 — Music History and Literature
MUVO 240 — Diction I (vocal emphasis only)
MUVO 250 — Diction II (vocal emphasis only)
MUAP 200 — Recital Lab (6 semesters)
MUAP 490 — Senior Seminar
MUAP 395 — Junior Recital
MUAP 495 — Senior Recital
MULT 183 or 383 — Choral Union
(4 semesters)
MULT 177 or 377 — Music Drama
(2 semesters)

Applied Music Emphasis — 20 hours

Additional ensembles for non-keyboard emphasis — 2 hours

Voice 0-2 hours for non-voice emphasis
Piano 0-4 hours for non-piano emphasis
Pedagogy and Literature 2-4 hours

An additional 2 courses selected from:

MUED 375 — Instrumental Methods and Conducting
EDUC 378 — Choral Methods and Conducting
MUTH 494 — Instrumentation

In order to meet General Education Requirements, the Voice Performance concentration must include 8 hours of French.

Music General Concentration: 48½-52½ hours. B.A. or B.S.

Required:

MUED 101 — Careers in Music
MUED 240 — Intro to Music Technology
MUED 276 — Beginning Conducting
MUTH 101 — Intro to Music Theory
MUTH 120 & 131 — Musicianship I & II
MUTH 130 & 230 — Harmony I & II
MUTH 231 — Music in the 20th Century
MUTH 300 — Form and Analysis **OR**
MUTH 320 — Counterpoint **OR**
MUTH 494 — Instrumentation
MUCH 377 — Music in Worship
MULT 290 — Introduction to Music Literature
MULT 390, 391 — Music History and Literature
MUAP 200 — Recital Lab (6 semesters)
MUAP 490 — Senior Seminar
MUAP 495 — Senior Recital
MULT 183 or 383 — Choral Union
(4 semesters)
MULT 177 or 377 — Music Drama
(2 semesters)
Additional Ensembles (2 hours)
Applied Music Emphasis — 10 hours
Piano (non-keyboard emphasis) — 0-4 hours
Voice (non-voice emphasis) — 0-2 hours

2 additional credit hours required from one of the following tracks:

Vocal Track:

MUVO 240 — Diction I
MUVO 250 — Diction II

Recommended: MULT 370 Vocal Lit. & Ped.

Instrumental Track: (non-keyboard)

MUED 180 — Percussion Instruments
MUED 280 — String Instruments
MUED 380 — Woodwind Instruments
MUED 381 — Brass Instruments

Keyboard Track:

MULT 302 Organ Pedagogy
MULT 305 Piano Pedagogy

Recommended: MULT 300 Organ Lit.
MULT 304 Piano Lit.

Music Minor: 20 Hours

Required:

6 hours of Applied Music study (college level)
MUPN Piano — 1 hour

MUTH 101 — Intro to Music Theory
 MUTH 120 — Musicianship I
 MULT 290 — Introduction to Music Literature
 MUCH 377 — Music in Worship
 Choral Union or University Orchestra
 (2 semesters)
 6 hours of music elective courses.

Music Teaching Minor: 24 Hours

Required:

7 hours of Applied Music study (college level)
 MUPN Piano — 1 hour
 MUTH 101 — Intro to Music Theory
 MUTH 120 — Musicianship I
 MUTH 130 — Harmony I
 MUTH 131 — Musicianship II
 MULT 290 — Introduction to Music Literature
 MUED 460 — General Music Methods
 MUED 276 — Beginning Conducting
 Choral Union or University Orchestra
 (2 semesters)
 MUED 375 — Instrumental Methods &
 Conducting OR
 MUED 378 — Choral Methods & Conducting

Typical Classes for a Student Majoring in Music

This four-semester sequence is required of all who are concentrating in music.

Freshman Year, 1st semester:

Intro to College Studies
 Careers in Music
 Intro to Music Theory
 Musicianship I
 Class Piano — 1 hour
 Introduction to Fine Arts
 English Composition I
 Physical Education
 Choral Union or Orchestra
 Other Ensemble
 Applied Music — 2 hours

Freshman Year, 2nd semester:

Harmony I
 Musicianship II
 Class Piano — 1 hour
 English Composition II
 Bible I
 Math
 Ensemble
 Applied Music — 2 hours

Sophomore Year, 1st semester:

Harmony II
 Class Piano — 1 hour
 Introduction to Music Literature
 Beginning Conducting
 Christian Doctrine
 Speech
 Choral Union or Orchestra
 Other Ensemble
 Applied Music — 2 hours

Sophomore Year, 2nd semester:

Music of the 20th Century
 Class Piano — 1 hour
 Class Voice
 General Psychology
 History

Applied Music — MUAP

An emphasis of applied music is required of all those concentrating in music. A placement hearing is required prior to registration for any applied music course. Registration is to be initiated in Larsen Fine Arts Center Music Offices.

Instruction is available in the following areas. The initials indicate the academic department designation, such as MUPN.

MUBN	Bassoon
MUCL	Clarinet
MUEU	Euphonium
MUFL	Flute
MUGU	Classical Guitar
MUHD	Harpsichord
MUHN	Horn
MUOB	Oboe
MUOR	Organ
MUPE	Percussion
MUPN	Piano
MUSA	Saxophone
MUSB	String Bass
MUTB	Trombone
MUTR	Trumpet
MUTU	Tuba
MUVA	Viola
MUVN	Violin
MUVC	Violoncello
MUVO	Voice

MUAP 050, 060, 070 — Studio Class. 0 hours. All students taking 111 or 311 are required to take MUAP 050 — Studio Voice, MUAP 060 — Studio Piano, or MUAP 070 — Studio Other Applied. Weekly studio classes are held by each applied instructor.

Studio Class provides exposure to appropriate literature as well as opportunities to perform.

MUAP 490 — Senior Seminar. 1 hour. Designed to integrate previous studies in music, this capstone course explores the art of music and its connection to contemporary culture and the Christian faith. Refinement of the student's analytical and writing skills will be stressed through discussion of various topics and the presentation of individual projects. Other considerations include preparation for Graduate Entrance Examinations, graduate study, and professional career preparation in academic or church settings.

Keyboard Instruments — MUPN, MUOR

MUPN 101, 102, 103, 104 — Preparatory Piano. 1 hour each semester. Class piano instruction. Development of general technical principles; sight reading; pedal technique; scale technique; playing the principle chords in all keys, and harmonization of simple melodies using these chords; transposition and score reading; playing by ear; playing of folk songs and hymns. Preference for admission to the 12-piano lab is given to students for whom the course is required.

MUPN 109, 309 — Piano. 2 hours each semester. Private instruction for non-piano majors dealing with the less difficult compositions from the Baroque, Classical, Romantic, and Twentieth Century periods. Instruction will be given in technique, sight reading, transposition, accompanying, and ensemble playing. The 309 level is for non-piano majors in their fifth and succeeding semesters.

MUPN 111 — Piano. 2 hours each semester. Instruction for piano majors includes weekly private lessons, weekly studio class, memorization of literature from the standard classical repertoire and a final performance examination adjudicated by the keyboard faculty.

MUPN 311 — Piano. 2 hours each semester. Continued private instruction for piano majors. The student should cultivate a well-balanced repertoire comprising compositions of baroque, classical, romantic, and modern composers. A playing exam is required at the end of each semester.

MUOR 101 — Preparatory Organ. 1 hour. For students with insufficient piano background to begin study on the collegiate level. Finger dexterity, finger independence, two-part music and basic pedal technique are explored. Fundamentals of organ playing, registration, and hymnody are covered. Score reading and part playing are emphasized.

MUOR 109, 309 — Organ. 2 hours. Organ methods by Roger Davis and Mildred Andrews are used along

with Nilson Pedal Studies. Repertoire includes J.S. Bach's Eight Little Preludes and Fugues, pieces by Mendelssohn, Buxtehude, Pachelbel, Rheinberger and hymn playing in three and four voices. The 309 level emphasizes larger works by these composers, anthem accompaniments, free harmonizations and improvisation.

MUOR 111 — Organ. 2 hours. Organ methods by Roger Davis and Mildred Andrews are used along with Nilson Pedal Studies. Repertoire includes J.S. Bach's Eight Little Preludes and Fugues, pieces by Mendelssohn, Buxtehude, Pachelbel, Rheinberger and contemporary composers, easier hymn arrangements, and hymns in three and four voices. A final examination is required at the end of the semester.

MUOR 311 — Organ. 2 hours. Repertoire from J.S. Bach: Larger Preludes and Fugues, Trio Sonatas, and the 18 Leipzig Chorales. Compositions by Franck, Vierne, Langlais, Alain, Messiaen. Hymn playing in four parts, anthem accompaniments, transposition and modulation are also included. A final examination is required at the end of the semester.

Voice — MUVO

MUVO 101 — Preparatory Voice. 1 hour. Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, and analysis of vocal performance. Vocalises are taught as a means of improving technique and correcting vocal faults. An examination is required at the end of the semester.

MUVO 107 — Class Voice. 2 hours. (College level). Class study incorporating lectures and practical applications for confidence, poise, posture, diaphragmatic breathing, controlling registers, resonance, vowels, consonants, legato, interpretation and expression, analysis of vocal performance, and the fundamentals of Italian diction. Vocalises are taught as a means of improving technique and correcting vocal faults. The repertoire includes art songs (some in Italian) and other literature as appropriate. An examination is required at the end of the semester. Entrance Requirements for Majors: To enter private instruction in voice, the student must have completed the equivalent of MUVO 107.

MUVO 109, 309 — Voice. (Private lessons for non-majors) 2 hours each semester. Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire selected at discretion of teacher. Prerequisite: MUVO 107 or equivalent.

MUVO 111 — Voice. (Private lessons). Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and con-

sonants; rhythm, intervals, scales, arpeggios; stage deportment. Repertoire includes art songs in English, Italian, French and German, oratorio and operatic arias, and other literature as appropriate. Required participation in studio classes as assigned. An examination is required each semester. 2 hours each semester until student is able to pass the qualifying examination for upper divisional standing. Prerequisite: MUVO 107 or equivalent.

MUVO 240 — Diction I. 1 hour. The physiology of diction: introduction to the International Phonetic Alphabet; study of the rules of pronunciation for English, Italian, and Latin; practical application to solo and choral literature.

MUVO 250 — Diction II. 1 hour. Continuation of applications from MUVO 240; study of the rules of pronunciation for German and French; practical application to advanced solo voice literature.

MUVO 311 — Voice. (Private lessons). Continued technical development; sustained tone of *bel canto*; ornamentation, interpretation, tone color; pronunciation, enunciation, and articulation. Repertoire includes more advanced art songs in English, Italian, French, and German, oratorio and operatic arias, and other literature as appropriate. Requires participation in studio classes as assigned. 2 hours each semester until student is approved for senior recital. The candidate for graduation must present a recital including literature of the major periods, in original languages, demonstrating an understanding of various styles. (See Recitals section for time requirements.)

Wind, String and Percussion Instruments

Course numbers for Wind, String, and Percussion instruments share a common format: Non-music majors will be placed in MUAP 109. Music majors will be placed in MUAP 111. A performance exam is required at the end of each semester in MUAP 111 and MUAP 311.

As Music majors advance through their applied course of study, course numbers should reflect their current status. Four semesters of lower division 111 is required before advancing to upper division 311. Likewise, a student studying at the 109 level should complete four semesters of 109 before advancing to the 309 level.

Content and literature will be determined by the individual instructor as appropriate to the ability level of each student.

MUAP 101 — Preparatory Level. 1 hour.

MUAP 109, 309 — Private Lessons for non-majors. 1-2 hours.

MUAP 111 — Private Lessons for Music Majors. 2 hours.

MUAP 311 — Advanced Private Lessons for Music majors. 2 hours. Continuation of previous semester on applied instrument.

The appropriate course letters should be used in place of MUAP for the specific instrument to be studied. (see previous section — Applied Music — for course letters).

Recitals

The recitals are initially given the Departmental Code of MUAP for Applied Music. The actual registration and transcript will show the specialization of the student in applied music, such as MUPN for those emphasizing piano or MUVO for those emphasizing voice. A pre-recital hearing is required one month prior to the recital. Memorization requirements differ according to the applied area.

MUAP 200 Recital Lab. 0 hours. All music majors and minors are required to complete 6 semesters of Recital Lab. Majors are required to attend 12 recitals per semester and minors are required to attend 6 recitals per semester. Students are expected to obtain a recital card, have it validated at each recital attended, and return it to the Music Office at the end of each semester.

MUAP 395 — Junior Recital. 2 hours. A well-balanced program of representative works from the baroque, classical, romantic, and modern repertoire to be performed in public. Thirty minutes in duration. Only for those concentrating in performance.

MUAP 495 — Senior Recital. 2 hours. A program similar in nature to the junior recital but demonstrating a broader grasp of repertoire and technique.

Time Requirements:

Church Music Majors — 30 minutes

Music Education Majors — 30 minutes

Performance Majors — 60 minutes

Church Music — MUCH

MUCH 377 — Music in Worship. 2 hours. This course includes a discussion of the nature of worship and the importance of music in worship. Brief studies will be made in the areas of hymnology and church music administration.

MUCH 379 — Music in the Church Service. 2 hours. The study of aspects of church music which

will prepare the student for a ministry in music in the local church. Materials and methods will be examined.

MUCH 480 — Supervised Conducting Practicum. 1 hour. A course designed to give the student practical conducting experience. It may take place within the University, or may take place in local churches, depending on schedules and need. Prerequisite: MUED 378.

MUCH 487 — Supervised Music Ministry. 2 hours. Placement will be made in a church setting which will provide practical training and serve as a culminating experience for those concentrating in Church Music. Activities may include some or all of the following: choir directing, congregational singing, working with children's music, directing a teen choir, directing the church orchestra, arranging for and participating in special music, and selecting music for all of the above. Prerequisite: MUED 378.

Music Education — MUED

MUED 101 — Careers in Music. ½ hour. A survey of the various career options available to a music major following graduation. The course is intended to provide an understanding of the musical, academic and psychological skills required in various careers, and present reasonable expectations regarding responsibilities and rewards. Required for a concentration in music. One lecture period per week.

MUED 177, MUED 377 — Music Drama Production. ½ to 2 hours. A course designed to enable students to study and participate in the workings of the production of music drama. Credit shall be given to students based on the quality of their involvement as well as the amount of time. Up to two hours of credit may be earned in one semester. The faculty member responsible for the course will determine how much credit can be given. May be repeated, but not more than 4 hours credit in Music Drama Production may be earned. No prerequisites.

MUED 180 — Percussion Instruments Class. 1 hour. Study and development of fundamental skills needed for teaching percussion in a school setting. Methods and materials for school classes will be discussed.

MUED 200 — Introduction to Instrumental Music for Voice Majors. 2 hours. A course designed to provide functional knowledge of the brass, percussion, string, woodwind families and fretted instruments. Such areas as breathing, hand position, embouchure and fingerings will be addressed. Required of those who concentrate in Music Education and select the vocal option.

MUED 240 — Intro to Music Technology. 2 hours. Introduction to computer uses and software with music applications including notation and sequencing software; basic knowledge of MIDI and uses of synthesizers; understanding of tone production techniques with electronic instruments; explore Internet and other resource options.

MUED 276 — Beginning Conducting. 2 hours. A study of basic techniques in conducting, analysis, and score reading, involving both choral and instrumental music. Lab experience will be included.

MUED 280 — String Instruments Class. 2 hours. Study of violin, viola, cello, bass. Correct fingering, bowing, and positions. Methods and materials for school classes will be discussed.

MUED 281 — Marching Band Techniques. 1 hour. This course is designed to give students background in the planning, charting, and executing of pre-game and half-time marching band routines, including marching band philosophy, equipment needed, scheduling rehearsals, and plans for working with flag corps, rifle team and drum major.

MUED 360 — Instrumental Activities for the Elementary School. 1 hour. An introductory course for the general elementary education major. It is an activities approach to music fundamentals in which beginning concepts of playing the autoharp and recorder will be stressed. Skills will include playing the piano to teach children's song literature, playing the autoharp as an accompaniment instrument for the classroom, and playing familiar tunes on the recorder.

MUED 366 — Music Activities for the Elementary School. 1 hour. An introductory course for general elementary education majors. It is an activities approach to music education stressing singing, playing, listening, creating, and moving. Prerequisite: MUED 360.

MUED 375 — Instrumental Methods and Conducting. 2-3 hours. A course designed to develop the fundamental conducting gestures needed for public school and church use. Organization and development of instrumental ensembles in the public and private schools will be stressed. Appropriate literature for ensembles, both school and church, will be studied. Students will be given opportunities to conduct the University band and orchestra. All those concentrating in Music Education must register for 3 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 378 — Choral Methods and Conducting. 2-3 hours. Accepted techniques of conducting will be studied and rehearsed. Procedures for preparing the choral score for rehearsal and performance, and for developing choral tone, will also be studied. The interpretation of choral literature, from the standpoint of historical performance practices, will be examined. The course is designed to meet the needs of church and public school choral conductors. All those concentrating in Music Education must register for

3 hours in order to complete the required 45-hour practicum experience in a public school setting.

MUED 380 — Woodwind Instruments Class. 2 hours. Study of clarinet, flute, oboe/bassoon, and saxophone. Correct fingering, tonguing, breathing, intonation and development of embouchure. Various approaches to technical difficulties and development of technique. Methods and materials for school classes will be reviewed.

MUED 381 — Brass Instruments Class. 2 hours. A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special techniques of the other instruments.

MUED 460 — General Music Methods. 3-4 hours. General Music Methods is an orientation course to assist the student in formulating a philosophy of music education (non-performance) for grades 1-12. Curriculum building, unit planning, lesson planning, materials of instruction, and current methods will be examined. An overview of the historical background and philosophical influences on present practice will be included. The physical and psychological characteristics of the elementary school child, and the needs and challenges of the “exceptional” student will be addressed. The multi-cultural aspect of music and the application of this pluralism to the teaching of music will be provided. Included in the course will be a pre-student teaching experience in the elementary general music classroom.

Music Literature and History — MULT

MULT 172-188, 372-388 — Ensemble. The music department has ten ensembles in which students of any department may participate after qualifying by audition. All who concentrate in music are required to participate in at least one ensemble each semester.

Four semesters of Choral Union are required for the music majors and two semesters are required for music minors. Exceptions will be made for persons who play in the orchestra when Choral Union is performing.

Freshmen and sophomores will enroll in the ensemble course under the MULT 175-188 series of numbers. Juniors and seniors will enroll under the upper division numbers MULT 375-388.

These ensembles are ½ hour credit each semester. Some ensembles may not be offered every semester.

MULT 172, 372 — Women’s Choir

MULT 173, 373 — Men’s Choir

MULT 178, 378 — Brass Consort

MULT 179, 379 — Stage Band

MULT 181, 381 — University Orchestra

MULT 182, 382 — Concert Singers

MULT 183, 383 — Choral Union

MULT 184, 384 — Orpheus Choir

MULT 185, 385 — Handbell Choir

MULT 188, 388 — Concert Band

MULT 290 — Introduction to Music Literature. 2 hours. A course designed to develop intelligent listening habits and to familiarize the student with standard musical works. The course includes a study of the material and structure of vocal and instrumental music and a survey of the various style periods of music.

MULT 300 — Organ Literature. 2 hours. This course includes a survey of organ literature from the Renaissance through 20th century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each style of composition. A study of the organ of different countries and periods for which the literature was composed is included.

MULT 301 — World Musics. 3 hours. A study of representative music systems of the world, the function of these musics within the cultures of which they are a part, and a comparison of these phenomena with their Western counterparts. Seeks to provide an understanding of non-Western music systems as a means to appreciating the ethnic diversity in our pluralistic society. Open to all students; no prior musical training is necessary.

MULT 302 — Organ Pedagogy. 2 hours. Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member.

MULT 304 — Piano Literature. 2 hours. A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present.

MULT 305 — Piano Pedagogy. 2 hours. A course designed to prepare the advanced pianist for successful teaching in the private studio or the piano lab. The course includes a selective survey of currently available teaching method books, a study of the principles of good teaching, and instruction in the business procedures necessary for the self-employed music teacher. Prerequisites: two semesters of MUPN 111 — Piano, or permission of the instructor. It is strongly recommended that students emphasizing piano in the music concentration substitute this course for 2 hours of upper division applied music.

MULT 335 — Woodwind, String, and Percussion Instrument Pedagogy and Literature. 2 hours. This course is specific to the students major applied instrument. Student must make arrangements with his applied instructor and the Head of the Department.

MULT 370 — Vocal Literature and Pedagogy. 2 hours. The study of vocal literature will include

folksongs, musical theater selections and songs from the major periods of music history, which would be appropriate for the beginning voice student. Current voice publications will be surveyed. Fundamentals of voice production will be examined in order to give the student an overview of the teaching of singing.

MULT 390, 391 — Survey of Music History and Literature. 3 hours each. The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to the Baroque. The second will continue to music of present time. Prerequisite: MULT 290 or proficiency examination.

Music Theory — MUTH

MUTH 101 — Introduction to Music Theory. 1 hour. A beginning course in music theory covering major and minor key signatures and scales, intervals and triads. No prerequisite. Students must concurrently be enrolled in MUPN 101, 102, 103, 104 or demonstrate evidence of advanced piano skills.

MUTH 120 — Musicianship I. 1 hour. A course in developing basic musicianship. Rhythm, sight-singing, and melodic, rhythmic, and harmonic dictation are covered. For music majors and minors. Student must be enrolled concurrently in MUTH 101.

MUTH 130 — Harmony I. 3 hours. A course in the study of diatonic harmony through analysis and part-writing. Emphasis on harmonization, voice leading, and harmonic progression. Student must be enrolled concurrently in piano and MUTH 131. Prerequisite: grade of C- or higher in MUTH 101.

MUTH 131 — Musicianship II. 1 hour. A continuation of Musicianship I which culminates with taking portions of the Music Competency exam. Prerequisite: grade of C- or higher in MUTH 120.

MUTH 230 — Harmony II. 3 hours. A continuation of Harmony I covering seventh chords, chords of secondary function, modulations, and augmented sixth chords. The course culminates with taking portions of the Music Competency Exam. Prerequisite: grade of C- or higher in MUTH 130.

MUTH 231 — Music of the Twentieth Century. 3 hours. A study of the dissolution of tonality, tonal center, and rhythmic, melodic and harmonic practices of the twentieth century. Emphasis on analysis and composition. Prerequisite: grade of C- or higher in MUTH 230.

MUTH 300 — Form and Analysis. 2 hours. A progressive study of musical form of all style periods from the motive through the sonata and concerto. Descriptive and reduction analysis are covered. Prerequisite: MUTH 230 or approval of instructor. Offered alternate years with MUTH 320.

MUTH 320 — Counterpoint. 2 hours. A course in tonal counterpoint of the seventeenth and eighteenth centuries. Fugue as both a form and as a compositional technique is studied. Emphasis on writing culminates in the composition of a three-voice fugue with two counter subjects. Offered alternate years with MUTH 300.

MUTH 494 — Instrumentation. 2 hours. Range and transposition of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability.





Division of Languages, Literature, and Communication

English Language — ENGL

Literature — LIT

Modern Languages — MLAN

French — FREN

Spanish — SPAN

Communication — COMM

Judith Whitis, Division Chair

The Division includes the Departments of English, Modern Languages and Communication.

The mission of the Division of Languages, Literature, and Communication is to teach students to communicate effectively, both in written and spoken word, not only in English but also in modern languages, consistent with the belief that God delights in expressed truth and people need that truth to improve their lives. We teach the tools for the communication of ideas directed to a particular purpose, audience and occasion. Thus, our mission enables us to serve the university as a whole. In addition, we provide academic-specific training in English, modern languages and communication for students who choose one of these disciplines for their professional goals.

English Department — ENGL Literature — LIT

Faculty

JUDITH A. WHITIS (1986)

Professor of English; Chair, Department of English; Chair, Division of Communication

B.A., 1967, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ph.D., 1991, University of Illinois

REBECCA BELCHER (1997)

Associate Professor of English

B.A., 1969, Olivet Nazarene University

M.S., 1975, University of Kansas

D.A., 2000, Middle Tennessee State University

JULIENE FORRESTAL (1996)

Associate Professor of English

B.A., 1971, Illinois State University

M.A., 1973, University of Illinois,

Northern Illinois University

KASHAMA MULAMBA (1997)

Professor of English

B.A., 1974, Moray House College
of Education - Scotland

M.A., 1987, Ball State University

Ph.D., 1991, Ball State University

SHIRLEE A. McGUIRE (1979)

Professor of English

B.S., 1964, Bob Jones University

M.A., 1970, Syracuse University

M.A., 1976, College of William and Mary

Ph.D., 1982, West Virginia University

GARY W. STREIT (1973)

Professor of English; Vice President for Academic Affairs and Dean of the University

B.A., 1967, Trevecca Nazarene University

M.S., 1973, University of Tennessee

Ph.D., 1982, University of Illinois

JEREMY VAN KLEY (1998)

Instructor of English

B.A., 1997, Olivet Nazarene University

Loyola University of Chicago

SUE E. WILLIAMS (1987)

Professor of English

B.A., 1969, Olivet Nazarene University

M.A.E., 1987, Olivet Nazarene University

Ph.D., 1996, University of Illinois

The Department of English of Olivet Nazarene University contributes to the University's commitment to combine liberal arts with professional preparation by seeking to acquaint students with literary works of excellence in a variety of genres and to cultivate their appreciation of these works; to familiarize them with the concepts of language and its historical development; to enable them to convey written and oral messages effectively to diverse audiences; and through these activities to develop their critical and analytical skills in order to seek and communicate God's truth.

The major in English provides students with a strong liberal arts preparation for a variety of careers including education, business, and the media. In addition to preparing teachers for the middle and secondary levels, the English major is also appropriate for pre-seminary and pre-law students.

English Major: 41 hours. B.A.

Required:

ENGL 200 — Intro to English Studies
300 — History of the English Language
303 — Descriptive English Grammar
306 — Advanced Writing
477 — Senior Seminar
LIT 200 — Intro to Literature
223 — British Lit. to 1800
or 224 — British Lit. since 1800
253 — American Lit. to 1865
or 254 — American Lit. since 1865
308 — Nonwestern Literature
or 309 — World Literature
318 — Shakespeare

And completion of one of the following concentrations:

A. Literature Concentration

LIT 310 — Intro to Literary Criticism
313 — Major Authors
400 — The Novel
414 — Special Topics in Literature

and one additional course selected from LIT 223, 224, 253, 254, 308, 309, or 315

B. Writing Concentration

ENGL 202 — Creative Writing
241 — Intro to Journalism
315 — Business/Technical Writing
400 — Seminar in Writing

And three hours selected from LIT 313, 400, or 414.

Required supporting courses:

COMM 101 — Public Speaking
PHIL 201 — Introduction to Philosophy
HIST 211, 212, 213, 231, or 232
BSNS 170 — Computer Applications — (for writing concentration only)

Recommended course for writing concentration:

ART 200 — Introduction to Graphics

English Teaching Major: 43 hours. B.A.

Required:

ENGL 200 — Intro to English Studies
202 — Creative Writing
or 241 — Intro to Journalism
300 — History of English Language
303 — Descriptive English Grammar
306 — Advanced Writing
320 — Reading Process/Skills
477 — Senior Seminar
LIT 200 — Intro to Literature
308 — Non-Western Literature
or 315 — Multi-Ethnic Literature
310 — Intro to Literary Criticism
318 — Shakespeare
400 — The Novel
or 414 — Special Topics in Literature

And select 4 of the following courses:

LIT 223 — British Lit. to 1800
224 — British Lit. since 1800
253 — American Lit. to 1865
254 — American Lit. since 1865
309 — World Literature

The required professional education courses including ENGL 476.

Required supporting courses:

COMM 101 — Public Speaking
HIST 231 — American Civilization I

Recommended supporting course:

COMM 120 — Intro to Theatre

English Minor: 18 hours

Required:

ENGL 303 — Descriptive English Grammar
306 — Advanced Writing
LIT 223 or 224 — British Literature
LIT 253 or 254 — American Literature

Plus six hours of English electives above freshman (100 level) courses. LIT 309 — World Literature may be substituted for either a British or American Lit course.

Literature Minor: 18 hours

LIT 200 — Intro to Literature
223 or 224 — British Literature
253 or 254 — American Literature
309 — World Literature
318 — Shakespeare

And three hours selected from:

LIT 308 — Non-Western Literature
310 — Intro to Literary Criticism
313 — Major Authors
315 — Multi-Ethnic Literature
400 — The Novel
414 — Special Topics

Writing Minor: 18 hours

ENGL 202 — Creative Writing
241 — Intro to Journalism
303 — Descriptive English Grammar
306 — Advanced Writing
315 — Business/Tech Writing
400 — Seminar in Writing

English Teaching Minor: 24 hours

Required:

ENGL 103, 104 — English Composition I, II
LIT 200 — Intro. to Literature
223 or 224 — British Literature
253 or 254 — American Literature
318 — Shakespeare
ENGL 303 — Descriptive English Grammar
306 — Advanced Writing

Recommended:

COMM 120 — Intro to Theatre

Journalism Teaching Minor: 25 hours

Required:

ENGL 103, 104 — English Composition I, II
241 — Intro. to Journalism
343 — Advanced Journalism Writing
346 — Magazine and Feature Writing

And 10 additional hours of English. These 10 hours may NOT also count toward an English Teaching major.

Typical Courses for a Student Majoring in English

Freshman Year

English Composition I, II
Fundamentals of Public Speaking
Bible I
Introduction to Fine Arts
Laboratory Science
Physical Education

Sophomore Year

British Literature I, II
American Literature I, II
Christian Doctrine
American Civilization I
Modern Language
Journalism or Creative Writing
Intro to English Studies
Intro to Literature

English Courses

ENGL 095 — Basic Writing Skills. 4 hours. Helps to diagnose and remediate deficiencies in grammar, usage, sentence structure, and writing. Introduces students to the writing process, promotes writing based on readings, and encourages writing confidence. Placement in this course is determined by the ACT English score. Students must pass an exit exam to pass this course. For students placed in this course, it is prerequisite to ENGL 102. This course does not count in the grade point average calculation or toward the 128 hour graduation requirement. 3 classroom periods, 2 writing lab periods.

ENGL 102 — English Composition. 4 hours.

Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of at least 14 or ENGL 095. 3 classroom periods, 2 writing lab periods.

ENGL 103 — English Composition I. 3 hours.

Practice in writing to develop clear, well-organized prose. Emphasizes the writing process. A writing center is provided for students who need additional help. Passing this course with a C- or above permits the student to enroll in ENGL 104. Prerequisite: ACT English score of 18 or above.

ENGL 104 — English Composition II. 3 hours.

A writing course designed to build on the skills acquired in ENGL 102/103. It focuses on the process of inquiry and emphasizes evaluation, analysis, synthesis, and documentation of sources. Passing ENGL 102 or 103 with a C- or above is prerequisite to this course.

ENGL 120 — Introduction to Theatre. 3 hours. Same as COMM 120.

ENGL 200 — Introduction to English Studies. 1 hour.

An introduction to the discipline, to literature in the field, to the place of English studies in the academic community and in the larger world of work, and to the integration of English studies with faith, learning and living. Students will be introduced to the Department of English portfolio. Prerequisite: ENGL 104 English Composition II.

ENGL 202 — Creative Writing. 3 hours.

Emphasis on the writing of fiction and poetry. Students experiment with personal experience writing and with various techniques in writing fiction and poetry, particularly open form poetry. Students are required to submit writing to the university literary magazine for possible publication. Extensive writing experience is not a prerequisite.

ENGL 241 — Introduction to Journalism. 3 hours.

An introduction to the journalistic writing style. Emphasis is on learning what is news, how to gather news, and how to write news stories. Students are encouraged to publish in the local press, especially the student newspaper.

ENGL 242 — College Publications Practicum. 1 hour.

The emphasis is on the development of skills in newswriting, editing, layout and design for the student newspaper or yearbook. Practicum may be repeated for up to 6 hours. Each practicum hour will require approximately 4 working hours per week for a semester. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

ENGL 300 — History of the English Language. 3 hours.

Developmental study of the English alphabet, phonology, morphology, syntax, grammar, and vocabulary from Old English times to the present. Includes major external influences as well as internal changes. Some attention to language in society.

ENGL 303 — Descriptive English Grammar. 3 hours.

Introduces undergraduate students to the study of language. Demonstrates how and why the study of language is central to all human phenomena. Includes the study of language universals, language acquisition, and the scientific analysis of English and its grammar. Central to the course is the study of sentence structure and issues in usage.

ENGL 306 — Advanced Writing. 3 hours.

Theory and practice of rhetorical modes and technical writing directed toward a disciplined personal style that reflects awareness of language, logic, organization, and usage. Students will also complete specific writing assignments in their majors.

ENGL 315 — Business and Technical Writing. 3 hours.

A course in analytical writing with specific application to various types of communication in business and government. Work will be case-oriented with an emphasis on the development of writing

styles and strategies to meet situations in practical communication. Prerequisite: ENGL 104 English Composition II.

ENGL 320 — Reading: Process and Skills. 2 hours. Study of the reading process. Analysis of reading needs including prescription and implementation of materials and methods to increase reading skills in the middle and secondary English classroom. Offered in alternate years.

ENGL 346 — Magazine and Feature Article Writing. 3 hours. A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be encouraged to submit articles to various markets. Prerequisite: ENGL 241 or approval of instructor. Offered in alternate years.

ENGL 400 — Seminar in Writing. 3 hours. Directed writing of a major work in a genre to be selected by the student. The work would be performed or presented both orally and in writing and would also be suitable for publication. Since this is the culminating experience for students with a writing concentration or writing minor, admission is restricted to those who have completed all other writing requirements for the major or minor or to those who have received approval of the instructor.

ENGL 476 — Teaching English in Middle and Secondary Schools. 3 hours. Review of research in teaching English/Language Arts in middle and secondary schools. Observation of classroom teachers and demonstration teaching of literature, language, and writing. Unit planning, evaluation, classroom management, and professional issues are discussed. Students must join NCTE. Includes a practicum. Prerequisites: Admission to teacher education and EDUC 351, or permission of Director of Teacher Education. Offered in alternate years.

ENGL 477 — Senior Seminar. 1 hour. Designed to integrate previous studies in English, this capstone course stresses refinement of the student's analytical abilities by providing for individual projects and the presentation of the student's personal philosophy as it relates to the discipline of English and its integration with faith, learning, and living. Other considerations include preparation for graduate entrance examinations (GRE, NTE, MAT), graduate study, and career options and preparation. Assessment of the major takes place through a national test of literature and submission of the departmental portfolio. Students must be classified as seniors to take this course.

ENGL 487 — Journalism Internship. 1-6 hours. A work experience for seniors at a newspaper or media-related company. Emphasis is on writing, editing, researching or doing production projects. On-the-job and faculty supervisors evaluate the student. A daily log and practicum report are required. Pass/Fail grading. Prerequisites: ENGL 241 and ENGL 346 or approval of instructor.

Literature Courses in English

LIT 200 — Introduction to Literature. 3 hours An introduction to poetry, fiction, and drama. Selections will include British, American, and international works. Through examination of selected major works, students will learn to understand and appreciate the complex interplay between individual talent, artistic tradition, and historical context. Prerequisite: ENGL 104.

LIT 223 — British Literature to 1800. 3 hours. A survey of representative authors, works, and literary forms of the Medieval, Renaissance, and Neo-Classical eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 224 — British Literature since 1800. 3 hours. A survey of representative authors, works and literary forms of the Romantic, Victorian, and Modern eras in British literature. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 253 — American Literature to 1865. 3 hours. A survey of representative works of Colonial, Federalist, and Romantic periods. Approaches are historical and analytical. Prerequisite: ENGL 104.

LIT 254 — American Literature since 1865. 3 hours. A survey of representative works with emphasis on the rise of Realism and Naturalism in fiction, the beginnings of Modernism in poetry and fiction between the wars. Approaches are historical and analytical. Prerequisite: ENGL 104

LIT 308 — Literature of Non-Western and Third World Cultures. 3 hours. A study through literature of social, religious, political, and cultural development in Non-Western and Third World nations such as literature from Africa, India, Central America, South America. May be repeated for credit, but the country or culture area must be different. Prerequisite: ENGL 104.

LIT 309 — World Literature. 3 hours. A comparative and historical survey of representative writers of Western Civilization. Attention is given to the emergence and development of major themes and literary forms. Prerequisite: ENGL 104

LIT 310 — Introduction to Literary Criticism. 3 hours. A study of the major works, movements, and practitioners of literary criticism, from Plato to Post-structuralism. Attention is given not only to the fundamental philosophies informing criticism, but also to the practical application of critical methods. Prerequisite: LIT 200, 223, 224, 253, 254, or 309.

LIT 313 — Major Authors. 3 hours. An intensive study of the works of one author with attention to the chronological development of style, main themes, and relationship to literary tradition. May be repeated for credit. Author studied must be different. Prerequisite: LIT 200, 223, 224, 253, 254, or 309.

LIT 315 — Multi-Ethnic Literature. 3 hours. A study of the works of minority American writers with attention to cultural, historical, social, and political contexts. Works by African-, Hispanic-, Asian-, and Native-American writers will be read. Prerequisite: ENGL 104.

LIT 318 — Shakespeare. 3 hours. A study of the drama and theatre of England's greatest dramatist in its historical, cultural, and critical contexts. Works from all periods and all the dramatic genres are studied. Prerequisite: LIT 200, 223, 224, 253, 254, or 309.

LIT 400 — The Novel. 3 hours. Readings primarily in the British and American novel, tracing its development from the 18th Century through the 20th Century. Contemporary, continental, and non-western novels may also be represented. Prerequisite: LIT 200, 223, 224, 253, 254, or 309.

LIT 414 — Special Topics in Literature. 3 hours. A study of a selected genre or literary topic not ordinarily covered in other courses. Content will vary from semester to semester, and may include such topics as Black-American Writers, Women Writers, the Bible as Literature, and Ethnic Literature. May be repeated for credit. Topic must be different. Prerequisite: LIT 200, 223, 224, 253, 254, or 309.

Oxford Studies Program

The Council for Christian Colleges and Universities Oxford Studies Program is a summer program offered by the Coalition. This is a six-week period of study at Oxford University in Renaissance and Reformation History and Culture. The courses are taught by Oxford professors, and credit applies either in literature or history. Contact the Chair of the English Department for further information.

Oxford Honors Program

Junior and senior honors students will have the opportunity to study in England by participating in an interdisciplinary semester in Oxford through a partnership program with the Centre for Medieval & Renaissance Studies, affiliated with Keble College of the University of Oxford. Under the guidance of the Council-appointed program director, students will take part in two self-designed tutorials, a small group seminar, and an integrative survey course. The semester will also include travel to significant historical and cultural sites in England. Sixteen semester hours of credit are recommended for the semester.

Modern Languages — MLAN

Faculty

VICKI TRYLONG (1976)

*Professor of Modern Languages; Chair,
Department of Modern Languages*

B.A., 1970, Olivet Nazarene University

M.A.T., 1980, Purdue University

Ph.D., 1987, Purdue University

KRISTIN KING (1991)

Assistant Professor of Spanish

B.A., 1985, Olivet Nazarene University

M.A., 1993, Loyola University of Chicago

Purdue University

The programs leading to the Bachelor of Arts degree with a major in Modern Languages are designed to develop in the student an ability to comprehend, speak, read, and write the language. Many students combine a language major with a related major or minor for careers in communications, business, social work, etc. Other students study languages in preparation for teaching modern languages at the middle and secondary levels.

Students with one year or less of foreign language credit on the junior high or senior high levels will meet the foreign language requirements of the B.A. degree by successfully completing Elementary I and II in the language of their choice.

Students with two or more years of high school credit in the appropriate language are not required to take courses numbered 101 and 111. If they feel deficient, they may audit these courses. Upon completion of the Elementary II course with a minimum grade of C- they may petition for four hours of Elementary I credit in the same language.

A student with three or more years of high school credit in a language who desires to complete a major or minor in that language may petition for 8 hours of credit for Elementary I and II upon completion of 8 hours of upper division courses of the same language with a minimum grade of C-.

The department frequently offers foreign travel seminars to French-speaking and Spanish-speaking countries.

Romance Languages Major (French and Spanish): 47 Hours. B.A.

Required:

28 hours (including 20 upper division hours) in the “primary language” and 19 hours (including 11 upper division hours) in the “secondary language.”

All Romance Language majors will be required to participate for credit in a Foreign Travel Seminar offered by the Modern Languages Department in a region where their primary language is spoken. If students wish to substitute foreign travel experiences sponsored by other organizations (e.g. Compassionate Ministries, Youth in Mission), the program must be approved in advance by the faculty of the Modern Language Department.

Must be supported by 9 hours from:

- ENGL 303 — Descriptive English Grammar
- LIT 309 — World Literature
- HIST 211 or 212 — World Civilization
- 379 — The Developing World
- COMM 101 — Public Speaking
- 349 — Intercultural Communication

French Major: 32 Hours. B.A.

Required

- FREN 101 — Elementary French I
- 102 — Elementary French II
- 301 — French Grammar Review
- 302 — French Culture/Civilization
- 342 — Adv. French Conversation
- 345 — Adv. French Composition
- 353, 354, or 355 — French Lit.

plus 7 additional hours selected from FREN 353, 354, or 355, FREN 476 — Topics in French, FREN 498 — Foreign Travel. At least six consecutive weeks of study is required in a country where French is the primary language. Students must submit a plan of study to be approved in advance by the department.

Required supporting courses — select three of the following:

- COMM 101 — Public Speaking
- LIT 309 — World Literature
- HIST 211 — World Civilization I
- 212 — World Civilization II
- 213 — World Civilization III
- 379 — The Developing World

French Teaching Major: 32 hours. B.A.

Same requirements as the non-teaching major plus the required professional education courses including MLAN 469 — Teaching Middle and Secondary School Modern Languages. Other requirements of Teacher Education programs also apply.

Spanish Major: 32 hours. B.A.

Required

- SPAN 111 — Elementary Spanish I
- 112 — Elementary Spanish II
- 311 — Spanish Grammar Review
- 312 — Spanish Cult/Civilization
- 341 — Adv Spanish Conversation
- 345 — Adv Spanish Composition
- 361, 362, or 363 — Spanish Lit

plus 7 additional hours selected from SPAN 361, 362, or 363, SPAN 486 — Topics in Spanish, SPAN 498 — Foreign Travel. At least six consecutive weeks of study is required in a country where Spanish is the primary language. Students must submit a plan of study to be approved in advance by the department.

Required Supporting Courses — select three of the following:

- COMM 101 — Public Speaking
- LIT 309 — World Literature
- HIST 211 — World Civilization I
- 212 — World Civilization II
- 213 — World Civilization III
- 379 — The Developing World

Spanish Teaching Major: 32 hours. B.A.

Same requirements as the non-teaching major plus the required professional education courses including MLAN 469 — Teaching Middle and Secondary School Modern Languages. Other requirements of Teacher Education programs also apply.

French Minor: 19 hours

Required:

- FREN 101 — Elementary French I
- 102 — Elementary French II
- 301 — Grammar Review
- 302 — Culture and Civilization
- 342 — Advanced French Conversation
- or 345 — Advanced French Composition

French Teaching Minor: 22 hours**Required:**

FREN 101 — Elementary French I
102 — Elementary French II
301 — Grammar Review
302 — Culture and Civilization
plus two courses selected from:
FREN 342 — Advanced French Conversation
345 — Advanced French Composition
353 — French Literature I
354 — French Literature II
355 — French Literature III

Spanish Minor: 19 hours**Required:**

SPAN 111 — Elementary Spanish I
112 — Elementary Spanish II
311 — Grammar Review
312 — Culture and Civilization
341 — Advanced Spanish Conversation
or 345 — Advanced Spanish Composition

Spanish Teaching Minor: 22 hours**Required:**

SPAN 111 — Elementary Spanish I
112 — Elementary Spanish II
311 — Grammar Review
312 — Culture and Civilization
plus two courses selected from:
SPAN 341 — Advanced Spanish Conversation
345 — Advanced Spanish Composition
361 — Spanish Literature
362 — Latin American Literature
363 — 20th Century Spanish Literature

Typical Courses for a Student Majoring in Languages**Freshman Year**

Language of Choice
English Composition I, II
Fundamentals of Public Speaking
Bible I
Physical Education
Natural Science

Sophomore Year

Continued Language Courses
Christian Doctrine
General Psychology
Introduction to Fine Arts
Literature
History

General Courses

MLAN 469 — Teaching Middle and Secondary School Modern Languages. 3 hours. A methods course dealing with middle and secondary language learning and teaching applied to French and Spanish. Required of majors who plan to teach. Includes a practicum. Prerequisites: Admission to Teacher Education and EDUC 351 and Grammar Review, Culture and Civilization courses in the language sequence, or permission of Director of Teacher Education. Offered in alternate years.

French — FREN

FREN 101 — Elementary French I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral practice, written composition, and culture.

FREN 102 — Elementary French II. 4 hours. A continuation of FREN 101 with additional emphasis on reading. Prerequisite: FREN 101 or 2 years high school French.

FREN 301 — Grammar Review. 4 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: FREN 102 or 3-4 years of high school French.

FREN 302 — French Culture and Civilization. 4 hours. A survey of French life and institutions. Intended as a background for literary studies and as a preparation for teaching French. Prerequisite: FREN 301.

FREN 342 — Advanced French Conversation. 3 hours. A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct French through the discussion of reading selections and contemporary topics. Prerequisite: FREN 301. Offered in alternate years.

FREN 345 — Advanced French Composition. 3 hours. A course designed to develop the student's ability to write clearly, accurately, and effectively in French. Some attention will be given to grammar review and vocabulary development, and extensive practice in writing in a variety of contexts will be required. Prerequisite: FREN 301. Offered in alternate years.

FREN 353 — French Literature. 3 hours. French literature from *La Chanson de Roland* through the Renaissance. This is a survey course including a study of the history of the literature and the reading of selected works. Prerequisite: French 302.

FREN 354 — French Literature. 3 hours. A course concentrating on Classical theatre, the *Philosophes*, and Romantic poetry. This class will follow the same format as FREN 353. Prerequisite: French 302.

FREN 355 — French Literature. 3 hours. A continuation of the study of literature, particularly from 1850 to the present. This course will follow the same format as FREN 353 and 354. Prerequisite: French 302.

FREN 476 — Topics in French Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include readings, papers, or other special projects in that area. Possible topics: French phonetics, advanced readings in French literature, Francophone cultures, or other similar projects. Prerequisite: permission of instructor. May be repeated for credit.

Spanish — SPAN

SPAN 111 — Elementary Spanish I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, oral practice, written composition, and culture.

SPAN 112 — Elementary Spanish II. 4 hours. An intermediate level course which is a continuation of SPAN 111 with an additional emphasis on reading. Prerequisite: SPAN 111 or 2 years high school Spanish.

SPAN 311 — Grammar Review. 4 hours. Grammar review, aural comprehension, conversation, reading. Prerequisite: SPAN 112 or 3-4 years of high school Spanish.

SPAN 312 — Spanish and Latin-American Culture and Civilization. 4 hours. A survey of Spanish and Latin-American life and institutions intended as a background for literary studies and as a preparation for teaching Spanish. Prerequisite: SPAN 311.

SPAN 341 — Advanced Spanish Conversation. 3 hours. A course designed to develop the student's fluency and self-confidence in expressing ideas in grammatically and phonetically correct Spanish through the discussion of reading selections and contemporary topics. Prerequisite: SPAN 311. Offered in alternate years.

SPAN 345 — Advanced Spanish Composition. 3 hours. A course designed to develop the student's ability to write clearly, accurately, and effectively in Spanish. Some attention will be given to grammar review and vocabulary development, and extensive practice in writing in a variety of contexts will be required. Prerequisite: SPAN 311. Offered in alternate years.

SPAN 361 — Spanish Literature. 3 hours. Spanish literature from *Poema del Cid* through the 19th Century. A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Spanish 312.

SPAN 362 — Latin-American Literature. 3 hours. Latin-American literature from the *Conquistadores* through the 19th Century. A survey course which includes a history of Latin-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 312.

SPAN 363 — 20th Century Spanish and Latin-American Literature. 3 hours. A course which includes a history of the literature of Spain and Latin America of the 20th Century, and the reading of selected works representative of the period. Prerequisite: Spanish 312.

SPAN 486 — Topics in Spanish Studies. 1 to 3 hours. The student may select an area of special interest to work on independently. A plan of study will be agreed upon with the instructor. This plan may include Spanish phonetics, advanced readings in Spanish or Latin-American literature, or other similar projects. Prerequisite: permission of instructor. May be repeated for credit.

Latin American Studies Program

The Council for Christian Colleges and Universities Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study and course work in Latin history and culture. The program involves living with a Costa Rican family, participating in community activities, and traveling through neighboring Central American countries. This program is administered by the Department of Modern Languages.

Communication Department — COMM

Faculty

JAY MARTINSON (1993)

*Associate Professor of Communication;
Chair, Department of Communication.*

B.A., 1986, Olivet Nazarene University

M.S., 1990, University of Illinois

Ph.D., 1993, University of Illinois

WILLIAM DEWEES (1992)

Assistant Professor of Communication

B.A., 1991, Mt. Vernon Nazarene College

M.B.A., 1994, Olivet Nazarene University

ELIZABETH PATRICK (1994)

Associate Professor of Communication

B.A., 1986, Trevecca Nazarene University

M.A., 1987, Auburn University

Doctoral candidate, Nova Southeastern
University

JEFFREY WELLS (1995)

Associate Professor of Communication

B.A., 1989, Trevecca Nazarene University

M.A., 1992, Auburn University

M.A., 1999, Roosevelt University

Communication plays a complex and profound role in shaping both individuals and society. This department seeks to promote an understanding of this process and an appreciation of both the art and science of communication. To this end the department seeks to provide: 1) an academic experience which teaches effective communication within the framework of Christian principles; 2) opportunities to put theory into practice for the purpose of personal, professional and academic growth.

Some Communication courses will be designated as either writing intensive or speaking-intensive. While these are not exclusively writing or speaking courses, specific training and skill development exercises will be components of each course.

Writing Intensive Courses will have a writing training component and a minimum requirement of 20 pages. All papers in a writing intensive course will have at least one required re-write.

Speaking Intensive Courses will have a speech training component as well as a minimum of 3 speeches totalling at least 30 minutes of prepared speaking time per student.

Writing Intensive Courses

COMM 241 — Intro to Journalism

343 — Advanced Journalism Writing

346 — Magazine and Feature Article Writing

347 — Organizational Communication

391 — Communication Ethics

457 — Communication Theory

458 — Rhetorical Theory

450 — Senior Seminar

Speaking Intensive Courses

COMM 101 — Public Speaking

103 — Interpersonal Communication

221 — Mass Media

233 — Small Group Communication

301 — Advanced Public Speaking

341 — Persuasion

349 — Intercultural Communication

450 — Senior Seminar

Communication Studies Major: 49-64 hours. B.A.

Required:

COMM 101 — Public Speaking

102 — Performance Studies

103 — Interpersonal Communication

150 — HTML

155 — Desktop Publishing

200 — Intro to Communication Studies

201 — Service Learning

221 — Mass Media and Society

250 — Current Trends in Media Technology

341 — Persuasion

391 — Communication Ethics

450 — Senior Seminar

457 — Communication Theory

458 — Rhetorical Theory

466 — Internship (3 hours)

ENGL 303 — Descriptive English Grammar

306 — Advanced Writing

and nine hours from the Communication Department, including COMM 301 — Advanced Public Speaking, **OR completion of one of the following concentrations:**

A: Corporate Communication

COMM 233 — Small Group Communication

301 — Advanced Public Speaking

- 347 — Organizational Communication
- 349 — Intercultural Communication
- 466 — Internship (3 additional hours)

and nine hours selected from the following:

- BSNS 253 — Principles of Marketing
 - 356 — Retail Merchandising
 - 450 — Small Business Management
 - 457 — Advertising and Promotions
- COMM 241 — Intro to Journalism
 - 330 — Public Relations and Communication
 - 399 — Topics: Corporate Communication
- ENGL 315 — Business and Technical Writing
- PSYC 324 — Industrial/Organizational Psych

B: Theatre Concentration

- COMM 110 — Intro to Acting
 - 120 — Intro to Theatre
 - 198/398 — Dramatic Practicum (2 hours)
 - 220 — Technical Theatre/Stagecraft
 - 320 — Directing
 - 364 — Dramatic Literature/History
 - 399 — Topics: Theatre
- ENGL 318 — Shakespeare

**Mass Communication Major: 46-68 hours.
B.A.**

Required:

- COMM 101 — Public Speaking
 - 103 — Interpersonal Communication
 - or 233 — Small Group Communication
 - 150 — HTML
 - 155 — Desktop Publishing
 - 200 — Intro to Communication Studies
 - 201 — Service Learning
 - 221 — Mass Media and Society
 - 250 — Current Trends in Media Technology
 - 341 — Persuasion
 - 391 — Communication Ethics
 - 450 — Senior Seminar
 - 457 — Communication Theory
 - 458 — Rhetorical Theory
 - 459 — Media Theory
 - 466, 487, or 497 — Internship (3 hours)

and 12 additional hours, including ENGL 303 — Descriptive English Grammar, ENGL 306 — Advanced Writing, and 6 elective hours from the Communication Department.

OR

Completion of one of the following concentrations:

A: Film Studies Concentration*—16 hours for participation in the Los Angeles Film Studies Program and the following courses:

- COMM 110 — Intro to Acting
 - or 120 — Intro to Theatre
- ENGL 303 — Descriptive English Grammar
 - 306 — Advanced Writing
 - or 202 — Creative Writing

and 9 hours selected from the following:

- ART 172 — Intro to Photography
 - 275 — Photoshop
- COMM 280 — Writing for Television
 - 290 — Basic Video Production
 - 350 — Video Editing I
 - 372 —Television: Remote Technique
 - 475 — Video Editing II
- LIT 254 — American Lit II
 - 318 — Shakespeare

*Note: a cumulative grade point average of at least 2.750 is required for admission to the film studies concentration. Acceptance into the Los Angeles Film Studies Program is not guaranteed, but is determined by program directors.

B. Journalism Concentration

- COMM 241 — Intro to Journalism
 - 242 — College Publications (2 hours)
 - 343 — Advanced Journalism Writing
 - 346 — Magazine/Feature Article Writing
 - 348 — Journalism in Democratic Society
 - 399 — Topics: Journalism
 - 487 — Internship (3 additional hours)
- ENGL 303 — Descriptive English Grammar
 - or 306 — Advanced Writing

and 6 hours selected from:

- ART 172 — Intro to Photography
 - 272 — Photography II
- ENGL 202 — Creative Writing
 - 315 — Business and Technical Writing
- COMM 330 — Public Relations/Communication
- PSCI 223 — American Government

C. Radio Concentration

- COMM 170 — Broadcast Announcing
271 — Broadcast Writing/Production I
274 — Broadcast Writing/Production II
277 — Broadcast Practicum (6 hours)
399 — Topics: Radio
497 — Broadcast Internship (3 additional hours)
- ENGL 303 — Descriptive English Grammar
and 6 hours selected from:
- BSNS 160 — Principles of Management
394 — Marketing Management
457 — Advertising and Promotions

D. Television and Video Production Concentration

- COMM 280 — Writing for Television
290 — Basic Video Production
350 — Video Editing I
371 — Principles of Television Production
372 — Television: Remote Techniques
497 — Broadcast Internship (3 additional hours)
- ART 275 — Photoshop
and 6 hours selected from:
- ART 123 — Design Studio
172 — Photography
- COMM 241 — Intro to Journalism
343 — Advanced Journalism Writing
399 — Topics: Media
475 — Video Editing II

Theatre Minor: 17 hours

Required:

- COMM 101 — Public Speaking
102 — Intro. to Performance Studies
110 — Introduction to Acting
120 — Introduction to Theatre
198 or 398 — Drama Practicum (2 hours)
- LIT 318 — Shakespeare

Communication Studies Minor: 19 hours

Required:

- COMM 101 — Public Speaking
102 — Performance Studies
103 — Interpersonal Communication
or 233 — Small Group Communication
200 — Intro to Communication Studies

- 221 — Mass Media and Society
341 — Persuasion

and 3 hours of electives in upper division
Communication courses.

Mass Communication Minor: 19 hours

Required:

- COMM 101 — Public Speaking
103 — Interpersonal Communication
or 233 — Small Group Communication
200 — Intro to Communication Studies
221 — Mass Media and Society
459 — Media Theory

and 6 hours of Communication coursework in
journalism, radio, or television/radio
production.

Communication Teaching Minor:

24 hours as approved by the Department
Head. The student must include course work
from at least three of the following areas:
Public Speaking, Interpersonal
Communication, Oral Interpretation, and
Small Group Communication.

Journalism Teaching Minor: 25 hours

See the English Department.

Typical Courses Recommended for Communication Majors

Courses will vary according to the specific
concentration.

Freshman Year

- Intro. to Communication Studies
Fundamentals of Public Speaking
English Composition I, II
General Psychology
Bible I
Laboratory Science
Physical Education
HTML

Sophomore Year

- Christian Doctrine
Mass Media and Society
Introduction to Journalism
Language
Interpersonal Communication
Creative Writing
Service Learning
Desktop Publishing

Communication Courses

COMM 101 — Fundamentals of Public Speaking, 3 hours. The focus of this course is on the development of oral communication skills. This is accomplished primarily through the teaching of organizational and delivery skills. It also emphasizes the importance of critical listening, audience adaptation, and responsible research as necessary components in effective communication. The primary mode of student evaluation in this course comes from the delivery of various speeches.

COMM 102 — Performance Studies, 3 hours. The student will learn theories and skills for the oral performance of various types of literary texts including dramatic literature, prose, and poetry. Also explores the development of programs on a theme.

COMM 103 — Interpersonal Communication, 3 hours. Communication theory and its value in interpersonal relationships; attention is given to the development of insights regarding the process of communication as well as the developments of techniques and skills in the communication of ideas through class activities.

COMM 110 — Introduction to Acting, 3 hours. Study of the process of analyzing and creating roles for performance. Students will develop technical performance skills through scenework. Theories of acting will be analyzed and applied. Offered in alternate years.

COMM 120 — Introduction to Theatre, 3 hours. The study of the theatre as an art form. This course will integrate various approaches to the study and appreciation of the theatre including its performance, historical and literary aspects. Major project includes production work on the current school play. Offered in alternate years.

COMM 150 — HTML, 1 hour. This workshop course is designed to teach the basics of writing in HTML and in web-page construction and maintenance. Students already possessing these skills will have the opportunity of acquiring credit for this course by proving proficiency.

COMM 155 — Desktop Publishing, 1 hour. This workshop course is designed to teach the basics of desktop publishing. Students already possessing these skills will have the opportunity of acquiring credit for this course by proving proficiency.

COMM 170 — Broadcast Announcing, 2 hours. Emphasizes the communication and performance skills that are essential for successful announcing. Topics include: interpreting copy, voice and diction, broadcast interviewing, and sports and music announcing. Students are given practical experience with broadcast studio equipment necessary for announcing. COMM 277 must be taken concurrently with this course.

COMM 198, 398 — Dramatic Practicum, 1 hour. Credit will be granted to persons who make major contributions to a dramatic production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to 4 credit hours may be earned in this manner. Determination of credit and major contribution is to be judged by the faculty member directing the production. Each practicum hour will require approximately 4 working hours per week.

COMM 200 — Introduction to Communication Studies, 1 hour. An introduction to speech communication literature, the place of speech communication among related academic communities, and to methods and modes of research in speech communication. Students will be required to investigate and report on a specific area of study with speech communication.

COMM 201 — Service Learning, 1 hour. Each major within the department will utilize her/his particular communication skills in the context of service to the off-campus community. Typical service learning experiences may include helping a non-profit organization with a special project (i.e. video, brochures, fund-raising, dramatic presentations, etc.). A minimum of 30 clock hours per credit hour must be spent on the particular project. Students may only be enrolled in one hour per semester. Each service learning project must be approved & supervised by the student's adviser. Each major must earn 2 hours.

COMM 220 — Technical Theatre/Stagecraft, 3 hours. An intermediate hands-on course in the study of theatrical design with primary emphasis on lighting and scenic design. Costume/Make-up design will receive brief attention. Throughout the course students will practice design, construction and implementation skills in conjunction with the current theatrical production along with individual projects. Prerequisite: COMM 120 (Intro to Theatre). Offered in alternate years.

COMM 221 — Mass Media and Society, 3 hours. History and current issues in mass communication; examines basic technology, social and regulatory control, economics, audience uses and gratification, and media effects on individuals and society. Prerequisite: COMM 101.

COMM 233 — Small Group Communication, 3 hours. Designed to help the student develop the skills necessary (problem-solving, creative thinking, decision-making) for effective communication in the small group through appropriate readings and by providing related group activities.

COMM 241 — Introduction to Journalism, 3 hours. Same as ENGL 241.

COMM 242 — College Publication Practicum, 1 hour. The emphasis is on the development of skills in newswriting, editing, and layout and design for the student newspaper or yearbook. Practicum may be repeated up to 6 credit hours, but only 2 hours

are required for the Journalism Concentration. Each practicum hour will require approximately 4 working hours per week. The student's training will be under the direct supervision of the journalism instructor and the executive editors of the publications.

COMM 250 — Current Trends in Media Technology. 1 hour. This workshop course will familiarize students with emerging forms of multi-media technology and will explore their potential applications. Topics may include converging digital technologies and multi-media, the Internet & the World Wide Web, communication satellites, video distribution systems including cable, video cassettes and disks, and virtual reality.

COMM 271 — Broadcast Writing & Production I. 3 hours. The many facets of writing for broadcast media will be explored. Students will learn foundational principles of copywriting particularly for television and radio. A team concept will be employed which will allow students the opportunity to write scripts for actual radio and video productions. Some formats covered will be commercials, public service announcements, and news. Attention will also be given to learning basic skills such as studio operation, digital editing, etc.

COMM 274 — Broadcast Writing & Production II. 3 hours. Advanced multi-track production utilizing sfx and music beds. Targeting scripts to the appropriate audience. Will focus on advanced script writing strategies. Using the combination of writing and production to evoke a desired audience response through persuasion, imaging, and perception management.

COMM 277 — Broadcast Practicum. 1 hour. Practical experience in the campus radio station by serving in a wide variety of areas from station management to staff announcer. Practicum may be repeated up to 6 credit hours. Each practicum hour will require approximately 4 working hours per week. Corequisite: COMM 170, 271, or 274.

COMM 280 — Writing for Television. 3 hours. A survey of standard television formats including 30- and 60 second commercial spots, documentaries, situation comedies, and drama. The best student scripts will be eligible for use in a video production course.

COMM 290 — Basic Video Production. 3 hours. This hybrid production and post-production course will train students in the fundamentals of camera work, lighting, audio, and linear editing, with special emphasis placed on shooting video with editing in mind. Upon completion, students will possess a working video vocabulary and be prepared for more advanced courses.

COMM 301 — Advanced Public Speaking/Debate. 3 hours. This course is designed to give the student frequent and intense experience in public speaking and debate. This course emphasizes the importance of clarity and understanding of informa-

tive messages and power of persuasive messages. Attention is given to the process of analyzing an issue, structuring arguments, using evidence, and handling refutation and rebuttal in oral communication. Prerequisite: COMM 101.

COMM 320 — Directing. 3 hours. An examination of the directorial process from script analysis to actual theatrical production. This course examines such topics as dramaturgy, blocking, stage movement, casting, rehearsal, production and communication with designers. Students will provide direction for scene work-in-class and work on a scene or one act play for the Communication Department's annual "Night of Performance." Prerequisites: COMM 120 (Intro to Theatre) and COMM 364 (Dramatic Literature/History) Offered in alternate years.

COMM 330 — Public Relations and Communication. 3 hours. This course will examine both skills and strategy involved in designing effective public relations messages. It will do so through writing exercises, analysis of case studies, and the design of a campaign to improve the image of an organization. This course will also address ethical issues related to public relations.

COMM 341 — Persuasion 3 hours. A study of principles and techniques of attitude and behavior change at group and societal levels. Special attention will be given to the use and misuse of propaganda. Term project will include the production of an actual persuasive campaign based on principles developed earlier in the term. Prerequisite: COMM 101.

COMM 343 — Advanced Journalism Writing. 3 hours. Examines investigative reporting approaches and techniques as well as interviewing skills. Covers specialized beats including education, government, crime, sciences, sports, and business. This course also examines the fundamentals of editing.

COMM 346 — Magazine and Feature Article Writing. 3 hours. Same as ENGL 346.

COMM 347 — Organizational Communication. 3 hours. The purpose of this course is to examine and develop some proficiency in the skills which are necessary to effectively communicate within organizations as well as between organizations and their constituencies. Of particular interest are topics such as conflict resolution, developing trust, clear presentation of organizational image, and decision-making in organizations. Offered in alternate years.

COMM 348 — Journalism in a Democratic Society. 3 hours. Presents the history and role of the free press in within the United States and other democratic societies. Examines basic economic, political, and social issues of tension that exist within journalism.

COMM 349 — Intercultural Communication. 3 hours. Similarities and differences of communication patterns across cultures are the foci of this course. Of particular concern will be communication rituals, nonverbal signals and communication patterns of cultural groups.

COMM 350 — Video Editing I. 3 hours. An introduction to non-linear digital editing with integration of character generator, basic graphics, digital transition effects, and music. The principles of storytelling and visual continuity will be stressed. Class time will be divided between lecture and laboratory in which students will edit projects on a non-linear editing system.

COMM 364 — Dramatic Literature/History. 3 hours. Survey course examining representative plays from each period of theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period. Prerequisite: LIT 200.

COMM 371 — Principles of Television Production. 3 hours. Presents fundamental production techniques in color studio. Students design, write, and produce basic formats. Students acquire familiarity with all positions including camera, lighting, and audio.

COMM 372 — Television: Remote Techniques. 3 hours. Focuses on filming within non-studio environments using portable video equipment. Provides practical experience in remote shooting.

COMM 391 — Communication Ethics. 3 hours. A variety of ethical systems (Christian, utilitarian, Aristotelian, etc.) will be used in this course to assist the student in developing a means of making and evaluating ethical decisions in communication. A case study approach will be used to examine the role of ethics in public relations, journalism and broadcasting. Prerequisite: COMM 101.

COMM 399 — Special Topics in Communication. 3 hours. Each "Special Topics" course will explore in depth one particular topic within one of our major areas of study: radio, journalism, theatre, corporate communication, television & video production, and film studies. Special Topics courses will rotate among these six areas of study.

COMM 450 — Senior Seminar. 1 hour. Designed to integrate previous studies in speech communication, this course stresses refinement of students' analytical abilities and public speaking skills by providing opportunities for individual projects. Other considerations include preparation for graduate school and career options. Prerequisite: COMM 101.

COMM 457 — Communication Theory. 3 hours. The purpose of this course will be to provide an in-depth look at some of the dominant theories being used in the study of human communication today. Some of the topics to be covered will be symbolic interactionism, rhetorical sensitivity, coordinated management of meaning, systems theory, and information processing. Prerequisites: A total of at least 15 hours in the major, or approval of the instructor. Offered in alternate years.

COMM 458 — Rhetorical Theory. 3 hours. Reading and detailed study of the theories of principal

rhetoricians from ancient to modern times. Attention will be given to research techniques in rhetoric. Students will conduct a major research project. Prerequisite: A total of at least 15 hours completed in major, or approval of instructor. Offered in alternate years.

COMM 459 — Media Theory. 3 hours. Examines the major theories that describe, predict, and critique mass communication and media effects. It will review the dynamic roles that mass media play in both reflecting and shaping society and media consumers.

COMM 466 — Communication Internship. 1-6 hours. The student will intern under the supervision of a professional in an off-campus organization. Typically the internship might include practical experience in public relations. The practicum should not be taken until after the junior year or until most required courses in the major have been completed. A minimum of 40 clock hours per credit hour must be spent on site. The student is expected to be an active participant in securing the practicum experience. Students must be registered during the term of the internship. No more than 3 hours of Communication Internship may be applied to the minimum number of hours required for the Communication minor.

COMM 475 — Video Editing II. 3 hours. Advanced features of digital post-production including multi-layer effects, motion effects, imported graphics, and sound effects. Students will use laboratory time to edit a final project, tailored to their specific interests, which can then be used as a professional demonstration reel.

COMM 487 — Journalism Internship. 1-6 hours. Same as ENGL 487.

COMM 497 — Broadcast Internship. 1-6 hours. The student will intern at a broadcast facility for direct exposure to the everyday operation of broadcasting. The practicum should not be taken until after the junior year or until all required courses in broadcasting have been completed. A minimum of 40 clock hours must be spent on site for each credit hour. The student is expected to be an active participant in securing the internship experience. Students must be registered during the term of the internship.

Los Angeles Film Studies Center

The Council for Christian Colleges and Universities Los Angeles Film Studies Center operates in Burbank, California. It is comprised of classroom work in the role and place of Christians in the arts, and a half-time policy or production level internship in a film-related business or agency. The goal of the program is to place graduates in policy-level positions in the film industry. The program is administered by the Communication Department.



Division of Natural Sciences

Natural Science — NSCI
Biological Sciences — BIOL
Chemistry — CHEM
Computer Science — CSIS
Engineering — ENGN
Geological Sciences — GEOL
Mathematics — MATH
Physics — PHYS

Max Reams, Division Chair

The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Computer Science, Geological Sciences, Mathematics, and Engineering, with courses also in Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

Interdisciplinary Majors in the Physical Sciences

This major is offered providing emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

Physical Science Major, B.A. 66-81 hours:

Required:

CHEM 103, 104 — General Chemistry

PHYS 201, 202 — General Physics

MATH 147, 148 — Calculus I and II

Plus a minimum of 40-55 additional hours in science (may be part biological or math), with a minimum of 20 additional hours in one department. The curriculum would be tailor-made to fit the vocational-professional needs of the student and would be determined by a committee composed of representatives from each department involved (e.g., Biophysics — one person from Biology and one from Physics). In addition to these members who would be responsible for the details of an individual student's curriculum, the heads of the represented departments and the divisional head would be ex officio members of the committee.

Physical Science Major, B.S.: 76 to 93 hours

Required:

CHEM 103, 104 — General Chemistry

PHYS 201, 202 — General Physics

MATH 147, 148 — Calculus I and II

Plus CSIS 102 or 251 and a minimum of 46-63 hours in science (may be part biological science or mathematics), with a minimum of 24 additional hours in one department.

Physical Science Teaching Major, B.A. or B.S.: 33-41 hours

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

PHYS 201 — General Physics I

202 — General Physics II

GEOL 105 — Physical and Historical Geology

130 — Astronomy

310 — The Earth's Weather

345 or 351 — Frontiers in Astronomy or Planetarium Operations

Plus CHEM/GEOL 385 — Environmental Geochemistry or 4-5 hours additional Chemistry and 2-5 additional hours in Geology.

Required supporting courses:

MATH 147 — Calculus I

MATH 148 — Calculus II

2-4 hours of Biology

Plus completion of an approved Option B (non-teaching special emphasis) or additional hours to complete a teaching minor in one of the following: General Science, Biology, Chemistry, Earth and Space Science, Mathematics, or Physics.

Environmental Science Major

Bachelor of Science, 52-55 hours

Core Courses: 41 hours

BIOL 125 — Biology I

126 — Biology II

370 — Ecology

380 — Toxicology

CHEM 103 — General Chemistry I

104 — General Chemistry II

GEOL 105 — Physical and Historical Geology

303 — Geomorphology and Hydrology

385 — Environmental Geochemistry

NCSI 105 — Intro Environmental Science

360 — Geographic Information Systems

395 — Seminar in Environmental Science

450 — Research/Internship

In addition to the Core Courses, three of the following courses are required, with a maximum of two courses from any one department: 11-14 hours approved by the Division of Natural Sciences.

BIOL 320 — Genetics and Biomolecules

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology

356 — Microbiology

360 — Invertebrate Zoology

361 — Comparative Anatomy

CHEM 301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of Analysis

ENGN 230 — Statics and Dynamics

241 — Mechanics of Materials

380 — Thermodynamics

420 — Fluid Mechanics

GEOL 301 — Paleontology and Stratigraphy

363 — Sedimentology and Sedimentary Petrology

366 — Structural Geology and Field Methods

370 — Mineralogy/Optical Petrology

Courses taken at the AuSable Institute may also count toward these additional hours.

Required Supporting courses:

MATH 147 — Calculus I

148 — Calculus II

241 — Statistics

PHYS — one year of Physics

CSIS 251 — Principles of Programming

Recommended supporting courses

ECON 111, 112 — Principles of Micro-Economics and Macro-Economics

PSCI 223 — American Government

Interdepartmental Teaching Minors

The division offers the following interdepartmental teaching minors:

General Science Teaching Minor

Required: 24 hours of natural sciences, including 8 hours of Biology and 8 hours of physical sciences. *Not open to Teaching Majors in Chemistry, Physics, or Biology*

Physical Science Teaching Minor:

Required: 24 hours of physical sciences. The number of hours needed to obtain teaching endorsements in specific areas of physical science varies as follows: astronomy (5 hours); chemistry (10 hours); earth science/geology (8 hours); and physics (10 hours).

Pre-Professional Programs

Pre-Medicine

A student pursuing a pre-professional program in medicine (allopathic osteopathic, podiatric, etc.) will be advised to take a number of courses in Biology, Chemistry, Mathematics and Physics. Most successful pre-medical students take either a Biology or Chemistry major, or a double major of Chemistry and Biology.

Although it is possible to gain entry into a medical school with a major from outside the sciences, it is necessary for a student to emphasize the sciences very strongly. The liberal arts foundation at Olivet is a definite asset to medical studies. Pre-medical students are normally advised by a faculty member in their major field of study.

Pre-Dentistry

A major in Biology or Chemistry should be supported by a minor in the field not chosen as a major (Biology or Chemistry). The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Veterinarian

A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his summer schedule some courses in animal science. The student will also need some practical experience working for a veterinarian. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Pharmacy

Normally, a student interested in pre-pharmacy would complete a bachelor's degree with a major in chemistry and/or biology. Following student's first two years, he or she should work closely with a faculty adviser from one of these departments to communicate directly with the pharmacy school of their choice. This is to assure completion of appropriate coursework which may be required for admission into that particular school's program.

Pre-Optometry

A Biology or Chemistry major is recommended. Physics should also be included in the program at Olivet, along with mathematics.

Pre-Physician's Assistant

A Biology major with a strong Chemistry minor is recommended. A student planning to apply to this program is advised to write the schools he is interested in attending for graduate work in order to learn about specific requirements. The student will be advised by a faculty member in the Biology or Chemistry Department.

Pre-Physical Therapy

A fully certified program in Physical Therapy is customarily offered at the graduate level. At the undergraduate level at Olivet, a person interested in Physical Therapy would major in Exercise Science, Biological Science or Psychology. In addition, completion of the following courses is strongly recommended. These are most often required for admission to the graduate schools:

EXSS 147 — Intro to Athletic Training
PHED 202 — Aerobics/Swimming
 360 — Physiology of Exercise
 370 — Adaptive and Corrective PHED
 472 — Kinesiology
BIOL 246, 247 — Human Anatomy
 and Physiology
 361 — Comparative Anatomy
 455 — Physiology
PSYC 102 — General Psychology I
 103 — General Psychology II
 211 — Child Developmental Psychology
 345 — Physiological Psychology
CHEM 103 and 104 — General Chemistry I, II
PHYS 121 and 122
 or PHYS 201 and 202 — Physics I, II
MATH 147 — Calculus I
COMM 101 — Public Speaking

Degree Program in Clinical Laboratory Science

Requirements for the baccalaureate degree with a major in Clinical Laboratory Science (formerly known as Medical Technology) include:

1. Completion of a minimum of 98 semester hours including the general and group requirements for the degree. This is usually accomplished in three years of preprofessional studies. The junior year at Olivet is considered to be the last year in residence indicated in the general requirements.

2. Completion of the Clinical Laboratory Science program at a school accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Normally 30-32 upper division hours will be granted for the program, which will apply to requirements for the major. The number of upper division hours accepted will depend upon the number of credit hours granted by the NAACLS - accredited school.

Olivet Nazarene University has an affiliation with the following school of Clinical Laboratory Science: Saint Margaret Mercy, Hammond, Indiana. Although students are permitted to choose other schools, it is their responsibility to check with the Clinical Laboratory Science adviser to be certain that an acceptable accredited school is chosen.

Clinical Laboratory Science Major: 50-51 Hours. B.A. or B.S.

Required:

BIOL 125, 126 — Biology I, II
 320 — Genetics
 356 — Microbiology
 359 — Immunology
 484 — Molecular and Cell Biology
CHEM 103 — General Chemistry I
 104 — General Chemistry II
 301 — Quantitative Analysis
 311 — Organic Chemistry I
MATH 131 — Algebra and Trigonometry
 or 147 — Calculus I

To be supported by one course selected from:

BIOL 246, 247 — Human Anatomy and
 Physiology I, II
CHEM 312 — Organic Chemistry II
CHEM 410 — Instrumental Methods of
 Analysis

Alternate Degree Program for Clinical Laboratory Science

Instead of a baccalaureate degree with a major in Clinical Laboratory Science, a student may choose a major in Chemistry, Biology or another related field at Olivet, and then complete a fifth year of clinical training at a NAACLS - accredited school. While this is a major in chemistry or biology, and not Clinical Laboratory Science, it would qualify the student for a career as a Clinical Laboratory Scientist. Students choosing this alternate program should check in advance with NAACLS - accredited schools, to see what preferences or requirements each may have regarding the student's selection of the major area and courses.

Nuclear Medicine Technology

Instead of Clinical Laboratory Science, students may wish to pursue the related area, Nuclear Medicine Technology. For details, interested students should see the Clinical Laboratory Science Adviser.

AuSable Institute

Olivet Nazarene University is a Participating College with AuSable Institute, located in Northern Michigan. AuSable offers courses and programs in Environmental Stewardship for college students from Evangelical Christian Colleges.

Field courses in Biology, Chemistry, and Geology are offered emphasizing ecological awareness and knowledge. AuSable offers fellowships and grants, and provides opportunities for discussion of current environmental issues from a Christian perspective.

The following courses are offered at the AuSable Institute. Contact the ONU campus representative in the Natural Science Division for course descriptions.

- BIOL 220 — Environmental Science in Stewardship Perspective
302 — Limnology
303 — Natural Resources Practicum
305 — Ornithology
310 — Winter Biology
311 — Field Botany
312 — Insect Biology and Ecology

- 315 — Woody Plants
321 — Animal Ecology
322 — Aquatic Biology
342 — Fish Biology and Ecology
346 — Winter Stream Ecology
380 — Natural History in Spring
482 — Restoration Ecology
CHEM 332 — Environmental Chemistry
GEOL 316 — Field Geology

Latin American Studies Program

The Council for Christian Colleges and Universities Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, course work in Latin history and culture, and scientific study in the rain forest. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages in cooperation with the Natural Sciences Division.

Natural Science — NSCI

NSCI 102 — General Physical Science. 4 hours. A broad survey course designed for the liberal art student. Major concepts from astronomy, chemistry, geology, physics and meteorology are used in a way that develops the students' understanding of man's physical environment, and at the same time indicates the special contribution of each discipline to this understanding. (Open only to students without previous physics, chemistry, or earth science courses either in high school or college.) 3 hours lecture, 3 hours laboratory.

NSCI 105 — Introduction to Environmental Science. 1 hour. An introductory overview of environmental science. This course will investigate current environmental issues and problems, and will incorporate student projects. Required for environmental science majors.

NSCI 107 — Engineering Graphics. 3 hours. Same as ENGN 107 — Engineering Graphics.

NSCI 121 — Physical Geography. 2 hours. A study of the physical processes acting on the surface of the earth, from the perspectives of geology, meteorology, climatology, biology, pedology and oceanography with an overview of the physical regions of the United States and man's interaction with the environment.

NSCI 301 — Science, Technology and the Environment. 3-4 hours. Study of topics relating to science and technology and their impact on society and the environment. Prerequisite: a lab science course.

NSCI 360 — Geographic Information Systems and Global Positioning Systems. 2 hours GIS is a multi-layered geographic mapping and analysis set of computer programs designed to integrate many sources of information to address various physical and social problems (e.g., tropical deforestation, arrays of public utilities, topographic and geologic resource distribution patterns, urbanization, overpopulation, hunger, agriculture, acid rain, economic and business questions). GIS helps organize data and their spatial relationships. GPS uses hand-held receivers of satellite array data to determine location and altitude of any point on the earth. This information is downloaded to a GIS to create a map layer, which can be combined with other physical or cultural data. A digitizer will also be used to input map information. Students will collect GPS and other data to create maps using GIS software and various print technologies. Prerequisite: a laboratory science. 1 lecture period and 1 laboratory period.

NSCI 395 — Seminar in Environmental Science. ½ hour each semester. Discussion oriented course to investigate current topics of importance for environmental science majors. Particular topics will include environmental philosophy and ethics, environmental law, and examining competing interests that impact environmental issues. Emphasis will be placed on problem solving and developing professional skills. Two semesters required for environmental science majors.

NSCI 450 — Research/Internship in Environmental Science. 3 hours. A research or intern experience in the student's area of interest as related to the environment. Research will include library, laboratory and/or field work. An internship may consist of project work and professional cooperation with any number of public or private corporations, e.g., city and county planning commissions, park districts, engineering and consulting companies, state and government agencies, etc.

NSCI 477 — Teaching Middle and Secondary School Science. 3 hours. A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. Includes a 45-hour practicum in a public school setting. Prerequisites: Admission to Teacher Education and EDUC 351, or permission of Director of Teacher Education. Offered in alternate years.

Biological Sciences Department — BIOL

Faculty

RICHARD COLLING (1981)

Professor of Biology; Chair, Biological Sciences Department

B.A., 1976, Olivet Nazarene University

Ph.D., 1980, University of Kansas

DWIGHT GINN (1992)

Professor of Biology

B.A., 1978, Taylor University

M.S., 1983, Purdue University

Ph.D., 1989, The Ohio State University

RANDAL JOHNSON (1986)

Professor of Biology

B.A., 1976, Trinity College

M.S., 1982, Idaho State University

D.A., 1983, Idaho State University

GREGORY LONG (1995)

Associate Professor of Biology

B.S., 1984, Olivet Nazarene University

Ph.D., 1989, University of Arkansas for

Medical Sciences

ROBERT W. WRIGHT (1969)

Professor of Biology

B.A., 1965, Los Angeles Pacific College

M.A., Ph.D., 1970, University of California

The Biology Department seeks to prepare students to teach biology in public schools, pursue graduate studies, enter medical school or related health sciences, secure research or industrial lab positions, enter biologically related industrial management and/or governmental positions, or enter agriculturally related areas.

In addition, the Biology Department curriculum provides training for students fulfilling the general education requirements of the university and for students who desire to expand their knowledge and understanding of biological principles.

Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, cellular, individual, and ecological) has its own rationale, principles, techniques, and language. It is desired that all biology students have experience with each level for the wealth of understanding which such a training brings to the person's own academic specialty.

All majors in the Department of Biological Sciences at Olivet take a sequence of courses designed to convey the body of thought and information which is essential to the undergraduate training of biologists regardless of their ultimate specialization.

Students majoring in the Department of Biological Sciences may earn either the Bachelor of Arts or Bachelor of Science degrees.

Non-Teaching Biology majors satisfy the General Education Requirement in Group 7 — Personal Health — by virtue of courses required for this major.

For more detailed information on facilities, programs and career opportunities, contact the Admissions Office or the Head of the Biology Department.

Core Courses for All Majors in Biology:

BIOL 125 — Biology I

126 — Biology II

320 — Genetics

356 — Microbiology

*361 — Comparative Anatomy

370 — Ecology

*455 — Physiology

495 — Seminar in Biology (1 hour)

**These courses may be substituted with BIOL 246, 247 — Human Anatomy and Physiology I and II, with the approval of the departmental faculty.*

Biology Major, B.A.: 36 hours

Required:

Core courses for all Biology majors, plus 7 additional hours of biology selected from:

BIOL 301 — Medical Terminology

310 — Principles of Biochemistry

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology and Systematics

354 — Developmental Biology

359 — Immunology

360 — Invertebrate Zoology

380 — Toxicology

430 — Neurobiology

440 — Advanced Genetics

459 — Medical Microbiology

484 — Molecular and Cell Biology

490 — Research in Biology

Required supporting courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

One course in Mathematics

Biology Teaching Major, B.A.: 36 hours

Required:

Same courses as Biology Major, B.A., including 4 hours of upper division Botany course work and the required professional education courses, including NSCI 477.

Biology Major, B.S.: 44 hours

Required:

Core courses for all Biology majors, BIOL 484 — Molecular and Cell Biology, Plus 11 hours selected from:

BIOL 301 — Medical Terminology

310 — Principles of Biochemistry

350 — Plant Anatomy and Morphology

351 — Plant Physiological Ecology and Systematics

354 — Developmental Biology

359 — Immunology

360 — Invertebrate Zoology

380 — Toxicology

430 — Neurobiology

440 — Advanced Genetics

459 — Medical Microbiology

490 — Research in Biology

To be supported by:

CHEM 103 — General Chemistry I

104 — General Chemistry II

311 — Organic Chemistry I

MATH 147 — Calculus I

241 — Statistics

One year of Physics

Recommended supporting courses:

CHEM 301 — Quantitative Analysis

312 — Organic Chemistry II

MATH 148 — Calculus II

Biology Teaching Major, B.S.: 44 hours

Required:

Same Courses as Biology Major, B.S., including 4 hours of upper division Botany Course work

and the required professional education courses, including NSCI 477.

Zoology Major, B.A., 36 hours

BIOL 125 — Biology I
126 — Biology II
320 — Genetics
356 — Microbiology
361 — Comparative Anatomy
370 — Ecology
455 — Physiology
495 — Seminar in Biology

Plus 7 hours of Biology selected from:

BIOL 301 — Medical Terminology
310 — Principles of Biochemistry
354 — Developmental Biology
359 — Immunology
360 — Invertebrate Zoology
380 — Toxicology
430 — Neurobiology
440 — Advanced Genetics
459 — Medical Microbiology
484 — Molecular & Cell Biology
490 — Research in Biology

Required Supporting Courses:

CHEM 103 — General Chemistry I
CHEM 104 — General Chemistry II
MATH 131 or higher

Zoology Major, B.S., 44 hours

BIOL 125 — Biology I
126 — Biology II
320 — Genetics
356 — Microbiology
361 — Comparative Anatomy
370 — Ecology
455 — Physiology
484 — Molecular & Cell Biology
495 — Seminar in Biology

Plus 11 hours of Biology selected from:

BIOL 301 — Medical Terminology
310 — Principles of Biochemistry
354 — Developmental Biology
359 — Immunology
360 — Invertebrate Zoology
380 — Toxicology
430 — Neurobiology
440 — Advanced Genetics
459 — Medical Microbiology
490 — Research in Biology

Required Supporting Courses:

CHEM 103 — General Chemistry I
104 — General Chemistry II
311 — Organic Chemistry I
MATH 147 — Calculus I
241 — Statistics
Physics (one year sequence)

Biology Minor: 16 hours

Required:

BIOL 125 — Biology I
126 — Biology II
Additional courses to be approved by the chair of the department.

Biology Teaching Minor: 24 hours

Required:

BIOL 125 — Biology I
126 — Biology II
246 — Human Anatomy and Physiology I
or 247 — Human Anatomy and Phys. II
320 — Genetics
350 — Plant Anatomy and Morphology
or 351 — Plant Physiological Ecology and Systematics
370 — Ecology
495 — Seminar in Biology (1 hour)

Required supporting courses:

CHEM 103 — General Chemistry I
104 — General Chemistry II

Zoology Minor: 16 hours

Required:

BIOL 125 — Biology I
126 — Biology II
Additional courses to be approved by the chair of the department.

Typical courses for all Biology majors:

Freshman Year

Biology I, II
General Chemistry I, II
Freshman Composition I, II
Bible I
Physical Education
Introduction to Fine Arts
Mathematics

Sophomore Year

Genetics
Ecology
Biology Elective
Organic Chemistry
Christian Doctrine
General Psychology

Biology Courses

BIOL 101 — Introduction to Biology. 4 hours.

Principles of life are introduced, for the beginning student, with emphasis on the presentation of the plant and animal kingdoms, the cell, and the cells processes. 3 lecture periods and 1 laboratory period. This course does not apply toward a Biology major.

BIOL 125 — Biology I. 4 hours. Beginning course for all Biology majors. Study of biomolecules, cell structure and function, energy, metabolism, photosynthesis, genetics, history of life, and diversity of animal life. Three lecture periods and one laboratory period.

BIOL 126 — Biology II. 4 hours. The second course for all Biology majors. Study of plant diversity, and plant and animal anatomy, physiology, and development. Three lecture periods and one laboratory period. Prerequisite: BIOL 125.

BIOL 164 — Human Biology. 4-5 hours. A non-major laboratory science course to study the human body in health and disease. Basic anatomical and physiological information concerning cells, tissues, and the ten organ systems will be studied. Relevant applications will be included.

BIOL 210 — Microbiology for the Life Sciences. 4 hours. An introductory nonmajor microbiology course for nursing students, physical education students, and non-science majors. This course is an overview-survey designed to acquaint students with basic principles of microbiology. In addition, the course will help students to develop sound aseptic laboratory technique as they study the growth and cultural characteristics of microorganisms. Special lecture emphasis is placed upon the application of microbiology in patient care. Prerequisite: CHEM 100. Three lecture periods and two laboratory periods per week.

BIOL 246 — Human Anatomy and Physiology I. 4 hours. This course is the first of a two-semester overall sequence. Both courses consider the gross morphology and physiology of the human body using the organ system approach. BIOL 246 focuses upon cells, tissues, skin, skeleton, muscle, nervous and sensory systems. Lecture and laboratory. 3 lecture periods, 1 laboratory period.

BIOL 247 — Human Anatomy and Physiology II.

This course is the second of a two-semester overall sequence. It considers circulatory, respiratory, digestive, excretory, endocrine and reproductive systems of the human body. 3 lecture periods, 1 laboratory period.

BIOL 301 — Medical Terminology. 2 hours. A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine. Primarily for pre-physical therapy students. No prerequisites.

BIOL 310 — Principles of Biochemistry. 3 hours.

This course will study central biochemical principles which demonstrate the relationship of structure to function in bioenergetics, regulation, and other cellular activities. Special emphasis is placed upon the physical, chemical and biological context in which biomolecules, and metabolic pathways function. Animal, plant, and microbial systems are given balanced treatment and are often covered together to highlight similarities and distinctions. Important experimental techniques that underlie advances in biochemistry, molecular biology and cell biology are explained in the context of concepts and principles. Additional coverage of proteins, enzyme structure and function, DNA, and RNA is included. Prerequisites: BIOL 125 or 126, CHEM 104, CHEM 311, or consent of instructor.

BIOL 320 — Genetics. 4 hours. Basic biochemical concepts are utilized to understand the principles of heredity and variation. This course includes a study of the gene: its structure, function and chemistry, with emphasis on mutation, regulation, and transmission of hereditary traits in individuals and populations. Modern concepts of recombinant DNA, somatic hybridization, gene manipulation, and recombination are also addressed. The effects of the environment and infectious agents on genetic expression are also discussed as they relate to genetic disorders and variation in genetic expression. 3 lecture periods, 1 laboratory period and 1 problem-solving session per week. Prerequisites: BIOL 125, BIOL 126, or consent of the instructor.

BIOL 350 — Plant Anatomy and Morphology. 4 hours.

Study of the microscopic internal structure of seed plants and the reproductive and developmental strategies of representative nonvascular and vascular plants. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 351 — Plant Physiological Ecology and Systematics. 4 hours.

Study of the physical and chemical basis of plant life and plant classification with emphasis on adaptation and distribution within the environment. Prerequisites: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 354 — Developmental Biology. 4 hours.

This is a study of the processes involved in the development of an organism from a fertilized cell. The study includes both classical embryological concepts

as well as modern principles. Although emphasis is placed on the development of vertebrates, the development of various invertebrates is also examined. Prerequisite: BIOL 125 and 126. 3 lecture periods and 1 laboratory period per week.

BIOL 356 — Microbiology. 5 hours. An introduction to the microorganisms is presented with special emphasis on bacteria and viruses. Studies include history, morphology, classification, physiology, genetics, aseptic culturing techniques, and practical applications. Host parasite interactions in relation to disease-health equilibrium are also studied, with emphasis on microbial virulence factors and host immune and non-immune defense mechanisms. Prerequisites: BIOL 125 and 126 or equivalent, 4 hours of Chemistry. 3 lecture periods and 2 laboratory periods per week.

BIOL 359 — Immunology. 4 hours. Cellular and humoral responses to infection and disease. Mechanisms of antibody formation, structure of antibodies, and the consequences of antibody interaction with antigen. Cell-mediated immunity, histocompatibility, tumor immunology, and auto immune disease mechanisms. Prerequisites: BIOL 125, 126, and Chemistry 104. 3 lecture periods and 1 laboratory period per week.

BIOL 360 — Invertebrate Zoology. 4 hours. A study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Prerequisite: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week.

BIOL 361 — Comparative Anatomy. 4 hours. Study includes anatomy, physiology, ecology, and phylogeny of vertebrates. Opportunity is given for detailed laboratory dissections. Prerequisites: BIOL 125, 126. 3 lecture periods and 1 laboratory period per week. Additional laboratory to be arranged.

BIOL 370 — Ecology. 3 hours. The relationship between organisms and their environment at the individual, population and ecosystem levels. Laboratories emphasize field work in local habitats. Prerequisites: BIOL 125, 126. 2 lecture periods and 1 laboratory period per week.

BIOL 380 — Toxicology. 4 hours. The science of poisons, including fundamental principles, classification of toxins, and target organ toxicity. The course will address a range of topics including historical aspects, risk assessment and management, environmental toxicology, clinical toxicology, epidemiology, and regulatory concerns. Prerequisites: BIOL 125, 126, CHEM 104. Three lecture periods and one laboratory period per week.

BIOL 425 — Medical-Scientific Ethics. 2 hours. A study of ethical issues in the fields of Biology, Medicine, Genetics and Biotechnology. Emphasis is placed upon case studies involving specific contemporary controversies and issues. Course may involve

a significant element of foundational biological-scientific technical knowledge. Prerequisite: Science major of Junior standing or consent of instructor.

BIOL 430 — Neurobiology. 3 hours. Course covers the development of the nervous system, taking examples from vertebrates and invertebrates. Emphasis is on cellular and molecular issues, that is, how do nerve cells differentiate in response to hormones and developmental gene products? The course will also address the major classes of neurotransmitters, second-messenger mechanisms, and how these functions are monitored and regulated. Prerequisites: BIOL 246 and 247, or 455.

BIOL 440 — Advanced Genetics. 4 hours. Study of genetics on the molecular and biochemical levels, including structure, function, transmission, and regulation of the genetic material, in prokaryotes and eukaryotes. Prerequisites: BIOL 320 and Organic Chemistry. 3 lecture periods and 1 laboratory period per week.

BIOL 455 — Physiology. 4 hours. An introduction to physiological and homeostatic principles with emphasis on organ systems and the intact organisms. Prerequisites: BIOL 125, CHEM 104, PHYS 121, 122, or consent of instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 459 — Medical Microbiology. 4 hours. Lectures discuss the bacteria, fungi, and viruses that cause disease in humans. Emphasis is on the pathogenic mechanisms of the microbes and the interrelationships that exist between the host and the microbe. Laboratory sessions are involved with the isolation, culture, and identification of the microbes, and the further study and demonstration of the disease process through use of laboratory animal models and tissue cultures. Prerequisite: BIOL 356. 3 lecture periods and 1 laboratory period per week.

BIOL 484 — Molecular and Cell Biology. 4 hours. Ultrastructural and functional aspects of cells and tissues with special emphasis on the physical and chemical nature of specialized cellular activities. Prerequisites: BIOL 125, 126 and 320, or consent of the instructor. 3 lecture periods and 1 laboratory period per week.

BIOL 490 — Research in Biology. 1 to 4 hours. This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least Junior standing. Credit is not to accumulate more than 4 hours.

BIOL 495 — Seminar in Biology. ½ hour. This course is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Credit is not to accumulate more than 2 hours.

Chemistry Department — CHEM

LARRY G. FERREN (1975)

Professor of Chemistry, Chair, Department of Chemistry

B.S., 1970, Ph.D., 1974, University of Missouri

University of Iowa

University of Illinois, Champaign

DOUGLAS ARMSTRONG (1985)

Professor of Chemistry

B.S., 1963, Indiana University

Ph.D., 1968, University of Iowa

Massachusetts Institute of Technology

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking professional courses in which chemistry is required or recommended; (4) Those preparing to do graduate work in chemistry or professional chemical work.

Chemistry Teaching Major: 32 hours. B.A.

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

or 392 — Physical Chemistry II

495 — Seminar in Chemistry (1 hour)

Five additional hours of upper division Chemistry, plus the professional education course requirements including NSCI 477 — Teaching of Science. A second teaching field is required.

To be supported by:

MATH 147 — Calculus I

148 — Calculus II

One course selected from CSIS 251,

MATH 241, 351, 361.

One year of Physics

Chemistry Major: 32-57 hours. B.A.

Required Core Courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 or 392 — Physical Chemistry I or II

495 — Seminar in Chemistry (1 hour)

Plus Completion of one of the following concentrations:

A. General Concentration — Five additional hours of upper division chemistry.

To be supported by:

MATH 147 — Calculus I

MATH 148 — Calculus II

One year of Physics

One course selected from

CSIS 251 — Principles of Programming

MATH 241 — Statistics

351 — Linear Algebra

361 — Calculus III

B. Biochemistry Concentration

BIOL 125 — Biology I

126 — Biology II

320 — Genetics

484 — Molecular and Cellular Biology

CHEM 473 — Biochemistry

and two courses selected from the following:

BIOL 356 — Microbiology

359 — Immunology

361 — Comparative Anatomy

380 — Toxicology

440 — Advanced Genetics

455 — Physiology

CHEM 382 or 392 — Physical Chemistry

410 — Instrumental Methods of Analysis

To be supported by:

MATH 147 — Calculus I

148 — Calculus II

one year of Physics

Highly Recommended: BIOL 425, MATH 241, 351, 361, CSIS 251, ENGL 315.

Chemistry Major: 40-61 hours. B.S.

Required Core Courses:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

311 — Organic Chemistry I

312 — Organic Chemistry II

382 — Physical Chemistry I

392 — Physical Chemistry II

410 — Instrumental Methods of Analysis

495 — Seminar in Chemistry (1 hour)

Plus Completion of one of the following concentrations:

A. General Concentration

CHEM 473 — Biochemistry

or 320 — Inorganic Chemistry

And additional upper division chemistry to total 40 hours.

To be supported by:

PHYS 201 — General Physics I

202 — General Physics II

MATH 147 — Calculus I

148 — Calculus II

361 — Calculus III

351 — Linear Algebra

or 357 — Differential Equations

CSIS 251 — Programming I

or MATH 241 — Statistics

B. Biochemistry Concentration

BIOL 320 — Genetics

484 — Molecular and Cellular Biology

455 — Physiology

or 356 — Microbiology

CHEM 473 — Biochemistry

To be supported by:

BIOL 125, 126 — Biology I, II

MATH 147, 148 — Calculus I, II

PHYS 201, 202 — General Physics I, II

MATH 351 — Linear Algebra

or 361 — Calculus III

or CSIS 251 — Principles of Programming I

Chemistry Minor: 16 hours

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

Eight additional hours of upper division Chemistry.

Chemistry Teaching Minor: 24 hours

Required:

CHEM 103 — General Chemistry I

104 — General Chemistry II

301 — Quantitative Analysis

Twelve additional hours of upper division Chemistry

Typical Courses for Students Majoring in Chemistry

Freshman Year

General Chemistry I and II

Calculus I and II

Bible I

Freshman Composition

Physical Education

Introduction to Fine Arts

Sophomore Year

General Physics I and II

Christian Doctrine

Calculus III

Quantitative Analysis

General Psychology

Organic Chemistry I and II

Courses

CHEM 100 — Basic Concepts of Chemistry. 5 hours. This course is designed to meet the needs of students who are pursuing the nursing program at Olivet. It will introduce basic concepts in inorganic, organic, and biological chemistry to give exposure to each of these areas. Prerequisites: 2 units of high school mathematics (or meets Olivet's math competency requirement) and one year of high school chemistry. Four lecture periods and one laboratory period per week. (Meets a general education requirement; does not count towards the chemistry major.)

CHEM 101 — Introduction to Chemistry. 4 hours. A beginning chemistry course for students with limited backgrounds in science and mathematics. Basic treatment of chemical calculations, measurements, atomic structure, bonding, nomenclature, states of matter, gas laws, solutions, reactions, kinetics, equilibrium, acids, bases, electrolytes, and radioactivity is given. The course covers many topics but deals with them at an elementary level. Prerequisite: 2 units of high school mathematics. 3 lecture periods and 1 laboratory period.

CHEM 103 — General Chemistry I. 4 hours. A study of the structure and properties of matter. Atomic and molecular structure, chemical bonding, periodic law, nomenclature, stoichiometry, gas laws, states of matter, solutions, and descriptive chemistry of selected nonmetallic elements are studied. Prerequisite: high school chemistry. 3 lecture periods and 1 laboratory period.

CHEM 104 — General Chemistry II. 4 hours. Acid-base chemistry, equilibrium, kinetics, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry are treated in detail in the

lecture. The laboratory work emphasizes qualitative analysis of cations, anions, and salts. Prerequisite: CHEM 103. 3 lecture periods and 1 laboratory period.

CHEM 301 — Quantitative Analysis. 4 hours. A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. Volumetric analyses give experience in acid-base, precipitation, complexation, and reduction-oxidation chemistry. Equilibria governing each type of volumetric analysis are studied. Problem solving skills are developed. Instrumentation is introduced as a tool for use in analytical chemistry. Required for a major in chemistry. Prerequisite: CHEM 104. 2 lecture periods and 2 laboratory periods.

CHEM 311 — Organic Chemistry I. 5 hours. The study of the compounds of carbon, including structural formulas, nomenclature, physical properties, preparations, chemical reactions, and mechanisms. Only some of the important classes of organic compounds are covered, with remaining classes covered in CHEM 312. The laboratory experience includes determination of physical and chemical properties, separation, isolation, purification, synthesis and analysis of organic compounds. Required for a major in chemistry. Prerequisites: CHEM 101 or 103 and 104. 3 lecture periods and 2 laboratory periods.

CHEM 312 — Organic Chemistry II. 5 hours. A continuation of Chemistry 311, covering the remaining important classes of organic compounds. Required for a major in chemistry. Prerequisite: CHEM 311. 3 lecture periods and 2 laboratory periods.

CHEM 320 — Inorganic Chemistry. 3 hours. A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisites: CHEM 311. Offered in alternate years. Three lecture periods.

CHEM 382 — Physical Chemistry I. 4 hours. A study of chemical thermodynamics, including first law concepts and applications to expansion work and thermochemistry, and second law concepts and applications to phase equilibrium, solutions, chemical equilibrium, and electrochemistry. Prerequisites: MATH 148, PHYS 202 and CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 385 — Environmental Geochemistry. 3 hours. Same as GEOL 385.

CHEM 392 — Physical Chemistry II. 4 hours. A study of chemical kinetics, and atomic and molecular structure. Includes treatment of rate laws for simple and complex reactions and activated complex theory; quantum theory principles and applications to atomic and molecular structure, rotational, vibrational and electronic spectroscopy, and statistical thermodynamics. Prerequisites: MATH 148, PHYS 202, and

CHEM 301. Offered in alternate years. Three lecture periods and one laboratory period.

CHEM 403 — Synthetic Inorganic Chemistry. 2 hours. A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Prerequisite: 14 hours of Chemistry.

CHEM 410 — Instrumental Methods of Analysis. 4 hours. Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, infrared, and nuclear magnetic resonance absorption spectroscopy; mass spectrometry; fluorimetry; gas and liquid chromatography; and electrochemical methods of analysis (potentiometry, polarography, cyclic voltammetry, amperimetric determinations, and coulometry). Prerequisites: CHEM 301 and 311. Offered in alternate years. 2 lecture periods and 2 laboratory periods.

CHEM 473 — Biochemistry. 5 hours. A study of the structure and properties of biologically important compounds. Properties and structure of enzymes, metabolism of carbohydrates, lipids, proteins, and nucleic acids, photosynthesis, and molecular genetics are studied. Thermodynamics and reaction kinetics are applied to biochemical systems. Laboratory emphasizes experiences with each class of biochemical compound and with techniques commonly employed in biochemical research. Prerequisite: CHEM 312 or consent of instructor. Offered in alternate years. 3 lecture periods and 2 laboratory periods.

CHEM 490 — Topics in Chemistry. 2-3 hours. Selected topics in Chemistry to provide opportunities for study in more specialized categories. Often offered in cooperation with other ACCA colleges. Recent topics include Medicinal Chemistry, Environmental Chemistry, History of Chemistry, Forensic Chemistry, Polymer Chemistry.

CHEM 495 — Seminar in Chemistry. ½ hour. This course consists of presentations by students on library or laboratory research, as well as programs presented by chemists engaged in industrial, governmental or academic research. This course may be repeated for additional credit. Chemistry majors are required to take it 2 semesters.

Computer Science Department — CSIS

Faculty

LARRY D. VAIL (1981)

*Professor of Computer Science; Chair,
Computer Science Department*

B.A., 1978, Olivet Nazarene University

M.C.S., 1985 University of Illinois

Ph.D., 1997, Nova Southeastern University

CATHERINE BAREISS (1987)

Professor of Computer Science

B.A., 1985, Indiana Wesleyan University

M.S., 1987, Purdue University

Ph.D., 1995, Illinois Institute of Technology

The Computer Science Department of Olivet Nazarene University exists to prepare our students for a life of learning and for professional careers in computer science and information systems. We strongly support the institution's commitment to liberal arts education as the best way to learn throughout life. We seek to teach current technology and software practices for successful entry to professional careers or graduate study. We strive to build Christian character and values in our students that will guide them through ethical dilemmas and help them to ultimately shape the values of their chosen profession.

The Department offers one major with two concentrations. The Systems Programming concentration is for those who wish to design, develop, or maintain computer system software. It also includes more mathematics theory than the Information Systems concentration which is for those who wish to develop and manage computer systems in business, industry and office settings.

The department's computer facilities are located in the west wing of the Benner Library. An ethernet network provides connectivity between the Internet, the ONU campus network, a Sun workstation, a Novell file server, and Windows NT workstations. Students in the department also have access to the ONU campus and departmental networks, the Internet, laser printers, a line printer, word processing, spreadsheet, database software, and a variety of programming languages. Students graduating with a major in Computer Science must have a 2.000 grade point average in the required CSIS courses.

Computer Science Major, B.A.: 38-41 hours

Required:

- CSIS 110 — Introduction to Computer Science
- 121 — Introduction to P.C. Based Operating Systems
- 122 — Introduction to Unix Operating Systems
- 201 — Seminar I
- 251 — Principles of Programming I
- 252 — Principles of Programming II
- 366 — Computer Organization and Design
- 401 — Seminar II

Plus the completion of one of the following concentrations:

A. Information Systems Concentration

- CSIS 302 — Information Systems
- 310 — Systems Analysis
- 340 — Human Computer Interface and Fourth Generation Languages
- 440 — Database Management Systems
- 490 — Field Experience

Two additional courses from

- CSIS 350 — Current Topics in Information Systems
- 353 — Principles of Programming III
- 425 — Data Communication and Computer Networks
- 480 — Topics in Computer Science

Required supporting courses:

- BSNS 160 — Principles of Management
- ACCT 110 — Financial Accounting
- MATH 117 — Finite Mathematics with Business Applications
- MATH 241 — Statistics
or BSNS 241 — Business Statistics

Plus a major or minor in a related field.

Recommended Supporting Courses:

- ENGL 315 — Business and Technical Writing
- BSNS 367 — Organizational Behavior
- COMM 347 — Organizational Communication

B. Systems Programming Concentration

- CSIS 210 — Discrete Mathematics
- 381 — Systems Programming
- 390 — Software Engineering
- 460 — Operating Systems
- 475 — Theory of Computation

CSIS 491 — Research Problems in Computer Science

Two additional courses from:

CSIS 340 — Human Computer Interface and Fourth Generation Languages

- 350 — Current Topics in Information Systems
- 353 — Principles of Programming III
- 354 — Numerical Analysis
- 425 — Data Communication and Computer Networks
- 440 — Database Management Systems
- 480 — Topics in Computer Science

Required Supporting courses:

MATH 147 — Calculus I
148 — Calculus II
241 — Statistics

Plus a major or minor in a related field.

Recommended Supporting Courses:

ENGL 315 — Business and Technical Writing
COMM 347 — Organizational Communication

Computer Science Major, B.S.: 41-44 hours

Required:

CSIS 110 — Introduction to Computer Science
121 — Introduction to P.C. Based Operating Systems
122 — Introduction to Unix Operating Systems
201 — Seminar I
251 — Principles of Programming I
252 — Principles of Programming II
366 — Computer Organization and Design
401 — Seminar II

Plus the completion of one of the following concentrations:

A. Information Systems Concentration

CSIS 302 — Information Systems
310 — Systems Analysis
340 — Human Computer Interface and Fourth Generation Languages
440 — Database Management Systems
490 — Field Experience

Three additional courses from

CSIS 350 — Current Topics in Information Systems
353 — Principles of Programming III
381 — Systems Programming

425 — Data Communication and Computer Networks

460 — Operating Systems
480 — Topics in Computer Science

Required supporting courses:

BSNS 160 — Principles of Management
ACCT 110 — Financial Accounting
MATH 117 — Finite Mathematics with Business Applications
MATH 241 — Statistics
or BSNS 241 — Business Statistics
BSNS 367 — Organizational Behavior
ENGL 315 — Business and Technical Writing
COMM 347 — Organizational Communication

Recommended: A major or minor in a related field.

B. Systems Programming Concentration

CSIS 210 — Discrete Mathematics
381 — Systems Programming
390 — Software Engineering
460 — Operating Systems
475 — Theory of Computation
491 — Research Problems in Computer Science

Three additional courses from:

CSIS 340 — Human Computer Interface and Fourth Generation Languages
350 — Current Topics in Information Systems
353 — Principles of Programming III
354 — Numerical Analysis
425 — Data Communication and Computer Networks
440 — Database Management Systems
480 — Topics in Computer Science

Required supporting courses:

MATH 147 — Calculus I
148 — Calculus II
241 — Statistics
351 — Linear Algebra
12 hours of science with a two semester sequence in a lab science
An additional 3 hours in Mathematics or science

Recommended:

A major or minor in a related field.
ENGL 315 — Business/Technical Writing
COMM 347 — Organizational Communication

Computer Science Minor: 20.5 hours

Required:

- CSIS 110 — Introduction to Computer Science
121 — Introduction to P.C. Based Operating Systems
or 122 — Introduction to Unix Operating Systems
201 — Seminar I
251 — Principles of Programming I
252 — Principles of Programming II

And an additional 9 hours from:

- CSIS 302 — Information Systems
310 — Systems Analysis
or 390 — Software Engineering
340 — Human Computer Interface and Fourth Generation Languages
350 — Current Topics in Information Systems
353 — Principles of Programming III
354 — Numerical Analysis
366 — Computer Organization and Design
381 — Systems Programming
425 — Data Communication and Computer Networks
440 — Database Management Systems
460 — Operating Systems
480 — Topics in Computer Science

Computer Science and Computer

Information Systems Courses

CSIS 102 — Introduction to Programming. 3 hours. Intended for students with little or no previous programming experience. Provides an introduction to the basics of computer programming. Includes computer program design and programming methodology as well as programming structure such as input, output, decision structures, looping, and modularity. Focuses on the use of existing classes of data for solving small programming problems. Problems will be taken from a variety of disciplines.

CSIS 110 — Introduction to Computer Science. 3 hours. This course provides the student with an introduction to the fields of computer science and computer information systems. It surveys the fields allowing the student to understand the capabilities of computer technology. Introductions to professional ethics and careers in the industry are included.

CSIS 121 — Introduction to P.C. Operating Systems. 1 hour. An introduction to the components of PC based operations and the interrelationship

between the computer hardware and application software. Emphasis will be placed on the use of various operating system features. Study will include the PC based operating systems in use on campus. Corequisite: CSIS course with lab work using PC's. (Recommended: CSIS 251)

CSIS 122 — Introduction to UNIX Operating Systems. 1 hour. An introduction to components of UNIX and the interrelationship between the computer hardware and application software. Emphasis will be placed on the use of various operating system features. Corequisite: CSIS course with lab work primarily on UNIX (Recommended: CSIS 252)

CSIS 201 — Seminar I. ½ hour. This course introduces large working projects to sophomores. Prerequisite: CSIS 252 (or taken concurrently).

CSIS 210 — Discrete Mathematics. 3 hours. Same as MATH 210.

CSIS 251 — Principles of Programming I. 4 hours. This course lays the foundation for state-of-the-art programming. The student receives an overview of programming methodology and learns to write programs following good style and accepted practices. The JAVA programming language will be used. This course covers simple data types, procedures and functions, sequential files, recursion, scope, and arrays. Prerequisite: CSIS 102, previous programming experience, or consent of the instructor.

CSIS 252 — Principles of Programming II. 3 hours. This course is a continuation of CSIS 251. It covers sets, records, strings, stacks, queues, lists, searching, sorting, graphs, and data object orientation. Prerequisite: CSIS 251.

CSIS 302 — Information Systems. 3 hours. Study of the design, writing, testing and documentation of typical data processing programs using the COBOL language. Includes the use of sequential, random, and indexed file access methods for business applications. Prerequisite: CSIS 252.

CSIS 310 — Structured Systems Analysis and Design. 3 hours. Includes the latest techniques in structured analysis and design of business systems. Offered in alternate years. Prerequisite: CSIS 251.

CSIS 340 — Human Computer Interface and Fourth Generation Languages. 3 hours. A study of the properties of quality user interfaces, including menus, forms, and reports. A project will be developed using Fourth Generation Language (4GL) tools and a relational database management system. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 350 — Current Topics in Information Systems. 3 hours. Selected topics in current areas of computer technology. Topics vary as technology changes. Prerequisite: Consent of the instructor.

CSIS 353 — Principles of Programming III. 3 hours. Covers a variety of more advanced programming concepts continuing where CSIS 252 Principles of Programming II leaves off. This would include

topics such as management of larger projects, object libraries, archives, graphical user interface (GUI) components, exception handling, multithreading, remote method invocation (RMI), network programming, more object design, more data structures, multimedia data types, and object oriented database access. Offered alternate years. Prerequisite: CSIS 252.

CSIS 354 — Numerical Analysis. 3 hours. Same as MATH 354.

CSIS 366 — Computer Organization and Design. 4 hours. This course provides an in-depth treatment of computer architecture, including digital logic, digital systems, memory system organization, interfacing and communication, introduction to assembly language, and alternative architectures. Prerequisite: CSIS 252.

CSIS 381 — Systems Programming. 3 hours. Deals with program typically classes as systems programs. These are often utilities dealing with operating system data or programming language support. They must be written with fairly low level languages such as C/C++ which have access to system APIs. Example utilities with the OS might include security programs, command interpreters, or disk utilities. Example utilities with language systems might include text editors, assemblers, linkers, code formatters, or code generators. Prerequisite: CSIS 252.

CSIS 390 — Software Engineering. 3 hours. A study of software methodology and engineering. Emphasis is placed on fundamental problem solving concepts, the software development process, software specifications, software design and implementation, verification, and validation. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 401 — Seminar II. ½ hour. Seniors taking this course will present their research or field experience in a seminar format. Additional speakers will be invited. Prerequisite/Corequisite: CSIS 490 or 491.

CSIS 425 — Data Communication and Computer Networks. 3 hours. A study of the development of various types of hardware and software protocols used in communication networks. Consideration of the impact of data communication in relation to networking and distributed processing. Prerequisite: CSIS 252. Offered in alternate years.

CSIS 440 — Data Base Management Systems. 3 hours. A history of the development of the major types of database systems. Assignments include accessing, updating and organizing a database using a relational database system. Prerequisite: CSIS 252 or 302. Offered in alternate years.

CSIS 460 — Operating Systems. 3 hours. Consideration of the primary modules of an operating system including bootstrap, absolute and relocatable loaders, debug facilities, I/O subsystems and utilities. Study of system job flow, scheduling, resource management and allocation, system spooling and perfor-

mance monitoring. Prerequisite: CSIS 366 and a knowledge of C Language. Offered in alternate years.

CSIS 475 — Theory of Computation. 3 hours. A detailed study of the theory of computation. It includes complexity analysis, complexity classes, computability and undecidability, problem-solving strategies, and an introduction to parallel and distributed algorithms. Prerequisites: CSIS 252 and 210. Offered in alternate years.

CSIS 480 — Topics in Computer Science. 3 hours. Selected topics in computer science to provide opportunity for attention to areas of special interest such as graphics, artificial intelligence, simulation, programming languages, and compiler construction. Prerequisite: Consent of the instructor.

CSIS 490 — Field Experience. 3 hours. Designed to allow the student to integrate principles learned in the classroom by working in a business situation. The program is under the joint planning and supervision of the business involved and the CSIS department faculty. Prerequisite: Consent of the faculty adviser monitoring the work.

CSIS 491 — Research Problems in Computer Science. 3 hours. The student will be assigned to a faculty adviser for the project. The student will choose an area of interest for the project along with the adviser. Periodic progress reports and a final report describing the project must be completed. Prerequisite: Consent of the project faculty adviser.

Engineering and Physics Department — ENGN

Faculty

IVOR G. NEWSHAM (1972)

*Professor of Physics, Chair, Department of
Engineering and Physics*

B.A., 1968 Northwest Nazarene University
Ph.D., 1972, Washington State University

ERIC A. ERICKSON (1986)

Associate Professor of Engineering

B.A., 1985, Olivet Nazarene University
M.S., 1990, University of Illinois, Chicago
University of Illinois, Chicago

MICHAEL R. MORGAN (1997)

Associate Professor of Engineering

B.S., 1981, Kansas State University
M.S., 1982 Kansas State University
Washington University, St. Louis

The Engineering Department of Olivet Nazarene University exists to provide high quality engineering instruction in a Christian environment that

prepares our graduates for a variety of professional careers and advanced studies in engineering.

Program Education Objectives over the long term:

- Our graduates will possess a solid Christian character and will seek ways to serve and influence their families, churches, businesses and communities.
- Our graduates will be equipped to accept employment opportunities in a wide variety of engineering and professional assignments.
- Our graduates will be able to formulate effective solutions for current challenges in industry and society by applying the basic engineering sciences through problem solving and engineering design.
- Our graduates will be motivated to pursue continued learning.
- Our graduates will support the future improvement of the program in a variety of formal and informal ways including student referrals, donations of time, equipment or money gifts, and/or periodic evaluation.

Program Outcomes: The B.S. in Engineering graduate should have

1. A solid Christian character.
2. An ability to serve their church, community and family from a Christian perspective.
3. The ability to accept employment opportunities in a wide variety of engineering and professional assignments.
4. An ability to apply the tools of mathematics, science, and engineering in identifying, formulating and solving real-world problems in the basic mechanical and electrical engineering fields.
5. An ability to design and conduct experiments, and then to analyze and interpret data generated by this experiment.
6. An ability to use the design process to design a system, component, or process to meet desired needs.
7. An ability to function on multi-disciplinary teams.
8. An ability to communicate effectively in written and oral presentations.
9. An ability to use the techniques, skills, and modern engineering tools necessary for engineer-

ing practice including computer programming and technology.

10. An understanding of the impact of engineering solutions in a global and societal context.
11. A recognition of the need for, and an ability to engage in life-long learning.
12. A knowledge of contemporary issues in engineering and the humanities.
13. An understanding of the professional and ethical responsibility of and engineer.

Engineering Major: 42-59 hours. B.S.

Required:

- ENGN 100 — Engineering Seminar
- 107 — Engineering Graphics
- 121 — Intro to Engineering Design
- 160 — Computational Engineering
- 230 — Statics and Dynamics
- 241 — Mechanics of Materials
- 250 — Engineering Economics
- 300 — Electric Circuit Analysis
- 304 — Digital Systems
- 335 — Technical Communication and Experimental Design
- 351 — Materials Science
- 371 — Automatic Controls
- 380 — Thermodynamics
- 420 — Fluid Mechanics
- 490 — Project Design
- 491 — Senior Seminar

and one of the following concentrations:

A. Mechanical Engineering

- ENGN 353 — Vibration Analysis
- 356 — Computer Aided Engineering
- 385 — Heat Transfer
- 412 — Machine Synthesis

B. Electrical Engineering

- ENGN 310 — Circuits and Signal Processing
- 311 — Communications Systems
- 340 — Digital Electronic Circuits
- 342 — Analog Circuit Design

Required supporting courses:

- PHYS 201, 202 — General Physics
- CHEM 103 — General Chemistry I
- MATH 147, 148 — Calculus I and II
- 241 — Statistics
- 357 — Differential Equations
- 361 — Calculus III

Pre-Engineering Program:

For students wanting 2 or 3 years of instruction at Olivet before transferring to another college or university.

ENGN 100 — Engineering Seminar
107 — Engineering Graphics
121 — Intro to Engineering Design
230 — Statics and Dynamics
241 — Mechanics of Materials

To be supported by:

PHYS 201, 202 — General Physics I and II
CHEM 103 — General Chemistry I
MATH 147, 148 — Calculus I and II
357 — Differential Equations
361 — Calculus III

Physics Minor: 17-18 hours

Required:

PHYS 201, 202 — General Physics I, II
230 — Statics and Dynamics

Choose one of these:

PHYS 300 — Electric Circuit Analysis
380 — Thermodynamics
420 — Fluid Mechanics

To be supported by:

MATH 147, 148 — Calculus I, II

Physics Teaching Minor: 24-25 hours

Required:

PHYS 201, 202 — General Physics I, II
230 — Statics and Dynamics
300 — Electric Circuit Analysis

and two courses selected from:

PHYS 304 — Digital Systems
380 — Thermodynamics
420 — Fluid Mechanics

To be supported by:

MATH 147, 148 — Calculus I, II

Engineering Courses — ENGN

ENGN 100 — Engineering Seminar. ½ hour. Engineering lecture for freshmen; selected topics each week.

ENGN 107 — Engineering Graphics. 3 hours. Use of instruments; geometric construction; lettering; orthographic projection; sketching; isometric and oblique projections; dimensioning; sectioning. Emphasis is placed on Computer Assisted Drafting (CAD). Lecture and laboratory.

ENGN 121 — Introduction to Engineering Design. 1 hour. Concepts of Engineering Analysis and Design, including matrix algebra, the design process, design documentation and communication. Emphasis on computer tools in support of engineering design. Case studies and examples from industry will be used throughout the course.

ENGN 160 — Computational Engineering. 3 hours. Concepts of computational engineering analysis, including computer programming with MATLAB, C++, and Visual Basic languages. Use of LabView for digital acquisition data and control of analog instrumentation. Emphasis on computer tools and the analysis of engineering problems.

ENGN 230 — Statics and Dynamics. 4 hours. Analysis of force systems; equilibrium of two and three dimensional systems; trusses, frames, friction; and introduces the principle of virtual work. Introduces the elements of vector calculus as applied to mechanics; treats the kinematics of three-dimensional motion of a particle and of a rigid body; considers motion relative to translating and rotating reference frames; and treats the kinetics of particles and rigid bodies by using principles involving force, mass and acceleration, work and energy, and impulse and momentum. Prerequisite: PHYS 201.

ENGN 241 — Mechanics of Materials. 3 hours. Relationship between the internal stresses and deformations produced by external forces acting on deformable bodies, primarily elastic. Normal and shear stresses and deformations produced by tensile, compressive, torsional and bending loading of members; state of stress and failure; deflection of beams; elastic strain energy and impact loading; stability and buckling of columns. Prerequisite: ENGN 230.

ENGN 250 — Engineering Economics. 3 hours. Application by engineers of economic and financial principles to capital investment. Analysis by present worth, annual cash flow, rate of return benefit-cost, and replacement considerations. Depreciation, taxes, inflation, probability and risk, and evaluation of optimum use of resources.

ENGN 300 — Electric Circuit Analysis. 3 hours. This course emphasizes an analysis of general networks and an introduction to signals and systems. Included are studies of simultaneous linear differential equations, Laplace transformations, network theorems, functions, and two port parameters. Three lecture periods per week. Prerequisites: PHYS 202; Corequisite: MATH 357.

ENGN 304 — Digital Systems. 3 hours. Design of digital circuits with digital integrated circuit components. Binary arithmetic and codes. Logic gates,

Boolean functions, minimization. Analysis and synthesis of combinational and sequential circuits. Computer organization. Laboratory experience. Corequisite: Physics 202.

ENGN 310 — Circuits and Signal Processing. 3 hours. Laplace transform and circuit analysis; multiport networks, frequency response; Fourier series and Fourier transform analysis of signals; sampling theorem; FFT; computer solutions.

ENGN 311 — Communication Systems. 3 hours. Introduction to linear, phase, frequency, and pulse code modulation systems. Discussions of bandwidth requirements, random signals, noise, and applications. Prerequisite: ENGN 310.

ENGN 335 — Technical Communication and Experimental Design. 3 hours. Study of the fundamental principles of technical communication in science and engineering, including preparation of technical reports and compositions, and preparation and delivery of oral presentations. Emphasis is placed upon proper design of the experimental technique as well as use of statistics to provide validity of the communication. Prerequisite: Two laboratory science courses.

ENGN 340 — Digital Electronic Circuits. 4 hours. Junction diode. Bipolar and field-effect transistor switches. Circuit implementation of logic gates in various logic families. Bistable circuits and semiconductor memories. Laboratory.

ENGN 342 — Analog Circuit Design. 4 hours. Differential amplifiers, operational amplifiers and feedback amplifiers. Frequency response, stability, and compensation of amplifiers. Linear and nonlinear applications. Laboratory. Prerequisite: ENGN 340.

ENGN 351 — Introduction to Material Science. 3 hours. Structure, properties, and processing of metallic, polymeric, ceramic, and composite materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Prerequisites: PHYS 201, CHEM 103.

ENGN 353 — Vibration Analysis. 4 hours. Free and forced vibration of discrete and continuous systems. Lagrange's equation. Fourier series, Laplace transforms; matrix and computational methods. Application to practical engineering problems. Prerequisites: ENGN 230, and MATH 357.

ENGN 356 — Computer Aided Engineering. 3 hours. Application to computer geometrics, animation, analysis, database and optimization to engineering design. Review of computer programs and languages, linear and nonlinear programming; matrix methods and numerical techniques. Prerequisite: ENGN 241.

ENGN 371 — Automatic Controls. 4 hours. Introduction to the operational techniques used in describing the behavior of dynamic systems; elements of modeling; equilibrium and linearization; Laplace

transformation techniques; system response via the transfer function; block diagrams and computer simulation; matrix operations; system response via state variables; and stability. Lectures and weekly lab. Prerequisite: MATH 357.

ENGN 380 — Thermodynamics. 4 hours. Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; irreversibility and availability; relations among thermodynamic properties; and discussion and microscopic aspects. Lectures and weekly lab. Prerequisites: PHYS 202 and MATH 357 and CHEM 103.

ENGN 385 — Heat Transfer. 4 hours. Fundamentals of heat transfer by conduction, convection, and radiation. Applications to heat exchanges, tubes, surfaces, phase changes, and mass transfer. Numerical methods for solving heat transfer problems. Design of equipment involving heat transfer processes. Prerequisite: ENGN 230.

ENGN 412 — Introduction to Machine Synthesis and Component Design. 3 hours. Study of the kinematics and kinetics of machines and machine components. Introduction to design specification and procedures for machine components, including linkages, gears, cams, bearings, clutches, shafts, and brakes. Prerequisite: ENGN 241.

ENGN 420 — Fluid Mechanics. 4 hours. Lectures and weekly laboratory sessions on fluid properties; fluid statics, continuity, momentum, and energy principles; ideal and real fluid flow; similitude; laminar and turbulent boundary layers; closed conduit flow, open channel flow, and compressible flow; turbomachinery. Prerequisite: ENGN 241.

ENGN 490 — Project Design. 3 hours. Capstone engineering experience that partners student with a company to work toward designs that address real world problems or needs. Students spend a majority of their time in the industrial or commercial setting but meet periodically with the academic advisor to discuss progress. Students are expected to complete a major project report and then present their work in a formal setting.

ENGN 491 — Senior Seminar. ½ hour. Series of lectures and discussions by department faculty and visiting professional engineers on ethics, professional registration, the role of technical societies, and the relation of engineering to such disciplines as economics, sociology, and government.

Physics Courses — PHYS

PHYS 121 — College Physics I. 4 hours. Mechanics, Sound, Fluids, Thermodynamics. A non-calculus course for Life Scientists and General Education. Emphasis is on Life Science applications. 3 lecture periods and 2 laboratory hours per week. Prerequisite: MATH 131 - Algebra and Trigonometry or its equivalent.

PHYS 122 — College Physics II. 4 hours. Continuation of Physics 121. Electricity, Magnetism, Optics, Atomic and Nuclear Physics. Prerequisite: PHYS 121.

PHYS 201 — General Physics I. 5 hours. Mechanics, Fluids, Waves, Sound Thermodynamics. A calculus based course for physical scientists and engineers. 4 lecture periods and 2 laboratory hours per week. Corequisite: MATH 147 (Calculus I) or equivalent.

PHYS 202 — General Physics II. 5 hours. A Continuation of Physics 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

PHYS 230 — Statics and Dynamics. 4 hours. Same as ENGN 230.

PHYS 300 — Electric Circuit Analysis. 3 hours. Same as ENGN 300.

PHYS 304 — Digital Systems. 3 hours. Same as ENGN 304.

PHYS 380 — Thermodynamics. 4 hours. Same as ENGN 380.

PHYS 420 — Fluid Mechanics. 4 hours. Same as ENGN 420.

Geological Sciences Department — GEOL

Faculty

MAX W. REAMS (1967)

*Professor of Geology; Natural Sciences
Division Chair, Geological Sciences
Department Chair*

B.A., B.S., 1961, M.S., 1963, University of
Kansas

Ph.D., 1968, Washington University

SONDRA DITTMER (2000)

*Assistant Professor of Geology and
Chemistry*

B.S., 1993, Olivet Nazarene University

M.S., 1995, Vanderbilt University

BROCK SCHROEDER (1996)

*Assistant Professor of Geology; Director of
Planetarium*

B.A., 1991, Olivet Nazarene University

M.A.T., 1999, Olivet Nazarene University

Career opportunities are very good in the Geological Sciences.

Crises in energy, water and mineral resources, as well as increased environmental concerns, place earth scientists in high demand.

Olivet graduates in the Geological Sciences are employed in consulting, environmental and engineering companies; government agencies, petroleum and mineral industries, service industries, and as educators. A majority of Olivet's graduates in Geological Sciences go on to graduate schools, almost all with graduate assistantships.

Olivet's program is a balance of theory, lab skills and techniques, field work and research. Departmental resources include a rock lab; collections of rocks, minerals and fossils; map and library holdings; equipment including microscopes, exploration seismograph, electrical resistivity apparatus, x-ray powder diffractometer, 12-inch reflecting telescope, solar telescope, planetarium, microcomputers, etc.

The Department also provides preparation for students fulfilling General Education Requirements, majors in the Interdisciplinary Programs, and for those who want to expand their awareness of their physical environment.

For detailed outlines of the Geological Science programs, write or phone the Chairman of the Department.

Geological Sciences Major, B.S.

Required Core: 32 hours

- GEOL 105 — Physical and Historical Geology
301 — Paleontology and Stratigraphy
303 — Geomorphology and Hydrology
363 — Sedimentology and Sedimentary Petrology
366 — Structural Geology and Field Methods
370 — Mineralogy and Optical Petrology
385 — Environmental Geochemistry
390 — Seminar
388 — Geophysics
or 492 — Research

Concentration A: Geobiology

18 hours of approved* Biology

Concentration B: Geochemistry

- 3 hours of approved* upper division Mathematics
CHEM 301 — Quantitative Analysis
382 — Physical Chemistry I
8 hours of approved* upper division Chemistry

Concentration C: Geology

3 hours of approved* Geological Science,
16 hours of Biology, Computer Science,
Engineering, upper division Chemistry, or upper
division Mathematics.

Concentration D: Geomathematics/Computer Science

- 3 hours approved* upper division Mathematics
3 hours approved* Computer Science
6 hours approved* Computer Science and/or
upper division Mathematics

Concentration E: Geoen지니어ing

- ENGN 230 — Statics and Dynamics
241 — Mechanics of Materials
420 — Fluid Mechanics
MATH 361 — Calculus III
351 — Linear Algebra
or 357 — Differential Equations

*Approved by Department Chair

Required supporting courses:

- Math 147 — Calculus I
148 — Calculus II
241 — Statistics
CSIS 102 or 251 — Programming
CHEM 103 — General Chemistry I
104 — General Chemistry II
PHYS 201 — General Physics I
202 — General Physics II

Teaching Major: See Interdisciplinary Major in the Physical Sciences

Geological Science Minor: 16 hours

Required:

Courses approved by the Department Head in accordance with student's needs.

Earth and Space Science Teaching Minor: 24 hours

Recommended:

- GEOL 105 — Physical and Historical Geology
130 — Astronomy
351 — Planetarium Operations

Typical Courses for a Student Majoring in Geological Sciences

Freshman Year

Physical and Historical Geology
General Chemistry
Calculus
Bible I
Freshman Composition
Physical Education

Sophomore Year

Structural Geology and Field Methods
Geomorphology and Hydrology
General Physics
Social Science/Fine Arts
Christian Doctrine

Courses

GEOL 105 — Physical and Historical Geology, 4 hours. The earth's surface and interior and the processes which form them. Origin of the earth and its changing patterns of continents, oceans and life. Laboratory uses minerals, rocks, fossils, topographic and geologic maps, and aerial photographs to inter-

pret changes in the earth and its life through time. Short field trips. 3 lecture periods and 1 laboratory period.

GEOL 120 — Oceanography. 3 hours. The form, structure and history of ocean basins; movements, composition and origin of the sea; origin and distribution of sediments and life in the oceans; oceanographic methods. No prerequisite. 3 lecture periods. Offered in alternate years.

GEOL 130 — Astronomy. 4 hours. An introduction to the structure and origin of the universe. Includes the study of the solar system, stars, galaxies, black holes, quasars, etc. Laboratory introduces the student to various techniques used in astronomical studies. The planetarium and observatory are utilized. 3 lecture periods and 1 laboratory period.

GEOL 301 — Paleontology and Stratigraphy. 4 hours. The fossil record of life on earth. History, taxonomy, patterns of development and ancient communities. Layered rock sequences and their historical interpretation. Laboratory emphasizes fossil identification, environmental interpretation, correlation and classification of sections, well-logging and subsurface methods. Fields trips. Prerequisite: GEOL 105 or BIOL 125 or 126. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 303 — Geomorphology and Hydrology. 4 hours. The study of surficial processes and the landforms they produce. Analysis of the hydrologic cycle, emphasizing groundwater flow and its interrelationships with surface water. Laboratory involves analysis of landforms using maps, aerial photographs and satellite imagery; measurements of geomorphic processes; aquifers and surface flow will be analyzed using well data, resistivity equipment, current meter, etc. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 310 — The Earth's Weather. 3 hours. A study of weather and climate of the Earth. Prerequisite: a laboratory science.

GEOL 345 — Frontiers in Astronomy. 1 hour. Current topics in Astronomy, utilizing the Internet, observational equipment, and library resources. Prerequisite: GEOL 130.

GEOL 351 — Planetarium Operations. 2 hours. A "hands-on" experience in planetarium operations. Includes application of astronomical concepts, program development, planetarium techniques, and the use of other astronomical tools. The planetarium will be used extensively, as well as the observatory. Prerequisite: GEOL 130.

GEOL 360 — Geographic Information Systems and Global Positioning Systems. 2 hours. Same as NSCI 360.

GEOL 363 — Sedimentology and Sedimentary Petrology. 4 hours. The composition, textures and structures of sedimentary rocks; processes which

form these features; facies relationships, basin analysis and tectonic frameworks. Laboratory includes sieve analysis, study of thin sections, use of the X-ray diffractometer and study of sedimentary features. 4 day field trip. Prerequisite: GEOL 105. 3 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 366 — Structural Geology and Field Methods. 4 hours. The nature and origin of the earth's deformed rocks considered at scales ranging from atomic to global. Plate tectonics and regional geology, especially of North America. The structure and origin of the earth's deep interior. Laboratory emphasizes solving structural problems, interpreting geologic history, geologic mapping using aerial photographs, etc., and field mapping of igneous and sedimentary rocks involving instruments, drafting techniques, and writing geologic reports. 4 day field trip. Prerequisite: GEOL 105. Trigonometry is recommended. 3 lecture periods and 1 laboratory or field period. Offered in alternate years.

GEOL 370 — Mineralogy and Optical Petrology. 5 hours. The earth's minerals, their origin, crystal structures, crystal optics, physical and chemical properties, and economic significance. The chemical, mineralogical and textural properties of igneous and metamorphic rocks; their field occurrences and relationships to tectonic processes; their origin and diversity in terms of chemical equilibria. Laboratory emphasizes crystal models, stereographic projections, goniometers, X-ray powder diffractometry, physical and chemical methods to identify minerals, petrographic microscope identification of mineral grains, scanning electron microscopy; description, classification and interpretation of igneous and metamorphic rock hand specimens and thin sections. 4 day field trip. Prerequisite: CHEM 104 and GEOL 105. 3 lecture periods and 2 laboratory periods. Offered in alternate years.

GEOL 385 — Environmental Geochemistry. 3 hours. The distribution of elements in natural systems: universe, solar system, earth's crust, oceans and atmosphere; chemical processes and principles governing elemental distribution. Chemical processes involved in the formation of igneous, sedimentary, and metamorphic rocks, and fossil fuels. Biogeochemical cycles of carbon, nitrogen, and trace elements in soils. Environmental chemistry, reduction and treatment of hazardous wastes. Atmospheric chemistry, e.g., ozone depletion, photochemical smog, and air pollutants. Laboratory emphasizes analytical techniques, e.g., GC and HPLC to detect toxic chemicals in the environment. Prerequisites: CHEM 104 and GEOL 105. 2 lecture periods and 1 lab period. Offered in alternate years.

GEOL 388 — Geophysics. 3 hours. An introduction to the physics used to interpret the interior of the earth. Emphasis is on principles, methods and tools used in the areas of seismology, gravity, magnetism, heat flow and electrical properties as they relate

to the geophysical character of the earth. Co-Requisites: PHYS 202 and MATH 148. 2 lecture periods and 1 laboratory period. Offered in alternate years.

GEOL 390 — Seminar. 1 hour. Special topics of current interest in the geological sciences. Prerequisite: 7 hours of Geological Sciences. Offered in alternate years.

GEOL 492 — Research. 1-3 hours. Detailed study of an area of the student's interest, involving library, laboratory and/or field work. Paper required. Prerequisite: Senior standing and 15 hours of Geological Sciences.

Mathematics Department - MATH

Faculty

DAVID T. ATKINSON (1970)

*Professor of Mathematics; Chair,
Department of Mathematics*

B.S., 1964, Eastern Nazarene College

M.A., 1967, Boston University

Ph.D., 1975, University of Illinois

STEPHEN L. BROWN (1991)

Associate Professor of Mathematics

B.S., 1968, Penn State University

M.A., 1969, Colgate University

Ed.D., 1986, Syracuse University

DANIEL L. GREEN (1993)

Associate Professor of Mathematics

B.A., 1986, Kalamazoo College

M.A., 1989, Western Michigan University

Ph. D., 1997, Bowling Green State University

DALE K. HATHAWAY (1989)

Professor of Mathematics

B.A., 1983, Eastern Nazarene College

M.A., 1986, Boston University

Ph.D., 1989, Boston University

The Department of Mathematics offers majors leading to either the B.A. or B.S. degrees, either for teaching or other fields. Both teaching and non-teaching minors are also offered.

Many of Olivet's mathematics graduates are now mathematics teachers in junior or senior high schools.

Several recent graduates have begun careers in actuarial science, one of the top-rated occupations in **Jobs Rated Almanac**. Actuaries work in the insurance and financial planning fields. Besides actuarial work, a variety of other positions in applied mathematics is available for the well prepared student. Graduate teaching fellowships are readily available at major universities for superior students to pursue graduate studies in mathematics.

Core Requirements for all Mathematics Majors:

All departmental work applied to a major must be in courses numbered 147 and above, including:

MATH 147 — Calculus I

148 — Calculus II

- 151 — Freshman Seminar in Math
- 210 — Discrete Mathematics
- 241 — Statistics
- 351 — Linear Algebra
- 361 — Calculus III
- 450 — Senior Seminar in Math

To be Supported by:

CSIS 251 — Principles of Programming I

Mathematics Major: 36 Hours. B.A.

The Mathematics Core plus:

Four courses of upper division mathematics, at least two of which must be chosen from MATH 410, 420, 430, 455, and 465.

To be supported by a minor of at least 16 hours or a second major.

Mathematics Teaching: 36 Hours. B.A.

The Mathematics Core plus:

Math 430, 455, and 473, and one additional 3 hour upper division math course (not including the math methods course). Completion of the required professional education courses including MATH 474 — Teaching of Secondary School Mathematics or MATH 461 — The Teaching of Middle School Mathematics, and a teaching minor or special emphasis.

Mathematics Major: 42 Hours. B.S.

The Mathematics Core courses plus:

6 courses in upper division mathematics, at least 3 of which must be chosen from MATH 410, 420, 430, 455, and 465.

To be supported by a minor or by 15 hours in one or two areas which emphasize the use of Mathematics. At least 9 hours must be upper division and must be approved by the department chairman. This is in addition to the 4 hours of Computer Science required in the departmental core.

Mathematics Teaching: 42 Hours. B.S.

The Mathematics Core plus:

Math 430, 455, 473, and three additional 3 hour upper division math courses, at least one of which must be chosen from MATH 410, 420, and 465.

Plus, completion of the required professional education courses and a teaching minor or special emphasis.

Mathematics Minor: 21 Hours

- MATH 147 — Calculus I
- 148 — Calculus II
- 151 — Freshman Seminar in Math
- 351 — Linear Algebra

and 9 additional hours above MATH 148.

Mathematics Teaching Minor: 25 hours

- MATH 147 — Calculus I
- 148 — Calculus II
- 151 — Freshman Seminar in Math
- 351 — Linear Algebra
- 474 — Teaching of Mathematics

and 10 additional hours selected from:

- MATH 210 — Discrete Mathematics
- 241 — Statistics
- 430 — Abstract Algebra
- 455 — Modern College Geometry
- 473 — Foundations of Mathematics

Typical Courses for Students Majoring in Mathematics

Freshman Year

- Calculus I and II
- Programming I
- Freshman Composition
- Bible I
- Sociology or Psychology
- Physical Education

Sophomore Year

- Calculus III
- Linear Algebra
- Differential Equations
- Introduction to Fine Arts
- General Physics I and II
- Statistics
- Discrete Mathematics

Mathematics Courses

MATH 090 — Elementary Algebra. 4 hours. A course in the fundamental operations of algebra covering the standard topics through quadratic equations. Equivalent to one year of high school algebra I. This course does not apply to degree requirements.

MATH 095 — Intermediate Algebra. 4 hours. A second course in algebra covering the standard topics through systems of equations. Equivalent to the second year of high school algebra. Prerequisite: MATH

090 or an ACT math score of 14 or above. This course does not apply to degree requirements.

MATH 102 — Math for General Education. 3 hours. A general liberal arts mathematics course intended to introduce the student to several diverse areas of applications of mathematics. Three or four of the following five topics will be covered in some depth: finance, graph theory, voting and apportionment, probability, and statistics. Prerequisite: MATH 095 or a Math ACT of 19 or above.

MATH 111 — Mathematics for Elementary Teachers I. 3 hours. Set notation and operations, number systems and other bases. Special attention is given to whole numbers, integers, rational numbers, and real numbers. Properties of the fundamental operations of arithmetic are studied. Prerequisite: MATH 095, or an ACT Math score of 19 or above. This course does not satisfy the general education mathematics requirement unless MATH 112 is also satisfactorily completed.

MATH 112 — Mathematics for Elementary Teachers II. 3 hours. A continuation of Math. 111. Topics studied will include geometry (shapes, congruence, relationships, constructions, Pythagorean theorem, symmetries, etc.), measurement (linear, area, volume, angles), elementary probability and statistics. Prerequisites: MATH 111 or consent of the instructor.

MATH 117 — Finite Mathematics with Business Applications. 3 hours. An introduction to finite mathematics with applications in business and management areas. Constructing and using linear models; matrices; solving linear systems of equations; linear programming; mathematics of finance; probability. Prerequisite: MATH 095, or an ACT Mathematics score of 19 or above.

MATH 131 — Algebra and Trigonometry. 4 hours. Binomial expansion, inequalities, induction proofs, complex numbers, function notation, logarithms, and basic combinatorics; trigonometric functions, graphs, identities and equations; laws of sines and cosines, DeMoivre's Theorem. Prerequisite: MATH 095 with a minimum grade of C-, or an ACT Math score of 19 or above.

MATH 132 — Trigonometry. 2 hours. Trigonometric functions, graphs, identities, solving trigonometric equations, laws of sines and cosines, and DeMoivre's theorem. Prerequisite: 3 ½ years of high school mathematics or a course in college algebra. MATH 131 and 132 cannot both be taken for credit. MATH 132 is the last half of course 131.

MATH 147 — Calculus I. 4 hours. An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra; limits; continuity; derivatives and applications; indefinite integration with applications; the definite integral and the fundamental theorem of calculus. Prerequisites: 4 years of high school mathe-

tics and an ACT Math score of 26 or above or MATH 131, or consent of the instructor.

MATH 148 — Calculus II. 4 hours. A continuation of MATH 147. Applications of the definite integral; elementary transcendental functions, including their derivatives and integrals; techniques of integration; polar coordinates; hyperbolic functions; conics; L'Hopital's rule; improper integrals; and Taylor's formula. Prerequisite: MATH 147 or consent of the instructor.

MATH 151 — Freshman Seminar in Mathematics. 1 hour. Selected topics in mathematics will be covered including a unit on the mathematics of finance and an introduction to mathematical proof.

MATH 210 — Discrete Mathematics. 3 hours. An introduction to discrete mathematics including sets, functions, algorithms, mathematical induction, combinatorics, recurrence relations, graph theory, trees, networks. Prerequisite: MATH 147, 151, or consent of instructor.

MATH 241 — Statistics. 4 hours. An introductory course in statistics with applications from a variety of disciplines including education, psychology and sociology. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypotheses testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance and latin square designs. Students taking this course for mathematics credit will be assigned additional work, particularly in probability. Prerequisite: The general education requirement in mathematics must be completed before taking statistics.

MATH 351 — Linear Algebra. 3 hours. This course covers the fundamentals of linear algebra, including systems of linear equations, matrices, determinants, vectors and vector spaces (linear independence, basis, dimension, inner product spaces, orthonormal bases), linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 148.

MATH 354 — Numerical Analysis. 3 hours. The field of numerical analysis deals with mathematical theory which leads to algorithms for solving various types of applied problems. The algorithms are generally highly computational and require a calculator and/or a computer for their execution. Topics include partial summing of infinite series, solution of non-linear equations, systems of non-linear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Prerequisites: MATH 351, 361 and 4 hours of CSIS.

MATH 357 — Differential Equations. 3 hours. An introduction to differential equations with an emphasis on solving differential equations. Topics include first order equations, linear differential equations, inverse differential operators, the LaPlace

transform, nonlinear equations, and power series solutions. Prerequisite: MATH 361.

MATH 361 — Calculus III. 4 hours. A continuation of MATH 148. Analytic geometry and vectors in three dimensions, partial derivatives and applications, multiple integrals, vector calculus, and an introduction to Fourier series. Prerequisite: MATH 148 or consent of the instructor.

MATH 410 — Introduction to Real Analysis. 3 hours. A careful study of the properties of the real number system. Topics include order properties, completeness, limits, sequences, continuity, uniform continuity, theory of derivatives and the Riemann integral. Prerequisites: MATH 210 and MATH 361. Offered in alternate years.

MATH 420 — Introduction to Complex Analysis. 3 hours. Topics include complex numbers, analytic functions, complex series, complex integration, Cauchy's integral formula, Laurant series and residues, and conformal mapping. Prerequisites: MATH 210 and MATH 361. Offered in alternate years.

MATH 430 — Abstract Algebra. 3 hours. A study of the fundamental structures of algebra, including groups, rings, integral domains, fields, isomorphisms, homomorphisms, and quotient structures. Corequisites: MATH 210 and MATH 351. Offered in alternate years.

MATH 450 — Senior Seminar in Mathematics. 1 hour. A capstone course for the mathematics major involving a variety of selected problems. Students will work on individual projects which will be presented to the class. Offered each fall.

MATH 455 — Modern College Geometry. 3 hours. A study of Euclidean Geometry with Hilbert's axioms and projective geometry including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: MATH 351. Prerequisite: MATH 210.

MATH 461 — The Teaching of Middle School Mathematics. 3 hours. A consideration of the prob-

lems, materials, methods, and activities involved in contemporary mathematics teaching of the junior high school student. Implications of current developments and trends in mathematics and mathematics education, including the NCTM Curriculum Standards, are considered in a context of the psychology of the junior high school student. A 45 hour practicum in a public school setting must be taken concurrently. Corequisites: EDUC 351 and MATH 351 or MATH 361 or permission of the instructor. Does not apply to the Mathematics (non-teaching) major.

MATH 465 — Probability and Mathematical Statistics. 3 hours. Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment generating functions regression. Prerequisites: MATH 241 and 361.

MATH 473 — Foundations of Mathematics. 3 hours. A consideration of the origin, history, literature and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Prerequisites: MATH 351 and MATH 361.

MATH 474 — The Teaching of Secondary School Mathematics. 3 hours. A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher, particularly the NCTM curriculum standards, are considered. Includes a 45-hour practicum in a public school setting. Does not apply to non-teaching mathematics major. Corequisites: EDUC 351, MATH 351, 361 or permission of instructor.

MATH 491 — Topics in Mathematics. Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.



Division of Nursing

Nursing Education — NURS, NRSG

Norma Wood, Division Chair

The mission of the Division of Nursing is to provide Christian nursing education designed to prepare graduates for entry into professional nursing. In this endeavor, the students investigate concepts of Person, Health, the Environment and Nursing. The students develop critical thinking abilities as practitioners, client educators, research utilizers, change agents and patient advocates in a variety of settings.

Nursing Department — NURS

Nurses are taught to consider the five dimensions of man: spiritual, physiological, psychological, sociocultural, and developmental. The Betty Neuman Health Care System Model is the nursing theory which underlies the curriculum.

Students are exposed to a variety of learning experiences ranging from health promotion and maintenance to restorative care during illness. They work in a variety of health care agencies. These experiences help to broaden the student's view of employment opportunities.

The nursing program is designed on the belief that the liberal arts are an essential foundation for nurses as they study Person, Health, the Environment and Nursing.

The program has approval from the Illinois Department of Professional Regulation, is accredited by the National League for Nursing, and has preliminary approval from the Commission on Collegiate Nursing Education.

Kappa Sigma is the local chapter of the International Honor Society for Nurses, Sigma Theta Tau. Membership is based on scholastic and leadership achievement.

The nursing program has two tracks, the traditional four year track and the RN completion track. The RN completion track is exclusively for registered nurses who have graduated from an associate degree nursing program or a diploma nursing program.

Faculty

NORMA WOOD (1995)

Professor of Nursing and Chair, Division of Nursing

Diploma, 1959 Broadlawns Polk Counties Hospital

B.S., 1963, University of Iowa

M.Div., 1970, Nazarene Theological Seminary

M.A., 1975, University of Iowa

Ph.D., 1992, University of Texas

LINDA DAVISON (1984)

Associate Professor of Nursing

Diploma, 1971, J.F. Burnham School Nursing

B.S.N., 1979, Governor's State University

M.S.N., 1983, Governor's State University

M.B.A., 1989, Olivet Nazarene University

PAUL L. DILLINGER (1989)

Associate Professor of Nursing

B.S., 1971, Olivet Nazarene University

M.A., 1974, Austin Peay State University

M.S.N., 1988, University of Texas at El Paso

Doctoral Candidate, Adler School of

Professional Psychology

SUSAN HOBBS DRAINE (1983)

Associate Professor of Nursing

B.S., 1976, Olivet Nazarene University

M.S.N., 1983, University of Alabama

M.B.A., 1990, Olivet Nazarene University

LISA EVOY (1996)

Associate Professor of Nursing

B.S.N., 1982, Lewis University

M.S.N., 1988, Lewis University

Doctoral Candidate, Nova Southeastern University

SUSAN GRAY (1997)

Assistant Professor of Nursing

B.S.N., 1986, Mennonite College of Nursing

M.S., 1995, Governor's State University

Northern Illinois University

AMY GOLYSHKO (1981)

Associate Professor of Nursing

B.S.N., 1975, North Park College

M.S., 1982, Northern Illinois University

LINDA GREENSTREET (1981)

Associate Professor of Nursing

A.A., 1971, Belleville Area College

B.S., 1979, Olivet Nazarene University

M.S.N., 1984, Governors State University

JANICE HOLMES (1984)

Associate Professor of Nursing; Associate Director

B.S.N., 1956, Illinois Wesleyan University

M.S., 1978, Northern Illinois University

CONNIE MILTON (1986)

Professor of Nursing

B.S., 1980, Olivet Nazarene University

M.S.N., 1985, Loyola University of Chicago

Ph.D., 1998, Loyola University of Chicago

Nursing majors graduating from Olivet Nazarene University receive the Bachelor of Science degree. They are prepared to sit for the NCLEX-RN exam, to practice as generalists and to pursue graduate work in nursing.

The nursing curriculum builds on a broad liberal arts foundation, and is supported by behavioral and life science courses. Nursing studies progress from a wellness emphasis to life-threatening situations, and address clients as individuals, families, and communities.

Admission requirements for the nursing major include one year of high school biology and one year of high school chemistry or their equivalents.

Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health care agency personnel. The Nursing Division will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the Division.

Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same criteria as students who began their college work at Olivet.

Transportation to and from clinical sites is the responsibility of the student.

Student grades are reviewed each semester. In order to progress to the next nursing level, students must receive a grade of C or higher in each nursing course, and a grade of C- or higher in each of the supporting courses. **Upper division theory and application courses must be taken concurrently. If a failure occurs in one of these courses then both must be repeated simultaneously. A grade of C or above must be attained in each course. To enroll in 200-level Nursing courses a student must have a 2.50 grade point average.** A cumulative grade point average of 2.50 must be maintained to progress in nursing courses.

Students may not repeat more than one nursing course which has a practicum. Students may not enroll in any nursing course more than two times.

Graduation requirements include passing the Mosby Assess Test (NCLEX-RN Predictor Test) at or above the 25 percentile or passing a departmentally approved alternative test.

Nursing Major: 63 hours. B.S.

Required:

- NURS 102 — Intro to Professional Nursing
 - 150 — Basic Nursing Skills
 - 225 — Health Assessment of Adults
 - 250 — Pharmacology for Nursing
 - 260 — Therapeutic Communication
 - 275 — Basic Concepts in Nursing
 - 280 — Pathophysiological Concepts in Nursing
 - 290 — Family Nursing Concepts
 - 360 — Adult Health Nursing Theory
 - 365 — Adult Health Nursing Application
 - 375 — Child Health Nursing Theory
 - 376 — Child Health Nursing Application

- 378 — Childbearing Family Health Nursing Theory
- 379 — Childbearing Family Health Nursing Application
- 441 — Advanced Adult Health Nursing Theory
- 442 — Mental Health Nursing Theory
- 445 — Advanced Adult Health Nursing Application
- 446 — Mental Health Nursing Application
- 454 — Community Health Nursing Theory
- 455 — Leadership in Nursing
- 459 — Community Health Nursing Application
- 466 — Nursing Research
- 476 — Issues and Trends in Nursing
- 479 — Nursing Capstone
- 425 — Integrated Nursing Concepts or 480-489 Selected Topics in Nursing

To be supported by:

- CHEM 100 — Basic Concepts of Chemistry
- BIOL 246, 247 — Human Anatomy and Physiology I, II
 - 210 — Microbiology/Life Science
- FACS 327 — Human Nutrition
- PSYC 211 — Child Development
 - 212 — Adolescent and Adult Development
- SOCY 120 — Introduction to Sociology

Typical Program of Courses for a Student Majoring in Nursing

Freshman Year

- Introduction to College Studies
- Freshman Composition I, II
- Basic Concepts of Chemistry
- Anatomy and Physiology I, II
- Introduction to Sociology
- Introduction to Professional Nursing
- Basic Nursing Skills
- Life Fitness
- Physical Education Activity
- Introduction to Fine Arts

Sophomore Year

- Child Developmental Psychology
- Microbiology/Life Science
- Health Assessment Adult
- Pharmacology for Nursing
- Therapeutic Communication
- Mathematics
- History
- Basic Concepts in Nursing
- Pathophysiological Concepts in Nursing

Speech (Intercultural)
Bible I
Family Nursing Concepts

Junior Year

Adult Health Nursing Theory and Application
Adolescent/Adult Developmental Psychology
Literature (Intercultural)
Child Health Nursing Theory and Application
Childbearing Family Theory/Application
Human Nutrition
Christian Doctrine

Senior Year

Advanced Adult Health Theory/Application
Mental Health Nursing Theory and Application
Community Health Theory/Application
Leadership in Nursing
Nursing Research
Issues and Trends in Nursing
Bible II
Integrated Nursing Concepts or Nursing
Elective
Church and Christian Living
Nursing Capstone

Nursing Courses

NURS 102 — Introduction to Professional Nursing. 2 hours. Professional nursing, its historical emergence, characteristics, ethics and unique role in health care are presented. Nursing research, theory and critical thinking process are introduced. Professional nursing roles are explored and observed in the clinical setting. Elementary communication, assessment skills and nursing terminology are introduced and utilized in a community setting.

NURS 150 — Basic Nursing Skills. 3 hours. Basic Nursing intervention skills are introduced in the classroom and practiced in the laboratory and clinical setting. Emphasis is given to observation, communication, safety, hygiene, nutrition, fluid balance, comfort, rehabilitation and assistance with activities of daily living while providing basic nursing care to clients in long term care.

NURS 225 — Health Assessment of Adults. 2 hours. This is a nursing application course with emphasis on physical assessment of the well individual. Content includes assessment of major body systems across the life span of the adult. Prerequisites: BIOL 246, BIOL 247 and CHEM 100.

NURS 250 — Pharmacology for Nursing. 2 hours. This course provides a foundation of pharmacological concepts and principles for the beginning nursing student. Topics to be discussed include safe prepara-

tion and administration of medications, principles of drug actions and interactions, drug categories, and drug considerations through the lifespan. The nursing process is utilized as students learn to access, implement and evaluate pharmacotherapeutics. Prerequisites: BIOL 246, BIOL 247, and CHEM 100.

NURS 260 — Therapeutic Communication. 1 hour. Communication and its application in nurse-client interactions is presented. Attention is given to the development of interviewing and history taking skills.

NURS 275 — Basic Concepts in Nursing. 3 hours. The Neuman Systems Model is examined and utilized in planning nursing care. Concepts which impact wellness are presented including spiritual needs, culture, sexuality, elimination, oxygenation and comfort. Skills are refined in the clinical setting. Prerequisites: NURS 102, NURS 225, NURS 250, and NURS 260.

NURS 280 — Pathophysiological Concepts in Nursing. 4 hours. This course focuses on pathophysiological changes, which may alter the resistive, normal, and flexible lines of defense and jeopardize homeostasis of the individual. Proceeding from an understanding of the body's normal physiological functions and control mechanisms, an emphasis is placed on content that describes control mechanisms with inadequate functions and the resulting disease processes. Students will relate pathophysiology to the symptomatology in diseases commonly seen in nursing practice. Prerequisites: BIOL 246, BIOL 247, BIOL 210, and CHEM 100.

NURS 290 — Family Nursing Concepts. 1 hour. This course is a study of the well family across the life span. Emphasis is on alterations that occur in family structure, roles and functioning due to developmental or situational stressors. Family theories and cultural considerations are applied using the Neuman Systems Model. The nursing process as it applies to the family is introduced. Prerequisites: SOCY 120 and NURS 260.

NURS 360 — Adult Health Theory. 6 hours. The theoretical foundation of nursing care to adults with acute and chronic illnesses is the focus of NURS 360. Medical, surgical, and nutritional treatment modalities are explored. Professionalism in nursing practice, concepts of nursing research, and exploration of sociopolitical and legal aspects of care are studied. To be taken concurrently with NURS 365. Prerequisites: 200-level nursing courses.

NURS 365 — Adult Health Application. 4 hours. NURS 365 is the application of the theory presented in NURS 360. The course consists of 12 hours of practicum each week. In the practicum, students utilize the nursing process and Neuman Model as they provide nursing care to clients in health care facilities. Settings include medical and surgical hospital units, surgical services, and rehabilitation. To be taken concurrently with NURS 360.

NURS 375 — Child Health Nursing Theory. 3 hours. The theoretical foundation of nursing care of children and adolescents is the focus of NURS 375. The family is consistently addressed as the central unit for providing nursing care for the child. Health and wellness is integrated as growth and development theory is covered from infancy through adolescence. Professionalism in nursing practice, concepts of nursing research and exploration of sociopolitical and legal aspects of nursing care of children are studied. To be taken concurrently with NURS 376. PSYC 211, 212 may be taken concurrently. Prerequisites: 200-level nursing courses.

NURS 376 — Child Health Nursing Application. 2 hours. NURS 376 is the application of the theory presented in NURS 375. This course consists of weekly clinical practicums. In the practicums, students utilize the nursing process and the Neuman Model as they provide nursing care to clients in agency settings. Facilities include pediatric units, physicians' offices, day care centers, schools, clinics, and home visitations. To be taken concurrently with NURS 375.

NURS 378 — Childbearing Family Health Nursing Theory. 3 hours. The theoretical foundation of nursing care for the childbearing family during pregnancy, pregnancy, intrapartum, postpartum and neonatal periods is the focus of NURS 378. Women's health issues and genetic considerations are addressed as they relate to the childbearing family. Community resources appropriate for the childbearing family are explored. Nursing research, sociopolitical and legal aspects applicable to the childbearing family are studied. To be taken concurrently with NURS 379. Prerequisites: 200 level nursing courses, PSYCH 211 and PSYCH 212 (may be taken concurrently).

NURS 379 — Childbearing Family Health Nursing Application. 2 hours. The application of the theory presented in NURS 378. The nursing process and the Neuman Model are utilized in providing care to childbearing clients and their families in various settings. These settings include hospitals, physicians' offices, prenatal clinics, prenatal classes and homes of childbearing families. To be taken concurrently with NURS 378.

NURS 425 — Integrated Nursing Concepts. 2 hours. This course fulfills requirements for identified individual needs in the area of nursing concept integration. All major nursing concepts will be reviewed and reinforced using a systems approach. Prerequisites: 300-level nursing courses and two 400-level nursing application courses.

NURS 441 — Advanced Adult Health Nursing Theory. 3 hours. The theoretical foundation of nursing care to individuals who are experiencing core penetration from complex multidimensional stressors is the focus of this course. Theory from previous nursing courses will be integrated to provide a foun-

ation for the care of the high-risk critically ill individual. To be taken concurrently with NURS 445. Prerequisites: 300-level nursing courses, FACS 327.

NURS 442 — Mental Health Nursing Theory. 2 hours. This course presents the theoretical foundation of nursing interventions for individuals, families, and groups experiencing core penetration in the psychological dimension. The needs of individuals with mental illness as they impact the family and the community will be discussed. To be taken concurrently with NURS 446. Prerequisites: 300-level nursing courses.

NURS 445 — Advanced Adult Health Nursing Application. 2 hours. NURS 445 is the application of the theory presented in NURS 441. In the weekly practicums students will use the nursing process and the Neuman model as they provide care to high-risk, critically ill clients. To be taken concurrently with NURS 441.

NURS 446 — Mental Health Nursing Application. 2 hours. NURS 446 is the application of the theory presented in NURS 442. Students will apply the principles of therapeutic communication, and the nursing process during weekly practicums. Selected therapeutic groups will be observed and group assignments completed. To be taken concurrently with NURS 442.

NURS 454 — Community Health Nursing Theory. 2 hours. Health promotion and health maintenance are the foci for this course. The effects of the environment on health is analyzed. Modification of risk factors in aggregates are explored along with principles of epidemiology. The community is assessed and evaluated in relation to sociopolitical forces and health care. To be taken concurrently with NURS 459. Prerequisites: 300 level nursing courses, and FACS 327.

NURS 455 — Leadership in Nursing. 2 hours. This course is a study of leadership theories, principles, concepts and the organizational structure of present health care systems. Organizational communication and sociopolitical forces are explored as they influence populations and health care systems. Emphasis is placed on facilitating understanding of professional nursing leadership behavior. Prerequisites: 300 level nursing courses and two 400 level nursing application courses.

NURS 459 — Community Health Nursing Application. 2 hours. NURS 459 is the application of theory presented in NURS 454. The course consists of weekly practicums, including nursing care of individuals and groups of clients in a variety of community settings. To be taken concurrently with NURS 454.

NURS 466 — Nursing Research. 2 hours. Research is defined and explored as a process. The student will critique research and develop a research proposal; select a problem, do a literature review, and plan the methodology including discovery or

construction of a data-gathering device. Emphasis is on the importance of the study to applied research or development of a body of knowledge. Prerequisites: 300 level courses.

NURS 476 — Issues and Trends. 2 hours. This course focuses on current issues and trends in the profession of nursing. Topics in professional nursing practice, nursing education and health care delivery are explored from a historical, sociopolitical, ethical, legal and economic aspect. Emphasis is placed on strategies that the individual nurse and the collective profession can utilize to impact the issue/trend in a positive manner. Prerequisites: 300 level nursing courses.

NURS 479 — Nursing Capstone. 4 hours. This course focuses on integrating nursing practice with theoretical knowledge. Individualized practicum experiences enhance nursing role development in final preparation for entry into professional nursing. Weekly seminars facilitate understanding of issues that affect current nursing practice. Prerequisites: all other 400 level nursing courses.

NURS 480-489 — Selected Topics in Nursing. 2 hours. May be repeated for credit as long as topics are different.

NURS 499 — Special Topics in Nursing. Individualized study program on a topic not covered in a regular course.

Degree Completion Track for Registered Nurses

The RN completion track is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional track. However, in recognition of the special needs of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. In addition to out-of-class study group sessions, students meet one night per week for four hours of class. The majority of classes are six weeks in duration. Upon completion of one course, the students move directly into the next course. The 13 nursing courses may be completed in approximately 71 weeks. A group of 20 admitted students is needed to begin a class that then advances together through the entire sequence of courses.

The requirements of the University for the general education courses and supporting courses are the same as those for traditional students. Students may achieve credit in general education and supporting courses with success on proficiency or CLEP examinations.

Satisfactory completion of NLN Mobility exams is required. (NOTE: Graduates of Associate Degree and Diploma Programs from an NLN accredited nursing program who enroll in Olivet's degree completion program not more than 5 years after graduation from that program are not required to complete NLN-Mobility exams.)

Admission to the Bachelor of Science Degree Program for Registered Nurses:

1. Current license for registered nurse.
2. An associate degree in nursing or a diploma school graduate.
3. An overall grade point average (GPA) of 2.5 in previous college work.
4. Completion of application process including two letters of recommendation to affirm applicant's professional promise, character, and capacity for upper-division college level of study.
5. Records validating current physical exam and selected immunizations and lab work.
6. Validation of professional liability insurance (some agencies may require a specific amount of coverage).

Transfer of Credit Policy:

A **maximum** of **82** semester credit hours (or equivalent quarter hours) may be accepted from community colleges as transfer credit to the RN degree-completion track at Olivet.

Nursing Courses for Registered Nurses

NRSG 300 Introduction to Professional Nursing. 3 hours. This course presents an overview of concepts which formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the geneses for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing with a focus on the Neuman Model. Also included in the module are the concepts of communication, development of a philosophy, and conceptual framework of nursing, professional socialization, and accountability, and the holistic approach to nursing of the individual and family.

NRSG 335 — Computers & Health Care. 3 hours. Basic concepts of computers are presented. Applications of these concepts are practiced during hands-on experiences. Assignments are individualized to meet the needs of the novice as well as the computer literate. Computer applications are introduced such as word processing, spreadsheets, education programs, data base, information systems, and graphics. Access

to a personal computer is necessary to complete all the requirements. The nursing computer lab is available for student use.

NRS 345 — Transcultural Nursing. 3 hours. In this course, the development of cultural sensitivity is studied. Students design the delivery of culturally appropriate nursing care.

NRS 350 — Health Assessment. 3 hours. The focus is on the health continuum across the life span of individuals. Variations of wellness within each dimension are viewed using the Neuman Model. An emphasis is placed on physical assessment for well individuals. Practicum consists of performing physical assessments on well individuals.

NRS 375 — Family Health Nursing. 3 hours. A study of the well family including changes in the family structure as well as roles and functioning which transpire across the life span. Family theories are applied using the Neuman Model. Practicum includes home visits to young and elderly families.

NRS 395 — Nursing Research. 2 hours. A study of the development of nursing knowledge. The research process is studied including methodology, the review and critique of research literature, and the formulation of a research proposal.

NRS 441 — Advanced Adult Health Nursing. 3 hours. This course focuses on a study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed. Students use the Neuman Model as a guide for the nursing process. The practicum experience is based upon individual learning needs and could include experiences in critical care units across the life span, oncology units (both inpatient and outpatient settings), burn units, or emergency units.

NRS 445 — Families in Crisis. 2 hours. This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed. The practicum is based upon individual needs in broadening their experience with the therapeutic use of group intervention.

NRS 455 — Community Health Nursing. 3 hours. Focus is on the well community as a client and use of community resources for health promotion. High risk population aggregates are studied. The roles of the school nurse and occupational health nurse are experienced. Resources studied include community agencies, clinics, and public health agencies. Practicum consists of agency visits, conducting an epidemiology study, and participation in a community disaster simulation.

NRS 460 — Leadership in Nursing. 3 hours. Leadership principles and organization of health care systems are presented. Application is accomplished by integrating theory with task fulfillment and character development by use of critical thinking exercises. Factors such as organizational communication and sociopolitical forces are examined for their influences on various population groups and organizations in the health care system.

NRS 465 — Health, Law, & Ethics. 3 hours. The legal and ethical aspects of the roles of care giver, teacher, and manager of care are examined. Emphasis is placed on professional and legal accountability, and responsibilities. Attention is also given to the development and administration of law as it relates to health care issues. Selected laws are reviewed. Ethical theory and principles and various ethical decision-making models are studied. Case studies which present various ethical/legal/moral dilemmas are analyzed.

NRS 466 — Research Project. 1 hour. Students are assisted as they complete the proposal for their research project. As the proposal is approved, a pilot study is conducted after the discovery or construction of a data-gathering device. Results of the study are then communicated via a paper/poster presentation.

NRS 476 — Issues and Trends in Nursing. 3 hours. This capstone course focuses on current issues and trends in the profession of nursing and in the professional role of the individual nurse. An in-depth study is done of selected issues and trends in professional nursing practice, in the health care delivery system, and in nursing education. Emphasis is placed on strategies that individual nurses and the collective profession can utilize to impact the issue/trend.



Division of Religion and Philosophy

Biblical Literature — BLIT
Christian Education — CHED
Christian Ministry — CMIN
Theology — THEO
Philosophy — PHIL

Robert Branson, Division Chair

The mission of the Division of Religion and Philosophy is to educate for ministry within the Wesleyan-Arminian tradition, preparing clergy and laity for service to the church and the community and facilitating their personal spiritual development.

The Division contributes to the general education of all students by providing a basic understanding of how to interpret the Bible and to think through the theology of Christian faith in order to provide an adequate intellectual basis for spiritual growth and ethical decision making, seeking to provide opportunities for spiritual formation and practical expressions of Christian commitment.

The Division enables those desiring to prepare for professional ministry or graduate studies to gain entry level knowledge and skills in the areas of biblical studies, theology, philosophy, history of Christianity, and practices including Christian education and spiritual formation. While students of other ecclesiastical backgrounds are welcomed, Olivet is an educational institution of the Church of the Nazarene, and the Division intentionally designs programs to meet the ordination requirements of that denomination.

The Division, in cooperation with the School of Graduate and Adult Studies, provides a graduate program to enable students who are preparing for professional ministry or further graduate study, and ministers who wish to continue their education, to engage in the advanced study of religion and ministry.

The objectives of the Division are practical as well as theoretical in scope and relate the specific aims of its departments to the mission of both the Division and the University. Our students will:

1. Be able to engage in interpretation and exegesis of the foundation documents of the Christian faith.

2. Engage in inquiry into the significance of the Christian faith, particularly of the Wesleyan-Arminian tradition, probing the ways Christian doctrines relate to and involve one another and take shape in the life of the church and of the particular Christian.

3. Be able to communicate their faith so as to serve both their local church and contemporary society.

4. Be able to make informed ethical decisions, applying Christian values to contemporary issues.

5. Gain an informed awareness of the identity and function of religious institutions and movements through the study of the history of Christianity and world religions.

6. Have opportunity for spiritual growth and be provided with the foundations for continued growth following college.

7. Be exposed to the major figures and movements of the history of philosophy, the enduring concerns of the discipline of philosophy, and their relationship to Christian thought.

Faculty

ROBERT BRANSON (1992)

Professor of Biblical Literature

Chair, Division of Religion and Philosophy

A.B., 1963, Southern Nazarene University

B.D., 1966, Nazarene Theological Seminary

Th.M., 1969, Midwestern Baptist Theological Seminary

Ph.D., 1976, Boston University

JOHN C. BOWLING (1991)

President of the University; Professor of Theology

B.A., 1971, Olivet Nazarene University

M.A., 1972, Olivet Nazarene University

M.R.E., 1973, Southwestern Baptist Theological Seminary

Ed.D., 1978, Southwestern Baptist Theological Seminary

D.Min., 1988, Southern Methodist University

Post-Doctoral Study, 1990, Harvard University

WILLIAM H. BRAY (1994)

Chaplain to the University

B.A., 1974, MidAmerica Nazarene University

M.Div., 1978, Nazarene Theological Seminary

M.A., 1990, University of Colorado

D.Min., 1985, Phillips University Graduate Seminary

RON DALTON (1993)

Professor of Christian Ministry

B.A., 1975, Trevecca Nazarene University

M.Div., 1979, Nazarene Theological Seminary

D.Min., 1984, Vanderbilt University

CRAIG KEEN (1994)

Professor of Theology

B.A., 1972, Southern Nazarene University

M.A., 1975, Southern Nazarene University

M.Div., 1975, Nazarene Theological Seminary

Ph.D., 1985, Claremont Graduate University

RUSSELL LOVETT (1992)

Associate Professor of Biblical Literature

B.A., 1968, Olivet Nazarene University

M.A., 1970, Olivet Nazarene University

M.Div., 1977, Nazarene Theological Seminary

Doctoral Candidate, Trinity Evangelical Divinity School

LARRY MURPHY (1992)

Associate Professor of Biblical Literature

B.S., 1976, Trevecca Nazarene University

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1983, Duke University

Ph.D., 1988, Southern Baptist Theological Seminary

ROBERT D. SMITH (1982)

Professor of Theology

B.A., 1974; M.A., 1975, Southern Nazarene University

M.Div., 1977, Nazarene Theological
Seminary

Ph.D., 1981, Baylor University

RICHARD THOMPSON (1994)

Associate Professor of Biblical Literature

B.A., 1980, Olivet Nazarene University

M.Div., 1984, Nazarene Theological Seminary

Ph.D., 1996, Southern Methodist University

DAVID WINE (1995)

Associate Professor of Christian Education

B.A., 1972, Olivet Nazarene University

M.A., 1977, The Ohio State University

Trinity Evangelical Divinity School

J. KENNETH GRIDER (1993)

Distinguished Visiting Professor of Theology

Th.B., 1944, Olivet Nazarene University

B.D., 1947, Nazarene Theological Seminary

M.Div., 1948, Drew University

Ph.D., 1954, University of Glasgow/Scotland

Typical Program for Students Majoring in the Division of Religion

Freshman Year

Sharing Our Faith

Fundamentals of Christian Ministry

Bible I

Freshman Composition

Christian Education

Physical Education

Introduction to Fine Arts

Sophomore Year

Introduction to Philosophy

Fundamentals of Public Speaking

Elementary Greek

History or Sociology

Biblical Hermeneutics

Preaching and Worship

Biblical Literature Department — BLIT

The aims of this Department are: (a) to lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) to give students a basic understanding of the organization and content of our English Bible, and to acquaint them with the principal persons and events involved in Biblical history; (c) to educate

students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) to acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Biblical Studies Major: 59 hours. B.A.

Required:

BLIT 100 — Bible I

233 — Elementary Greek I

234 — Elementary Greek II

250 — Biblical Hermeneutics

310 — New Testament Introduction

330 — New Testament Greek

PHIL 201 — Introduction to Philosophy

351 — Ancient and Medieval Philosophy

THEO 351 — History of Christianity I

361 — Systematic Theology I

363 — Systematic Theology III

362 or 364 — Systematic Theology II or

Topics in Systematic Theology

401 — Church and Christian Living

plus 9 hours of upper division Old Testament
and 9 hours of upper division New Testament

Biblical Studies Minor: 15 hours

Required:

Courses approved by the Department Head to include at least 12 hours in upper division work.

Greek Minor: 14 Hours

Required:

BLIT 233 — Elementary Greek I

234 — Elementary Greek II

and 6 additional hours of upper division Greek.

Courses

BLIT 100 — Bible I. 3 hours. An introduction to the serious study of the Old Testament as Scripture, its original historical and literary contexts, and its contemporary relevance within the Christian church. Attention is given to the history of the people of Israel, the geography, customs, thought, and languages of the biblical world. The course is intended to cultivate an appreciation for the Old Testament.

and to provide the necessary background for understanding the New Testament.

BLIT 233 — Elementary Greek I. 4 hours. A comprehensive elementary course which includes grammar, pronunciation, reading, and translation of Koine Greek. Lecture and laboratory for individualized instruction.

BLIT 234 — Elementary Greek II. 4 hours. A continuation of BLIT 233.

BLIT 250 — Biblical Hermeneutics. 3 hours. A study of the science and art of biblical interpretation including a survey of the history of interpretation and an introduction to the theory, methods, and practice of biblical exegesis. The course will also provide an overview of the process of formation for the Old and New Testaments, as well as a discussion of biblical translations. Prerequisite: BLIT 100. Required for all majors within the Division of Religion and Philosophy. Along with BLIT 310-New Testament Introduction, this course will be taken in place of BLIT 300 as a general education requirement.

BLIT 300 — Bible II. 3 hours. An introduction to the New Testament within its historical and literary contexts. Attention is given to its message, literary features, significant persons and events, enduring values, and contemporary application. The course is intended to promote appreciation for the biblical faith through attention to the major themes of both Old and New Testaments. Opportunity is given for the development of exegetical and hermeneutical skills through the careful study of selected New Testament passages, student presentations, and group discussions. This course is intended to provide information, develop advanced Bible study skills, cultivate mature appreciation for the New Testament, and motivate lifelong study of the Scriptures. Prerequisite: BLIT 100. *BLIT 250 and BLIT 310 must be taken instead of BLIT 300 by majors in the Religion Division.*

BLIT 310 — New Testament Introduction. 3 hours. An introductory study of the New Testament. This course introduces the student to critical issues in and resources for New Testament studies, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some attention will be given to comparing major theological themes and passages of the New Testament.

BLIT 330 — New Testament Greek Exegesis. 3 hours. A continuation of grammar study and translation with attention to developing exegetical skills in the study of the Greek New Testament. This course will focus either on a selection of New Testament passages or on a selected New Testament corpus. Prerequisite: BLIT 233 and 234. May be repeated for credit as topic varies.

BLIT 356 — Psalms and Wisdom Literature. 3 hours. A survey of Hebrew poetry and Wisdom Lit-

erature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes and Song of Solomon. Offered alternate years.

BLIT 379 — Old Testament Prophets I. 3 hours. A study of the background, contents and teachings of Hosea, Amos, Isaiah, Micah, Jonah, Obadiah. Offered alternate years.

BLIT 380 — Old Testament Prophets II. 3 hours. A study of the background, contents and teachings of Jeremiah, Lamentations, Ezekiel, Daniel, Joel, Nahum, Habakkuk, Haggai, Zephaniah, Zechariah and Malachi. Offered alternate years.

BLIT 465 — Pauline Epistles. 3 hours. An exegetical and theological study of a selection of epistles attributed to the Apostle Paul. Attention will be given to their historic and sociological contexts, as well as to their contribution to the general category of Pauline thought. Prerequisite: BLIT 310 New Testament Introduction.

BLIT 471 — Pentateuch. 3 hours. A study of the historical background and the development of the Hebrew people as found in Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Offered alternate years.

BLIT 472 — Synoptic Gospels and Acts. 3 hours. An exegetical study of the synoptic gospels and the Book of Acts, with attention given to critical issues such as the synoptic problem, the historical Jesus, issues of continuity between Luke and Acts, and the development of narrative exegetical methods. Prerequisite: BLIT 310 New Testament Introduction.

BLIT 474 — Johannine Literature. 3 hours. An exegetical study of the Gospel and Epistles of John and the Revelation in English translation. Offered alternate years.

BLIT 476 — Topics in Biblical Studies. 3 hours. A study of significant areas of contemporary and enduring interest in the field of Biblical Studies, such as hermeneutics, the parables of Jesus, miracles, the Greco-Roman world, and theology. Courses related to specific Biblical writings may also be offered. Offered alternate years. Prerequisite: BLIT 310 — New Testament Introduction.

BLIT 600-699 — Graduate Level Courses. Open to some seniors. See the Coordinator of Graduate Studies in Religion.

Christian Education Department — CHED

The powerful words of our Lord to “go and make disciples of all nations . . . teaching them to observe everything I have commanded” is central to the mission of the Department of Christian Education. The program exists to develop educational leaders within the Body of Christ.

The Christian Education Department seeks to 1) nurture the student’s personal growth and relationship with Christ, 2) develop a learning community between students and faculty, 3) search in an integrative way for understanding in theological and social science fields of study, 4) equip students to be servant leaders who believe in and empower laity to do the work of ministry, 5) develop Christian leaders with a global perspective.

The Youth Ministry major prepares those with a call to extend God’s grace to the youth of our culture. This ministry focuses the resources of the church toward the youth community as well as parents of youth. This major fulfills requirements of ordination as an elder or deacon within the Church of the Nazarene.

The Christian Education major prepares those called to serve in a broad spectrum of education ministries with children, youth, or adults. This major allows for a more diverse preparation in the social sciences. Generally, seminary or advanced training is necessary to fulfill all ordination requirements within the Church of the Nazarene.

The Christian Education and Youth Ministry minors allow students preparing for vocational ministry, as well as those students desiring a greater competency in lay ministry, to concentrate preparation toward being more effective stewards of God’s calling in their lives to “make disciples.”

Christian Education Major: 29 hours. B.A. or B.S.

Required:

- CHED 115 — Christian Education
- 290 — Community Ministry Experience I
- 295 — Instructional Technology
- 302 — Praxis I
- 303 or 304 — Praxis II or III

- 310 — Spiritual Formation
- 390 — Community Ministry Experience II
- 395 — Seminar in CE
- 490 — Summer Ministry Experience

plus 12 additional hours of Christian Education approved by the department chair.

Required supporting courses:

- THEO 361 — Systematic Theology I
- 363 — Systematic Theology III
- 362 or 364 — Systematic Theology II or Topics
- 401 — Church and Christian Living
- CMIN 116 — Fund of Christian Ministry
- PHIL 201 — Intro to Philosophy
- THEO 472 — History, Missions, Polity
- BLIT 100 — Bible I
- 250 — Biblical Hermeneutics
- 310 — New Testament Introduction

plus 3 hours of upper division Old Testament Biblical Literature, and 3 hours of upper division New Testament.

Recommended supporting courses include: PSYC 461 — Counseling Process; BSNS 160 — Principles of Management; SOCY 364 — Anthropology; and PSCI 101 — Intro to Political Science. Students interested in a youth ministry concentration should include CHED 200, CHED 370, CHED 380, and CHED 325 as part of the approved Christian Education electives. Non-Nazarene students may substitute THEO 351, 352, or 357 — History of Christianity for THEO 472.

Youth Ministry Major: 80 hours. B.A. or B.S.

This major has been approved by the course of study advisory committee to meet educational requirements for ordination as an elder in the Church of the Nazarene.

Required:

- CMIN 116 — Fundamentals of Christian Ministry
- 201 — Preaching and Worship
- 302 — Praxis I
- 303 or 304 — Praxis II or III
- 494 — Pastoral Care/Counseling
- CHED 200 — Foundations of Youth Ministry
- 290 — Community Ministry Experience I
- 295 — Instructional Technology
- 310 — Spiritual Formation
- 370 — Issues in Youth Ministry
- 380 — Seminar in Youth Ministry

390 — Community Ministry Experience II
490 — Integrated Summer Ministry
PHIL 201 — Intro to Philosophy
PHIL — Upper division philosophy elective,
3 hours
THEO 351, 352, or 357 — History of
Christianity, 6 hours
THEO 462 — Doctrine of Holiness
THEO 472 — History, Mission, Polity, Church
of Nazarene
THEO 361 — Systematic Theology I
THEO 362 or 364 — Systematic Theology II
or IV
THEO 363 — Systematic Theology III
401 — Church and Christian Living
BLIT 100 — Bible I
250 — Biblical Hermeneutics
310 — New Testament Introduction

plus 3 upper division hours of Old Testament
and 3 upper division hours of New Testament

*plus 6 hours of Christian Education selected
from:*

CHED 115 — Christian Education
301 — Principles/Methods of CE
325 — Small Groups
366 — Contemporary Ministries

To be supported by:

PSYC 212 or 211 — Adolescent/Adult
Development or Child Development
SOCY 362 — Marriage and Family

BA degree requires 8 hours of Greek or permis-
sion of Divisional Chair to substitute another for-
eign language.

Christian Education Minor: 17 hours

Required:

CHED 115 — Christian Education
290 — Community Ministry Experience
295 — Instructional Technology
301 — Principles and Methods of CE
310 — Spiritual Formation

and 6 upper division hours of Christian Education

Youth Ministry Minor: 17 hours

Required:

CHED 200 — Foundations of Youth Ministry
290 — Community Ministry Experience
310 — Spiritual Formation
325 — Small Groups

370 — Issues in Youth Ministry
380 — Seminar in Youth Ministry
115 or 301 — Christian Education or Prin/
Methods of CE

Courses

CHED 115 — Christian Education. 3 hours. A study of the aims, methods, materials and programs of Christian education. Agencies of the local church for educational evangelism and development of Christian character will be considered, including Sunday school, youth groups, mission society, home and extension services, weekday religious instruction, activities in the church and community. The organization and administration of all Christian education in the local church will be considered, including present day problems and trends.

CHED 200 — Foundations of Youth Ministry. 3 hours. An examination of the theological, developmental, sociological and historical framework which shape evangelical youth ministry. Includes the reaching and teaching of youth through the local church. Students will begin the formation of a philosophy of youth ministry.

CHED 290 — Community Ministry Experience I. 1 hour. An integrated ministry experience, generally during the sophomore year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. Assessment of students include that student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competences. A mentor will provide direction and appropriate feedback.

CHED 295 — Instructional Technology. 1 hour. Same as EDUC 295.

CHED 299 — Summer Ministries in the Church of the Nazarene. 1-3 hours. This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understanding, personal growth, Biblical understandings, churchmanship, and special skills appropriate to these respective ministries.

CHED 301 — Principles and Methods for Christian Education. 3 hours. A study of the principles of educational theory as they relate to the teaching ministries of the church, and a survey of practical teaching methods for use in the local church.

CHED 302 — PRAXIS I: The Church in Mission. 2 hours. Same as CMIN 302.

CHED 303 — PRAXIS II: Evangelism & Congregational Renewal. 2 hours. Same as CMIN 303.

CHED 304 — PRAXIS III: Cross-Cultural Ministry. 2 hours. Same as CMIN 304.

CHED 310 — Spiritual Formation. 3 hours. A course designed to enhance the personal spiritual growth of the minister. The understanding and development of issues of integrity, character and the integration of relationships with self, God and others are explored. Attention is given to classical spiritual disciplines such as prayer, fasting, Scripture reading, and Christian meditation.

CHED 325 — Small Group Ministry. 3 hours. This course focuses on the birthing, feeding and support of small groups for children, youth and adults through the local church. Multiple types of groups will be explored including the nurture group, the Sunday School, the serving group, the seeker group and the recovery group. Emphasis will also be given to experience the dynamic of community through small groups.

CHED 360 — The Church's Ministry with Children. 3 hours. Introduction to the church's ministry with children, birth to twelve years. Topics include developmental issues, teaching and organization, family and intergenerational opportunities, and evangelism and nurture.

CHED 366 — Contemporary Ministries. 3 hours. A study of various ministries that are currently being used by the church. Such ministries as weekday programs, outreach ministries, camping, social programs, bus ministries, and campus ministries would be dealt with. The course would also be flexible enough to include new ministries as they develop in the life of the church.

CHED 367 — Materials and Methods for Recreation. 3 hours. Same as PHED 367. Prerequisites: CHED 115, PSYC 102, 211.

CHED 370 — Issues in Youth Ministry. 3 hours. An exploration of the skills, strategies, challenges and resources of relevant youth ministry. Issues such as discipling, outreach, recreation, counseling youth and parents, retreats and camping, building a family friendly ministry and recruiting and equipping a team of leaders may be examined.

CHED 377 — Music in Worship. 2 hours. Same as MUCH 377.

CHED 380 — Seminar in Youth Ministry. 1 hour. The seminar includes participation in one of the national youth workers conferences. Pre-conference reading and group work occurs during and after the event.

CHED 390 — Community Ministry Experience II. 1 hour. An integrated ministry experience, generally during the junior year, in harmony with the student's interest and calling. Experience must include at least 50 hours of ministry experience in a local church, parachurch organization, or appropriate

ministry setting. Assessment of students include the student's knowledge of the field, experiences in leadership, personal spiritual leadership, ministry skill preparedness, and interpersonal competencies. A mentor will provide direction, and appropriate feedback.

CHED 395 — Seminar in Christian Education. 1 hour. The seminar includes participation in one of the national conferences relating to the teaching and equipping ministries of the church. Pre-conference reading and group work occurs during and after the event.

CHED 452 — The Minister as Leader and Administrator. 3 hours. Same as CMIN 452.

CHED 489 — Problems in Christian Education. 1-2 hours. Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of his research. Open to majors only.

CHED 490 — Integrated Summer Ministry Experience. 3 hours. An integrated ministry experience usually during the summer in harmony with the student's calling. The experience will include at least 150 hours of ministry experience. Attention will be given to the student's personal maturation, development of interpersonal competencies, and sharpening of professional skills for leadership facilitated by the instructor and mentored by the field supervisor.

CHED 494 — Pastoral Care and Counseling. 3 hours. Same as CMIN 494.

Theology Department — THEO

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion. While required for ordination in the church,

not all of these courses are necessarily included in the requirements for degrees.

Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements.

Religion Major: 68-79 hours. B.A. or B.S.

This major has been approved by the course of study Advisory committee to meet the education requirements for ordination as an elder in the Church of the Nazarene.

Required:

- BLIT 100 — Bible I
250 — Biblical Hermeneutics
310 — New Testament Introduction
plus 3 hours of upper division Old Testament and 3 hours of upper division New Testament excluding BLIT 300 — Bible II.
- CMIN 101 — Sharing our Faith
116 — Fundamentals of CMIN
201 — Preaching and Worship
302 — The Church in Mission
303 — Evangelism and Church Renewal
or 304 — Cross-Cultural Ministry
452 — Minister as Leader and Administrator
494 — Pastoral Care/Counseling
496 — Field Training
- PHIL 201 — Introduction to Philosophy, and 3 hours of Elective in Philosophy
- THEO 351 — History of Christianity I
352 or 357 — History of Christianity II, III
361 — Systematic Theology I
363 — Systematic Theology III
362 or 364 — Systematic Theology II or Topics
401 — Church and Christian Living
462 — Doctrine of Holiness
472 — History/Missions/Polity Church of the Nazarene
- BLIT 233, 234 — Elementary Greek I, II (with permission of division chairman another foreign language may be substituted for a B.A. degree or six hours of international culture courses may be substituted for a B.S. degree)
- CHED — 3 hours of Elective in Christian Education

Required supporting courses:

- 3 hours of Psychology
- 3 hours of History
- 6 hours of Sociology, Political Science, Economics

Highly recommended courses:

- MUCH 377 — Music in Worship
3 additional hours of Philosophy
3 additional hours of Biblical Literature

Religious Studies Major: 48 hours. B.A.

- BLIT 100 — Bible I
250 — Biblical Hermeneutics
310 — New Testament Introduction
plus 3 hours of upper division Old Testament and 3 hours of upper division New Testament excluding BLIT 300 — Bible II.
- THEO 401 — Church and Christian Living, and 9 hours selected from THEO 361, 362, 363, 364; and 6 hours selected from THEO 351, 352 or 357
- PHIL 201 — Introduction to Philosophy, and 9 hours of upper division Philosophy including either PHIL 325 or 451.
plus 3 additional upper division hours from the Division of Religion.

Philosophy and Religion Major: 48 hours. B.A.

- BLIT 100 — Bible I
250 — Biblical Hermeneutics
310 — New Testament Introduction
- THEO 201 — Christian Doctrine
401 — Church and Christian Living
- PHIL 201 — Introduction to Philosophy, and 15 upper division hours of electives in Philosophy
plus 15 additional upper division hours in Systematic Theology, Biblical Literature, History of Christianity, or additional Philosophy.

Religion Minor: 15 hours

Required:

- THEO 351, THEO 352 or THEO 357, 3 hours of upper division Biblical Literature, an additional 3 hour upper division course from the Division of Religion, with additional courses to be approved by the Division Head. General Education Courses from the Religion Division cannot count toward fulfilling the 15 hour requirement for the Religion Minor.

Cross-Cultural Ministries Minor: 19 hours

Required:

- CMIN 101 — Sharing our Faith
116 — Fundamentals of Christian Ministry
302 — Church in Mission
304 — Cross-Cultural Ministry

plus 2 hours selected from:

- CMIN 290 — Cross-Cultural Ministry Experience
390 — Cross-Cultural Field Experience
399 — Cross-Cultural Ministry — CAUSE

and 9 hours selected from:

- PHIL 325 — World Religions
SOCY 364 — Anthropology
THEO 462 — Doctrine of Holiness
Christian Education elective — 3 hours

To be supported by:

9 hours selected from the following:

- HIST 110 — The World Today
379 — The Developing World
LIT 308 — Third World Literature
309 — World Literature
315 — Multi-Ethnic Literature
PSCI 221 — International Relations
SOCY 280 — Ethnic Relations
374 — World Food Problem
COMM 349 — Intercultural Communication

Highly recommended: THEO 472 — History/Missions/Polity Church of the Nazarene

Recommended:

MATH 102 and completion of a foreign language through the Elementary I and II levels. Students completing PHIL 325, SOCY 364, and THEO 462 may reduce the required supporting courses to six hours.

Systematic Theology

THEO 201 — Christian Doctrine. 3 hours. A general education course for all students involving a study of the fundamental doctrines of the Christian faith from a Biblical basis. The course will emphasize such concepts as Who or What is God; what is the nature of authority; developing a creed to live by; sin, redemption and sanctification; and comparison to other world religions. This course provides a background for further study, and to acquaint every student with the essential doctrines of the Christian

faith with special emphasis given to the doctrine of holiness.

THEO 361 — Systematic Theology I: The Doctrine of God the Father. 3 hours. An introduction to theological thinking and its relation to the great teachings of the Church, and an inquiry into the meaning and implications of the doctrines of revelation, the Trinity, and creation. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the church. Prerequisite: PHIL 201. Offered alternate years.

THEO 362 — Systematic Theology II: The Doctrine of God the Son. 3 hours. An inquiry into the meaning and implications of the doctrines of the person and work of Jesus Christ (especially as they relate to the Wesleyan understanding of sin and salvation). This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the church. Prerequisite: PHIL 201. Offered alternate years.

THEO 363 — Systematic Theology III: The Doctrine of God the Holy Spirit. 3 hours. An inquiry into the meaning and implications of the doctrines of the person and work of the Spirit (especially the Wesleyan understanding of sanctification), the Church, the sacraments, and eschatology. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the church. Prerequisite: PHIL 201. Offered alternate years.

THEO 364 — Topics in Systematic Theology. 1-4 hours. A concentrated study of the work of one or more theologians, or of a particular theological issue or movement, or the theology of a particular era. Special attention will be given in this course to the meaning and implications of the person and work of Jesus Christ. This course may be repeated with a different subtitle. Prerequisite: PHIL 201 and one course in systematic theology (THEO 361, 362, or 363); or permission of the instructor. Offered alternate years and/or by demand.

THEO 401 — The Church and Christian Living. 3 hours. Concepts of church and community of believers with a world-wide view. The history of the church with some specific attention to the Church of the Nazarene. The application of the Christian experience to life and the major issues of the day including Christian concerns regarding the social and physical environment, human worth and dignity, and human justice. The theology of vocation with a study

of applying Christian values and ethics to this area of living.

THEO 462 — Doctrine of Holiness. 3 hours. An inquiry into the meaning and implications of the doctrine of holiness, and in particular of the doctrine of entire sanctification or Christian perfection. This course will focus its attention on the witness of Scripture, the historic testimony of the Church (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of this doctrine for the life of the student and the church. To be taken the senior year, unless special permission is granted by the instructor. Prerequisite: one course in systematic theology (THEO 201, 361, 362, 363, or 364); or permission of the instructor.

THEO 489 — Individual Reading and Research in Systematic Theology. 1-4 hours. Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length. Prerequisite: one course in systematic theology (THEO 201, 361, 362, 363, or 364); or permission of the instructor.

Church History

THEO 351 — History of Christianity I. 3 hours. A survey of the history of Christianity during the patristic, medieval, and reformation periods.

THEO 352 — History of Christianity II. 3 hours. A survey of the history of Christianity following the reformation period. Emphasis will be placed upon modernity, the Wesleyan tradition, American religious history, and contemporary Christianity.

THEO 357 — History of Christianity III. 3 hours. An examination of the movements, persons and ideas which shaped religious history in America.

THEO 472 — History, Missions, and Polity of the Church of the Nazarene. 3 hours. This course covers three related topics: (1) a selective historical study of the world regions of the church of the Nazarene, with primary emphasis upon the United States regions; (2) a review of the World Mission program and a discussion of internationalization and its implications; and (3) a concentrated examination of the Manual of the Church of the Nazarene, with focus on the government of the Church at its various administrative levels and consideration of the denomination's distinctive identity.

THEO 473 — Christian Institutions. 3 hours. A study of the history, polity, and missions program of a particular denomination. The student, in consultation with the professor, will reflect the denomina-

tion that will be the focus of the study. May, with permission, substitute for THEO 472.

Christian Ministry

CMIN 101 — Sharing Our Faith. 1 hour. This class seeks to equip and encourage the student to share faith in Christ with other individuals in various situations. It will explore the motives, personal inhibitions, and methods for sharing faith in Christ with others.

CMIN 116 — Fundamentals of Christian Ministry. 3 hours. A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's ministerial training objectives. Required of all freshmen in the ministerial training program.

CMIN 201 — Preaching and Worship. 3 hours. A study of sermon construction and delivery. The class will explore the methods of text selection, development of the sermonic idea, the varieties and function of homiletic forms, and methods of delivery. Each student will preach one or more times in class with peers' and professor's evaluations. The nature and function of worship in the congregation and the minister's role in worship leadership will also be explored. Prerequisite: BLIT 250.

CMIN 290 — Cross-Cultural Ministry Experience. 1-2 hours. A supervised, semester-long ministry experience of at least 50 hours per credit hour of ministry in a local church, an approved parachurch organization or other appropriate ministry setting. The experience is to take place in a ministry setting which is culturally divergent from the student's own cultural background. A mentor will be assigned to the student who will assist the student in finding a specific ministry position, provide direction to the student, and offer appropriate assessment. Assessment will be based on the following criteria: the student's preparedness for ministry; spiritual leadership; interpersonal skills; developing awareness of, respect for, and flexibility in the face of cultural differences. Prerequisite: CMIN 101, CMIN 116. Pass/Fail grading.

CMIN 302 — PRAXIS I: The Church in Mission. 2 hours. A study of the mission and ministry of the Church as it relates to ecclesiology. The study will concern itself with both the global (world) and particular (congregational) missions and concerns of the church, but the emphasis will be upon congregational issues. This will include an introduction to Practical Theology. A careful introduction to modern Church Growth research and method is also to be included.

CMIN 303 — PRAXIS II: Evangelism & Church Renewal. 2 hours. A study of the forms and function of different means of congregational renewal.

Included is the formation or reclamation of a congregation's vision or dream, lay ministry, revivalism, and contemporary approaches to evangelism. To be taught in alternating years. Prerequisite: CMIN 302.

CMIN 304 — PRAXIS III: Cross-Cultural Ministry. 2 hours. A study of the theory and practice of cross-cultural evangelism within both the contexts of a single culture (specific mission field) and multiple cultures (urban ministry, et al.). The study will include ways of reformulating and of demonstrating the message of the gospel in culturally specific ways, and the concept of world mission as a global enterprise. To be taught in alternating years. Prerequisite: CMIN 302.

CMIN 390 — Cross-Cultural Field Experience. 2-3 hours. Credit is given for participation in a group short-term (2-8 weeks), cross-cultural ministry program under the auspices of Olivet Nazarene University, the Church of the Nazarene Division of World Mission, or other missionary organization. A minimum of 80 hours of actual ministry time is required for 2 credits; 120 hours of ministry for 3 credits.

CMIN 452 — The Minister as Leader and Administrator. 3 hours. A comprehensive study of the organization and activities of the local church and the pastor's leadership in these concerns. Class work will include such topics as: understanding small-group dynamics, problem-solving, planning (including long-range planning), discipling other leaders (lay and staff), budgeting, accounting, raising funds, property management, leadership styles and skills, followership, conflict resolution techniques, fostering and maintaining relations with the denomination and especially the district, and personal ethics and financial budgeting. Recommended Prerequisite: CMIN 302 and either CMIN 303 or 304.

CMIN 494 — Pastoral Care and Counseling. 3 hours. An introductory study to pastoral ministry to individuals and small groups. Attention will be given to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, pre-marital and marital counseling tools and techniques, and pastoral visitation agendas and techniques. Prerequisite: One course in Psychology or permission of the instructor.

CMIN 496 — Field Training and Service. 1 to 6 hours. Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of academic portion of the Ministerial Program.

Courses

PHIL 201 — Introduction to Philosophy. 3 hours. A survey of traditional topics and systems of Philosophy.

PHIL 301 — Logic. 3 hours. An analysis of the logical use of language. The emphasis is placed upon integrity, clarity and precision in argument.

PHIL 325 — World Religions. 3 hours. A study of the religions of the world. The course may survey the major religions or discuss selected ones.

PHIL 351 — Ancient and Medieval Philosophy. 3 hours. An historical survey of the principle ideas of Ancient and Medieval philosophers. Prerequisite: PHIL 201.

PHIL 352 — Modern Philosophy. 3 hours. An historical survey of the principle ideas of philosophers of the Renaissance through the present. Prerequisite: PHIL 201.

PHIL 422 — History of Political Philosophy. 3 hours. Same as PSCI 422. Prerequisite: PHIL 201.

PHIL 451 — Philosophy of Religion. 3 hours. An inquiry into the nature of religious phenomena, the philosophical significance of the idea and reality of God, the relationship of faith to reason, and the meaning of religious language through readings in and discussions of the writings of philosophers who have made unusually important contributions to the field. Prerequisite: PHIL 201 or permission of the instructor.

PHIL 489 — Individual Reading and Research in Philosophy. 1-4 hours. Independent reading and research on a topic agreed upon by the instructor and of special interest to the student. Normally, such study involves a set of short papers and/or culminates in a research paper of substantial length.

PHIL 499 — Topics in Philosophy 1 - 4 hours. A specialized analysis of a traditional topic, a philosopher, or a movement or problem involving individualized research and philosophical dialogue. While courses may include various topics, the primary subject will be Ethics. Prerequisite: PHIL 201.

Philosophy — PHIL

Philosophy Minor: 15 hours

Required:

Philosophy — 15 hours from the courses offered.



Division of Social Sciences

Social Science — SSCI

Accounting — ACCT

Business — BSNS

Economics — ECON

Family and Consumer Sciences — FACS

History — HIST

Political Science — PSCI

Psychology — PSYC

Social Work — SOWK

Sociology — SOCY

William Bell, Division Chair

The Division of Social Sciences consists of the Departments of Accounting, Business, Family and Consumer Sciences, History and Political Science, Psychology, and Sociology, Social Work and Criminal Justice.

The overall mission of the Division is to develop men and women who are intellectually mature, who are professionally ready for employment or graduate school in their field of study, who dedicate themselves to the service of their neighbor, who can express behaviorally the values which they embrace, and who view every aspect of life as a means of advancing the Kingdom of God.

To achieve this goal, the Division's energies are dedicated to exploring human existence from historical, psychological, sociological, economic and management perspectives, and critiquing social values from a Christian world view.

Social Science — SSCI

Social Sciences Major: 54-57 hours. B.A.

Required:

ECON 111, 112 — Principles of Economics
HIST 211 — World Civilization I
212 — World Civilization II
213 — World Civilization III
SOCY 120 — Introductory Sociology
SSCI 301 — Physical and Cultural Geography
390 — Historiography
471 — Senior Seminar in Social Science

Plus 29-32 additional hours of history, political science, psychology, geography, economics, or sociology. Course work is to be distributed as follows: 24 hours in one department, 8 hours from each of two other departments; additional hours may be from above departments of the division. At least 24 upper division hours are required.

Teaching Minor: 24 hours

Required:

Option A — 18 hours of history including 9 hours in U.S. History and 9 in General or European History.

SSCI 301 — Physical and Cultural Geography
PSCI 223 — American Government

Option B — 8 hours each from two of the following areas:
Economics, Political Science, Psychology, and Sociology. 8 additional hours from the Division of Social Sciences, including SSCI 301, Physical and Cultural Geography.

To teach Psychology in Illinois, one must have 20 hours of Psychology course work. To teach Economics, Sociology, or Political Science in Illinois, one must have at least 8 hours in the area to be taught.

Public Policy Major: 56 hours. B.A.

Required:

BSNS 160 — Principles of Management
241 — Business Statistics
ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
345 — Economics of the Public Sector
PSCI 101 — Intro to Political Science
223 — Intro to American Government
422 — History of Political Philosophy

SOCY 120 — Introduction to Sociology
321 — Social Psychology
SSCI 390 — Historiography
471 — Senior Seminar in Social Science

In addition, one of these specializations must be completed:

Option A: Domestic Policy

HIST 231 — American Civilization I
232 — American Civilization II
Plus 15 hours from:
ECON 312 — Intermediate Macroeconomics
HIST 344 — Recent United States History
NSCI 301 — Science, Technology, & Env.
PSCI 344 — American Public Policy
447 — American Constitutional Law
SOCY 280 — Ethnic Relations
SSCI 242 — Federal Seminar
320 — Urban/Rural America

Option B: Foreign Policy

HIST 211 — World Civilization I
212 — World Civilization II
Plus 15 hours from:
ECON 308 — Comparative Economic Systems
365 — International Trade & Finance
HIST 213 — World Civilization III
360 — History of Russia
PSCI 221 — Foundations of Int'l Relations
379 — Developing World
SOCY 364 — Anthropology

Required Supporting Courses:

MATH 117 — Finite Mathematics
GEOL 105 — Physical/Historical Geology

Participation in the AuSable Institute or in one of these Council for Christian Colleges and Universities programs: American Studies, Latin American Studies, Middle East Studies, or Russian Studies will count for up to 6 hours of credit toward either the Domestic or Foreign Policy option.

Courses

SSCI 242 — Federal Seminar. 1-3 hours. Credit is given for participation in an extended seminar in Washington, D.C., involving lectures, group sessions and visits to various governmental agencies. Attendance at, and participation in, campus-based class sessions and follow-up activities may also be required. This course may not be applied toward the general education history requirement; nor does it

fulfill the teacher education requirements of American history or American government.

SSCI 301 — Physical and Cultural Geography. 3 hours. An interdisciplinary study of the basic principles of geography and the inter-relationship between physical environment and political and social development. The course is team-taught by a geologist and a historian or political scientist. The course will follow the regional approach, looking at ten regions of the world which are representative of the variety of geographical settings of world cultures. Supplementary map studies will introduce students to the political structure of the world.

SSCI 320 — Urban/Rural America. 3 hours. Same as SOWK 320.

SSCI 390 — Historiography. 3 hours. Same as HIST 390.

SSCI 471 — Senior Seminar in Social Science. 1 hour. A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. Prerequisite: SSCI 390.

SSCI 478 — Teaching Middle and Secondary School Social Studies. 3 hours. A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the non-teaching major or minor. Includes a 45-hour practicum in a public school setting. Prerequisite: EDUC 351 or permission of instructor. Offered in alternate years.

Romanian Studies Program

The Romanian Studies Program is a cooperative project of Olivet, Eastern Nazarene University and Southern Nazarene University. It is based in the historic town of Sighisoara in Transylvania. Students study Romanian language, Eastern European history, science, music and art appreciation, religious and social dimensions of a society emerging from authoritarianism. They participate in a variety of service learning projects in connection with Nazarene Compassionate Ministries and with local schools, orphanages, hospitals, and a downtown Business Technology Center. The program also offers Social Work majors the opportunity to do field placement. It is administered by the Department of History and Political Science, and is open to all majors.

Council for Christian Colleges and Universities Programs

American Studies Program

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. The program is offered both fall and spring semesters each year. 16 hours are earned in the program; 8 are classroom work in domestic and foreign policy analysis from a Christian point of view, and 8 are in an internship in one of more than 500 internship opportunities available to coalition students.

Because of its unique location in the nation's capital, this "Washington Campus" is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues and personal relationships. This program is administered by the Department of History and Political Science. Credit may apply to majors in history, political science, public policy, and social sciences, or toward general education credit for other majors.

Latin American Studies Program

The Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish language study, Latin history and culture, scientific study in the rain forest, or topics in international business. The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. This program is administered by the Department of Modern Languages. Credit may be applied toward majors in business, environmental science, history, modern languages, political science, public policy, or social science, or toward general education credit for other majors.

Middle East Studies Program

The Middle East Studies Program is based in Cairo, Egypt, with an extended study trip to Syria, Jordan, Turkey, and Israel. It is comprised of Arabic language study, study in Islamic culture, contact with Eastern Orthodox Christian culture, and exploration of the incredibly complex political and cultural tensions of this region of the world. This program is administered by the Department of History and Political Science. Credits may apply toward majors in history, politi-

cal science, public policy and social science, or toward general education credit for other majors.

Russian Studies Program

The Russian Studies Program is conducted in three major cities of Russia: Moscow, Nizhni Novgorod and St. Petersburg. It is composed of beginning or intermediate Russian language study, history and culture of Russia, and Modern Russian society. Contact with Russian university students, Russian families, and English-speaking teachers enhances the cultural exchange opportunities in this program. This program is administered by the Department of History and Political Science. Credits may apply to majors in history, political science, public policy and social sciences, or toward general education credit for other majors.

China Studies Program

Students interested in China will have the opportunity to engage this intriguing country from the inside. The semester will include study of standard Chinese language, geography and history, religion and culture, and China's modern development. Participants will travel throughout China to such places as Beijing, Shanghai, Xi'an, and the Guangzhou/Hong Kong region. They will have ample opportunity to interact with Chinese faculty and students on the campus of the host university and with students of English whom they will assist as conversation partners. As with our other semester programs, the Council recommends 16 semester credit hours for participants in the China Studies Program.

Accounting Department — ACCT

The accounting major provides a solid background of accounting and business practices and procedures to enable the student to prepare for entry-level accounting responsibilities in public, corporate or governmental accounting.

Students interested in sitting for the CPA examination should be aware of the 150 semester hour eligibility requirement for Illinois beginning January 1, 2001. (Other states have different effective dates for such requirement.) Successful completion of the accounting major before 2001 will qualify the student to sit for the CPA exam as an Illinois candidate. (Note - under current law, if students attend school in Illinois they can sit as an Illinois candidate upon graduation.) After the year 2000, additional coursework could be completed at ONU to accumulate the needed background to sit for the exam or graduate work could be pursued.

Accounting Major: 62 hours. B.A. or B.S.

Required:

- ACCT 110 — Financial Accounting
 - 111 — Managerial Accounting
 - 255, 256 — Intermediate Accounting
 - 357 — Cost Accounting
 - 365 — Income Taxation
 - 367 — Auditing
 - 461 — Consolidations and Partnerships
 - 462 — Governmental and Not-for-Profit Accounting
- BSNS 160 — Principles of Management
 - 170 — Computer Applications in Business
 - 241 — Business Statistics
 - 270 — Principles of Finance
 - 351 — Business Law I
 - 352 — Business Law II
 - 490 — Business Policy and Strategy
 - 495 — Seminar in Leadership
- ECON 111 — Microeconomics
 - 112 — Macroeconomics

To be supported by:

- MATH 117 — Finite Math. with Business Applications
 - or 147 — Calculus I

Accounting Minor: 18-19 hours

Required:

ACCT 110 — Financial Accounting
111 — Managerial Accounting
255 — Intermediate Accounting
and 6-7 additional hours of Accounting
courses.

Courses

ACCT 110 — Financial Accounting, 4 hours. An introduction to the theory, concepts, and principles which govern the generation of financial accounting data. Topics studied include the nature of accounting, the accounting cycle for services and merchandising entities, accounting for cash, receivables, inventory, property, plant and equipment, and current liabilities. Computer applications will be integrated throughout the course which enable emphasis on the use and interpretation of accounting data. Strongly recommended prerequisite: Sophomore standing unless strong high school accounting background.

ACCT 111 — Managerial Accounting, 4 hours. This course emphasizes managerial accounting concepts including management and reporting of cash flows, financial statement analysis, traditional cost accounting systems, activity-based accounting concepts, and just-in-time concepts. Additionally, this class explores the tools and techniques used to control operations such as budgetary planning, C-V-P analysis, and capital budgeting. Computer applications will be utilized throughout the course. Prerequisite: ACCT 110.

ACCT 255 — Intermediate Accounting I, 4 hours. This course is an in-depth analysis of the “whys” as well as the “how to’s” regarding accounting information. Topics include a brief review of the accounting cycle and financial statements, a look at the conceptual framework and how that affects GAAP, time value of money concepts, accounting for cash, receivables, inventory, property and equipment, and intangible assets. Throughout the course, much emphasis will be placed on the use of the computer as a tool to provide information useful for decision making. Prerequisite: ACCT 111.

ACCT 256 — Intermediate Accounting II, 4 hours. A continuation of the study of accounting theory and practice commenced in Intermediate I. Topics covered include: accounting for liabilities and stockholder’s equity; complexities in measuring net income; calculation of primary and fully diluted earn-

ings per share; accounting for investments; accounting for income taxes, pensions, leases; the statement of cash flows; and measuring and reporting accounting changes. Prerequisite: ACCT 255.

ACCT 357 — Cost Accounting, 3 hours. The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a standard cost system. The effective use of cost accounting as a management tool is emphasized. Prerequisites: ACCT 255 and junior standing.

ACCT 365 — Income Taxation, 3 hours. Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals. Prerequisite: ACCT 255, junior standing or permission of instructor.

ACCT 367 — Auditing, 3 hours. Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program or each phase of the audit is outlined in detail. Prerequisite: ACCT 255, Junior standing and/or permission of the instructor.

ACCT 461 — Consolidation and Partnerships, 3 hours. A study of the accounting procedures and principles relating to business combinations, both internal and external. The procedures for the preparation of consolidated financial statements is emphasized. This course also covers the accounting principles relating to the formation, operation, and liquidation of partnerships. Prerequisites: Junior standing, ACCT 255, or permission of instructor.

ACCT 462 — Governmental and Not-for-Profit Accounting, 3 hours. This course involves the study of the unique accounting practices of governmental accounting and not-for-profit organizations. The focus will be on fund accounting and the reporting requirements of financial statements. Other topics in the governmental and not-for-profit sector will be covered as appropriate. Prerequisites: Junior standing, ACCT 255, or permission of instructor.

ACCT 470 — Advanced Tax, 3 hours. A study of the tax treatment of C Corporations and S Corporations. Topics include formation, taxation, distributions to shareholders, and liquidations. The emphasis will be on tax planning to minimize taxes. Part of the course will explore the basic rules of income taxation of estates and trusts. Tax research will be emphasized throughout the course, as well as the completion of computerized cases. Prerequisite: ACCT 365.

ACCT 475 — Advanced Auditing, 3 hours. One emphasis of the course will be on the setup and maintenance of a computerized general ledger system. This aspect will be integrated with computerized case studies which will focus on audit planning, risk

and materiality, evidence gathering, evaluation of the internal control structure and audit evidence and audit reports. Examination of the professional literature and pronouncements will be conducted throughout the course. Prerequisite: ACCT 367.

ACCT 487 — Field Placement. 4 hours. Same as BSNS 487 - Field Placement.

Business Administration Department — BSNS

Faculty

GLEN REWERTS (1993)

Professor of Business

Chair; Department of Business

B.S., 1984, Eastern Illinois University

M.B.A., 1987, Southern Illinois University

J.D., 1987, Southern Illinois University

DON DAAKE (1995)

Professor of Business

B.S., 1973, Kansas State University

M.B.A., 1977, University of Iowa

Ph.D., 1995, Florida State University

RALPH GOODWIN (1998)

Associate Professor of Business

B.S., 1976, University of Illinois

M.A.S., 1977, University of Illinois

PAUL KOCH (1992)

Professor of Economics

B.S., 1979, George Fox College

M.S., 1984, Illinois State University

Ed.D., 1994, Illinois State University

MARK WILLIAMS (1994)

Assistant Professor of Accounting

B.S., 1981, Emporia State University

M.A., 1992, University of Missouri

Certified Public Accountant

The purpose of the Business Department is to provide students with both theoretical knowledge in the foundations of business as well as the practical application of the knowledge in the actual workplace. An integration of the Christian faith into the business curriculum is one of the core objectives of the department which makes it unique from other business programs. Additionally, students will be trained and expected to show proficiency in computer applications within the various fields of business.

The Business Administration major provides the students with a basic core curriculum and permits a choice of emphasis from two areas of specialization: management and international business. The department also offers a major in Economics/Finance and a major in Marketing.

Business Administration Major: 54 to 58 hours. B.A. or B.S.**Required Core Courses:**

- BSNS 160 — Principles of Management
170 — Computer Applications in Business
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
351 — Business Law I
352 — Business Law II
490 — Policy and Strategy
495 — Seminar in Leadership
ACCT 110 — Financial Accounting
111 — Managerial Accounting
ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics

Required concentration of 12-16 hours in Management or International Business:**A. Management Concentration**

- BSNS 367 — Organizational Behavior
and 3 courses (at least 2 in Business)
selected from the following:
- BSNS 252 — Consumer Economics
450 — Small Business Management
468 — Human Resource Management
487 — Field Placement
492-493 — Students in Free Enterprise I, II
FACS 455 — Food Systems Management
SOCY 331 — Basic Research and Statistics
COMM 347 — Organizational Communication

B. International Business Concentration

Participation in either the International Business Institute through King College or the Latin American Studies Program International Business Track sponsored by the Council for Christian Colleges and Universities. In addition, a minor in French, Spanish or an approved foreign language is required. Students participating in the Latin American Studies Program must take ECON 308 - Comparative Economics and ECON 365 - International Trade and Finance in addition to taking the International Experience. Sixteen credits are earned for participation in the Latin American Studies Program, six of which apply to the International business concentration.

Students participating in the International Business Institute receive 12 credits covering such topics as comparative economic systems, international trade and finance, international marketing and special topics in international business. Therefore, participants in this program are advised to

not take ECON 308 or ECON 365 prior to participation in the international experience. The International Business Institute Experience is conducted during the summer months. The Latin American Studies Program is during the Fall semester.

In the event that either of these off-campus experiences fails to materialize, students would need to complete equivalent courses by special arrangement with the Business Department. Substitution of foreign travel study programs sponsored by other organizations would require advanced written approval of the Business Department.

Required supporting courses for Business Administration majors:

- MATH 117 — Finite Mathematics
or 147 — Calculus I

Recommended for students going on to graduate studies: MATH 147, 148 — Calculus I, II.

Marketing Major: 59-61 hours. B.A. or B.S.**Required Core Courses:**

- ACCT 110 — Financial Accounting
ECON 111 — Principles of Microeconomics
BSNS 160 — Principles of Management
170 — Computer Applications
241 — Business Statistics
253 — Principles of Marketing
270 — Principles of Finance
320 — Consumer Behavior
351 — Business Law I
390 — Salesmanship
394 — Marketing Management
440 — Marketing Research
457 — Advertising and Promotions
490 — Business Policy and Strategy
495 — Seminar in Leadership

and 4 courses selected from the following — at least 3 must be from ACCT, BSNS, or ECON:

- ACCT 111 — Managerial Accounting
ART 200 — Intro to Graphics
BSNS 252 — Consumer Economics
BSNS 352 — Business Law II
BSNS 450 — Small Business Management
BSNS 487 — Marketing Field Placement
FACS 356 — Retail Merchandising
ECON 342 — Intermediate Economic
Statistics
ECON 365 — International Trade & Finance
ECON 112 — Principles of Macroeconomics
COMM 341 — Persuasion

OR completion of one of the following concentrations:

A. Commercial Graphics Concentration

ART 200 — Introduction to Graphics
275 — Photoshop
310 — Graphics Advertising
320 — Package Designing

B. Communication/PR Concentration

COMM 241 — Intro to Journalism
271 — Broadcast Writing and Production
330 — Public Relations and Communication
341 — Persuasion

Required Supporting Course: Math 117 — Finite Math or MATH 147 — Calculus I

Business Minor: 22 hours

Required:

ACCT 110 — Financial Accounting
BSNS 160 — Principles of Management
170 — Computer Applications in Business
ECON 111 — Principles of Microeconomics and 9 hours of business electives.

Finance Minor: 20 hours

Required:

BSNS 241 — Business Statistics
270 — Principles of Finance
460 — Intermediate Finance
473 — Investments
ECON 342 — Intermediate Economic Statistics
362 — Financial Markets/Institutions

To Be Supported by:

MATH 117 — Finite Mathematics

Management Minor: 18 hours

Required:

BSNS 160 — Principles of Management
170 — Computer Applications
367 — Organizational Behavior
450 — Small Business Management
468 — Human Resource Management
COMM 347 — Organizational Communication

To Be Supported by:

MATH 117 — Finite Mathematics

Marketing Minor: 18 hours

BSNS 170 — Computer Applications
252 — Consumer Economics

253 — Principles of Marketing
356 — Retail Merchandising
394 — Marketing Management
457 — Advertising and Promotions

To Be Supported by:

MATH 117 — Finite Mathematics

International Business Institute

The International Business Institute is a cooperative overseas program in international economics and business which involves selected colleges in the Council for Christian Colleges and Universities.

The Institute is designed to give students in economics, business and related areas a distinctive opportunity for a term of study that incorporates the international dimension in these fields. The summer program is over 10 weeks in length and includes several periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Western Europe, Finland and Russia.

An essential purpose of the program is to encourage and facilitate the integration of academic study with an international field experience. The academic work is conducted in a variety of settings from the usual classroom to corporate headquarters, manufacturing plants, and governmental or international agencies.

Participants will earn 12 credit hours.

Prerequisites for participation include:

A minimum cumulative GPA of 2.5, Junior or Senior standing, satisfactory recommendation of ONU Business Department Faculty and these courses:

ECON 111 — Principles of Microeconomics
112 — Principles of Macroeconomics
ACCT 110 — Financial Accounting
BSNS 160 — Principles of Management
253 — Principles of Marketing

Latin American Studies Program - International Business Track

The Council for Christian Colleges and Universities Latin American Studies Program is based in San Jose, Costa Rica. It is comprised of Spanish

language study, course work in Latin history and culture, and topics dealing with international business.

The program involves living with a Costa Rican family, participating in community activities, and travel through neighboring Central American countries. Prerequisites for participation in this program include ECON 111, ECON 112, ACCT 110, 111, BSNS 160, BSNS 253, ECON 308 and ECON 365. For further information contact the Chair of the Department of Business Administration.

Typical Program for a Student Majoring in Business:

Courses will vary according to the major selected.

Freshman Year

Principles of Management
Finite Math or Calculus
Principles of Economics
Freshman Composition
Bible I
Physical Education
Fundamentals of Public Speaking
Computer Applications in Business
Accounting (Accounting majors)

Sophomore Year

Accounting
Principles of Marketing
Principles of Finance
Business Statistics
Christian Doctrine
Introduction to Fine Arts
Sociology or Psychology or History

Courses

BSNS 117 — Finite Mathematics with Business Applications. 3 hours. Same as MATH 117.

BSNS 160 — Principles of Management. 3 hours. The introductory course to any track in the Business program, focusing on management theory and practice; applied concepts such as planning, organizing, staffing, directing and controlling; principles of self-development and professional development; and examination of historic and contemporary readings to explore the full meaning of "management" as a professional endeavor.

BSNS 170 — Computer Applications in Business. 3 hours. This course serves to establish a foundation of business applications through the use of the com-

puter. Students will be required to show competency in computer skills and business applications that prepare the students in each of the functional areas of marketing, finance, economics, and accounting. Business case work and problem solving will be the focal point of the course. This course is a prerequisite for all other business courses except BSNS 160.

BSNS 241 — Business Statistics. 4 hours. An introduction to statistical methods, including sampling, measures of dispersion, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized. Prerequisite: MATH 117.

BSNS 252 — Consumer Economics. 3 hours. Same as FACS 252.

BSNS 253 — Principles of Marketing. 3 hours. An overview study of marketing which introduces the student to the dynamics of the marketplace and the processes used to successfully develop and deliver goods and services to meet market needs. A philosophy of management by the "marketing concept" is fostered. Specific topics include the role of marketing in business and society, consumer analysis, market evaluation and segmentation, the marketing mix and marketing decision making.

BSNS 270 — Principles of Finance. 3 hours. An introduction to the analytical techniques which are used in order to make financial decisions in the context of contemporary business. Topics include the time value of money, financial forecasting, operating and financial leverage, asset management, short-term and long-term financing, capital budgeting, and risk analysis. Prerequisite: ACCT 110.

BSNS 320 — Consumer Behavior. 3 hours. Behavioral and social aspects of marketing, research methods and findings from behavioral sciences, their relation to production, consumption, and marketing of products, services. Key facets of consumer behavior-information processing, perception, memory, learning, attitude formation, attitude change, decision making, and emotion will be introduced. Prerequisites BSNS 241, 253.

BSNS 351 — Business Law I. 3 hours. A study of the judicial system of the United States, Constitutional authority to regulate business, business torts and crime, contracts, sales, and agency.

BSNS 352 — Business Law II. 3 hours. A study of the law of commercial paper. Credit and Bankruptcy, Sole Proprietorship and Partnership, Corporation, Property Law, and liability of Accountants.

BSNS 356 — Retail Merchandising. 3 hours. Same as FACS 356.

BSNS 362 — Financial Markets and Institutions. 3 hours. Same as ECON 362.

BSNS 365 — International Trade and Finance. 3 hours. Same as ECON 365.

BSNS 367 — Organizational Behavior. 3 hours. This course will analyze the behavior of people in organizations. Discusses organizational motivation, group behavior, group dynamics, communication, and decision-making. This is an extension and intensification of the behavioral portion of BSNS 160 Principles of Management.

BSNS 390 — Fundamentals of Salesmanship and Sales Management. 3 hours. The application of behavioral and persuasive communication theories and techniques necessary to develop effective personal skills at both the consumer and business level. Also management of the sales force: emphasis on recruitment, selection, training of sales representatives; problems in allocation of sales effort, supervision, control. Prerequisite BSNS 253.

BSNS 394 — Marketing Management. 3 hours. A study of marketing theory which presents a strategic overview of the marketing concept. Students will learn how to plan and implement marketing strategies and policies. Topics include consumer behavior, feasibility studies, market segmentation, marketing strategies, marketing mix, forecasting and budgeting. Prerequisites: BSNS 160, BSNS 253 and 270.

BSNS 440 — Marketing Research. 3 hours. Marketing research methods. role of marketing research information as a tool in management decision making. Emphasis on both theory and hands-on marketing research projects. Extensive use of statistical methods included. Prerequisites BSNS 241, 253, 394.

BSNS 450 — Entrepreneurship and Small Business Management. 3 hours. A workshop approach to study and practice of methods, problems and skills necessary for launching and operating a successful small business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment. Prerequisites: BSNS 160, 170, 253, 270 and ACCT 110.

BSNS 457 — Advertising and Promotions. 3 hours. Building on a general understanding of promotion as one element of the marketing mix, students will become familiar with marketing-communications theory, concepts, and research with in-depth treatment of all elements of the promotion mix—advertising, sales promotions, point-of-purchase communications, direct marketing communications, public relations and sponsorship marketing, and personal selling. Prerequisite: BSNS 394.

BSNS 460 — Intermediate Finance. 4 hours. An extension of Introduction to Finance into topics such as leasing, mergers, and multinational finance. The theory of finance will be applied to investment instruments, including stocks, bonds, options and futures markets. Capital budgeting, cost of capital, valuation and risk will also be studied at an advanced level of analysis. Prerequisites: BSNS 270 and ECON 111.

BSNS 468 — Human Resource Management. 3 hours. Presents principles and current practices in

handling personnel as individuals and as groups, with emphasis upon the role of operating supervisors, executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: BSNS 160.

BSNS 473 — Investments. 3 hours. An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. Prerequisite: BSNS 270.

BSNS 487 — Field Placement. 4 hours. This course requires a work and study program of 220 clock hours on-site, with (1) self-search for appropriate work setting, (2) supervisor confirmation of hours worked and level of satisfaction with intern; (3) a major paper required at the end of the placement which meets departmental specifications; and (4) location supportive to faculty on-site evaluation. Approval of the head of the Business Department is required. Prerequisites: Second semester Junior or Senior standing, and approval of the department head.

BSNS 490 — Business Policy and Strategy. 3 hours. A workshop-seminar course designed to permit the student to apply principles and skills learned throughout the whole of his/her academic studies in Business. As much as possible, real businesses will be solicited to permit the class to prepare a business plan in a real-time, real-world environment. It is important that students not take this course until they have senior standing and have had all other courses satisfied in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor. BSNS 160.

BSNS 492 — Students in Free Enterprise. 2 hours. This course will give students a unique “hands-on” opportunity to develop their managerial and analytical skills by acting as consultants for a profit or non-profit organization. Students will also compete in SIFE regional and national competitions. Students should plan on registering for both BSNS 492 and BSNS 493. Prerequisite: Senior standing and approval of course instructor.

BSNS 493 — Students in Free Enterprise. 2 hours. A continuation of BSNS 492. Prerequisite: Senior standing, approval of course instructor, and BSNS 492.

BSNS 495 — Seminar in Leadership. 3 hours. Focus will be on clarifying the distinction between management and leadership, and the integration of the Christian faith into various business topics. Prerequisites: Senior standing and BSNS 160.

Economics — ECON

Economics/Finance Major: 61 hours. B.A. or B.S.

Required:

- ACCT 110 — Financial Accounting
 - 111 — Managerial Accounting
- BSNS 160 — Principles of Management
 - 170 — Computer Applications
 - 241 — Business Statistics
 - 270 — Principles of Finance
 - 351 — Business Law I
 - 352 — Business Law II
 - 460 — Intermediate Finance
 - 490 — Business Policy and Strategy
 - 495 — Seminar in Leadership
- ECON 111 — Principles of Microeconomics
 - 112 — Principles of Macroeconomics
 - 311 — Intermediate Microeconomics
 - 312 — Intermediate Macroeconomics
 - 342 — Intermediate Economic Statistics
 - 362 — Financial Markets/Institutions
 - 365 — International Trade/Finance
 - 473 — Investments

To Be Supported by:

- MATH 117 — Finite Mathematics

Economics Minor: 18 hours

Required:

- ECON 111 — Principles of Microeconomics
 - 112 — Principles of Macroeconomics
 - 311 — Intermediate Microeconomics
 - 312 — Intermediate Macroeconomics
- and six hours of upper division Economics.

Courses

ECON 111 — Principles of Microeconomics. 3 hours. An introduction to economic reasoning and analysis, with special emphasis on the market process as a system of social coordination. Major topics will include supply and demand, opportunity cost, comparative advantage, different forms of market structure, and problem areas for the market process.

ECON 112 — Principles of Macroeconomics. 3 hours. An introduction to the workings of the national economy as a whole. Major topics will include the problems of inflation and unemployment, the use of fiscal and monetary policies by the national

government, and the determinants of long-run economic growth.

ECON 241 — Business Statistics. 4 hours. Same as BSNS 241. Prerequisite: MATH 117.

ECON 308 — Comparative Economic Systems. 3 hours. An examination of the alternative forms of economic organization which exist around the world. Areas of emphasis will include the existing variations in the democratic capitalist framework, the ongoing process of transition in formerly socialist nations, the emergence of new sources of competition within the global economy, and the interaction between economics, politics, and culture in various societies.

ECON 311 — Intermediate Microeconomics. 3 hours. An exploration of the neoclassical theories of consumption and production. Additional topics will include game theory and strategic behavior, the economic impact of technological development and organizational innovation, the role of the government in maintaining competition, and the relationship between Christian thought and economic methodology. Prerequisites: ECON 111, 112.

ECON 312 — Intermediate Macroeconomics. 3 hours. An examination of alternative theoretical frameworks of the national economy, with particular emphasis on the contrast between short-run and long-run models of aggregate economic behavior. Additional attention will also be devoted to current controversies in macroeconomic theory, policy, and performance. Prerequisites: ECON 111, 112.

ECON 342 — Intermediate Economic Statistics. 3 hours. Building upon the foundation provided by Business Statistics, this course will introduce students to the basic concepts of econometrics, especially regression analysis. Emphasis will be placed upon the mastery of various statistical techniques and their applications. Prerequisite: BSNS/ECON 241.

ECON 345 — Economics of the Public Sector. 3 hours. An examination of the role of government in market economy, both in a positive and a normative sense. Major topics will include the theories of market failure and public choice, the economic impact of various taxes, expenditure programs, and regulatory actions, and alternative rationales for the expansion in the size and scope of government in the United States and other nations over time.

ECON 362 — Financial Markets and Institutions. 3 hours. A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. Prerequisites: ECON 111, 112, BSNS 270.

ECON 365 — International Trade and Finance. 3 hours. An exploration of the effects which are generated when economic and financial transactions

cross national boundaries. Major topics will include the theoretical basis for international trade, alternative explanations of the sources of comparative advantage, domestic trade policies, the primary determinants of exchange rates and capital flows, governmental actions regarding exchange rates, and the globalization of commerce. Prerequisites: ECON 112, BSNS 270.

ECON 473 — Investments. 3 hours. Same as BSNS 473.

Family and Consumer Sciences Department — FACS

Faculty

DIANE RICHARDSON (1985)

*Professor of Family and Consumer Sciences,
Chair, Department of Family and Consumer
Sciences.*

B.S., 1973, Olivet Nazarene University

M.A., 1985, Olivet Nazarene University

Ed.D., 2000, Nova Southeastern University

CATHERINE ANSTROM (2000)

*Assistant Professor of Family and Consumer
Sciences*

B.S., 1978, Eastern Illinois University

M.B.A., 1995, Olivet Nazarene University

Registered and Licensed Dietitian

The Department of Family and Consumer Sciences offers several majors. These include Dietetics, Fashion Merchandising, Housing and Environmental Design, Family and Consumer Sciences, Teaching Family and Consumer Sciences.

Each area of specialization prepares graduates to pursue professional careers in Family and Consumer Sciences in such fields as education, business, extension services, research, communications, social welfare, public health, international service, and careers in a variety of other agencies, organizations and institutions.

Family and Consumer Sciences is the field of knowledge and service focusing on families as they function in various forms. Family and Consumer Sciences integrates knowledge from its own research and other areas such as the physical, biological and social sciences, and the arts, and applies this knowledge to the enrichment of the lives of individuals and families. The Department of Family and Consumer Sciences is involved effectively in the scientific, cultural, social and economic dynamics of a changing society.

Family and Consumer Sciences Major: 36 hours. B.A. or B.S.

Required:

FACS 101 — Orientation to Family
and Consumer Sciences

- 120 — Nutrition in Health/Fitness
or 231 — Food Science
- 252 — Consumer Economics
- 312 — Professional Image/Dress
- 362 — Marriage and Family
or 262 — Child Developmental
Psychology
- or 263 — Adolescent and Adult
Psychology
- 455 — Food Systems Management
or 355 — Family Resources
- 487 — Field Placement (5 hours)
- 498 — Professionalism,
Issues and Actions
- Plus 15 additional hours approved by the
Department Head.

**Family and Consumer Sciences Teaching
Major: 41 hours. B.A. or B.S.**

Required:

- FACS 101 — Orientation to Family
and Consumer Sciences
- 111 — Textiles and Design
- 112 — Principles of Clothing
Construction (3 hours)
- 120 — Nutrition in Health/Fitness
- 131 — Foods I
- 140 — Interior Design
or 343 — Heritage of Interiors
or 344 — Contemporary Design
- 231 — Food Science
- 252 — Consumer Economics
- 262 or 263 — Developmental Psychology
- 312 — Professional Image and Dress
- 315 — Historical Dress and World Cultures
or 413 — Principles of Pattern Design
or 415 — Tailoring
- 337 — Quantity Foods
- 355 — Management of Family Resources
- 360 — Parenting
- 362 — Marriage and the Family
- 498 — Professionalism, Issues and Actions

Required supporting courses:

- CHEM 101 — Introduction to Chemistry

The required professional education courses, including EDUC 475 — Curriculum and Methods.

Recommended:

Students are encouraged to take additional courses for endorsements in interior furnishings and child/day care services.

Dietetics Major: 39-40 hours. B.A. or B.S.

Required:

- FACS 101 — Orientation to FACS
- 120 — Nutrition in Health/Fitness
- 131 — Foods I
- 132 — Foods II
- 231 — Food Science
- 232 — Nutrition Assessment
- 330 — Community Nutrition
- 334 — Food Safety/Sanitation Management
- 335 — World Food Problem
- 337 — Quantity Foods
- 338 — Medical Nutrition Therapy I
- 339 — Medical Nutrition Therapy II
- 398 — Research in Dietetics
- 435 — Nutrition Education/Counseling
- 455 — Food Systems Management
- 498 — Professional Issues

To be supported by:

- PSYC 102 — General Psychology I
- BIOL 246, 247 — A & P I, II
- 310 — Biochemistry
- 356 — Microbiology
- CHEM 103, 104 — General Chem I, II
- 311 — Organic Chem I
- SOCY 120 — Intro Sociology
- ACCT 110 — Financial Accounting
- BSNS 241 — Business Statistics
or PSYC 331 — Basic Research/Statistics
- 253 — Principles of Marketing
- 160 — Principles of Management
- COMM 101 — Public Speaking

Recommended additional courses:

- BSNS 367 — Organizational Behavior
- PSYC 461 — Counseling
- PHED 360 — Physiology of Exercise
- FACS 331 — Topics in Nutrition

All FACS courses and required BIOL and CHEM courses must be completed with a grade of "C" or better.

To become a Registered Dietitian, a student must complete an American Dietetic Association (ADA)-approved undergraduate degree in Dietetics, complete an ADA-accredited Dietetic Internship or ADA-approved Pre-Professional Practice Program, and pass the Registration Examination for Dietitians.

The Dietetics major at Olivet Nazarene University is currently granted approval status by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic

Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876.

**Fashion Merchandising Major: 31 hours.
B.A. or B.S.**

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
- 111 — Textiles and Design
 - 112 — Principles of Clothing Construction (3 hours)
 - 140 — Interior Design
 - 252 — Consumer Economics
 - 312 — Professional Image and Dress
 - 315 — Historical Dress and World Cultures
 - 343 — Heritage of Interiors
 - 356 — Retail Merchandising
 - 487 — Field Placement (5 hours)
 - 496 — Projects (1 hour)
 - 498 — Professionalism, Issues and Actions

Required supporting courses:

- BSNS 160 — Principles of Management
170 — Computer Application in Business
ACCT 110 — Financial Accounting
ECON 111 — Principles of Microeconomics

Recommended supporting courses:

- COMM 347 — Organizational Communication

It is strongly recommended that fashion merchandising majors complete a minor in one of the following **business minors**: Management, Marketing, or Finance.

**Housing and Environmental Design
Major: 40 hours. B.A. or B.S.**

Required:

- FACS 101 — Orientation to Family and Consumer Sciences
- 111 — Textiles and Design
 - 140 — Interior Design
 - 245 — Architectural Drafting
 - 312 — Professional Image/Dress
 - 342 — Energy Systems for Residential Design
 - 343 — Heritage of Interiors
 - 344 — Contemporary Design
 - 345 — Residential Design Studio
 - 356 — Retail Merchandising
 - 440 — Nonresidential Design Studio
 - 487 — Field Placement (5 hours)

- 496 — Projects (1 hour)
- 498 — Professionalism, Issues & Actions

Required Supporting Courses:

- ART 103 — Drawing Studio I
300 — Perspective and Rendering
371 — History of Western Art I or
372 — History of Western Art II

Recommended Supporting Courses:

- ART 125 — Three Dimensional Design
334 — Beginning Watercolor
335 — Watercolor for Illustration
BSNS 160 — Principles of Management
253 — Principles of Marketing

**Family and Consumer Sciences Minor:
16 hours**

Required:

Courses approved by the Department Head.

**Family and Consumer Sciences Teaching
Minor: 24 hours**

Required:

- FACS 111 — Textiles and Design or
112 — Principles of Clothing
Construction (3 hours)
- 120 — Nutrition in Health or
231 — Food Science
 - 140 — Interior Design or
343 — Heritage of Interiors
 - 252 — Consumer Economics
 - 475 — Curriculum and Methods

Plus 9 additional hours in one of the following endorsement areas:

Child and Day Care Services, Food and Nutrition Services, Fashion and Clothing Services, Interior Furnishing Services/Living Environments, Institutional and Home Management Services, Consumer Education and Resource Management and Interpersonal, Family Relationships, Parenting.

Fashion Merchandising Minor: 19 hours

- FACS 111 — Textiles
112 — Principles of Clothing Construction
140 — Interior Design
252 — Consumer Economics
312 — Professional Image and Dress
315 — Historical Dress in World Cultures
356 — Retail Merchandising

Housing and Environmental Design Minor: 19 hours

- FACS 111 — Textiles
140 — Interior Design
245 — Architectural Drafting

Plus 9 hours from the following:

- FACS 342 — Energy and Equipment
343 — Heritage of Interiors
344 — Contemporary Interiors
345 — Residential Design Studio
440 — Nonresidential Design Studio
496 — Projects

Nutrition Minor: 18 hours

- FACS 120 — Nutrition in Health/Fitness
or 327 — Human Nutrition
131 — Foods I
or 132 — Foods II
232 — Nutrition Assessment
331 — Topics in Nutrition

and 9 hours selected from

- FACS 330 — Community Nutrition
335 — World Food Problem
331 — Topics in Nutrition
435 — Nutrition Education and Counseling

Typical Courses for Family and Consumer Sciences Majors

Courses will vary according to major concentration.

Freshman Year

- Orientation to Family and Consumer Sciences
Textiles and Design
Freshman Composition
Bible I
Physical Education
Interior Design
Principles of Clothing Construction
Nutrition in Health/Fitness
Chemistry
Foods I, II

Sophomore Year

- Principles of Management
Christian Doctrine
Food Science
Introduction to Fine Arts
History, Social Science
Developmental Psychology

Family and Consumer Sciences Courses

FACS 101 — Orientation to Family and Consumer Sciences. 1 hour. Careers for majors in the Department of Family and Consumer Sciences are explored through presentations by FACS professionals, Internet searches, and class discussion. Students will study career opportunities, educational experiential requirements and credentialing, and professional organizations related to each major area of FACS. Students conclude the course with participation in a poster session related to a personal career goal.

FACS 111 — Textiles and Design. 3 hours. Evaluates the various types of natural and synthetic fibers used in fabric. Examines varieties of yarns, fabrics, design and color, and finishes. The course is designed to increase knowledge in the selection, use and care of textile products.

FACS 112 — Principles of Clothing Construction. 3 hours. A modular class including units on basic construction techniques, pattern selection and garment construction, selecting quality ready-to-wear, pattern alteration and fitting, couture techniques and problem fabrics, construction of designer garment, managing a sewing laboratory and mass production techniques. May be repeated for a maximum of 6 hours.

FACS 120 — Nutrition in Health and Fitness. 3 hours. An introductory course with emphasis on essential nutrient functions, sources and dietary recommendations. Nutrition topics are related to promoting healthy lifestyles of adults, and may include discussion of vegetarian diets, nutrition needs during exercise, nutrition trends and an introduction to nutrition across the lifespan. Students participate in computer-based nutrition analysis and menu planning, evaluation of consumer nutrition resources, and use of nutrition labels for food selection. Group work is required for selected projects.

FACS 131 — Foods I. 1 hour. Skill development related to the selection and preparation of healthy foods. Includes lab and computer experiences.

FACS 132 — Foods II. 1 hour. Skill development related to advanced cuisine. Students will demonstrate culinary techniques used in professional settings. Includes lab and computer experiences. Prerequisite: FACS 131.

FACS 140 — Interior Design. 3 hours. A study of the basic principles in developing a pleasant environment. Types of flooring, innovative wall treatments, color schemes and design, window treatments, and furniture arrangements are among the topics that are studied in regard to suitability, manufacturing quality, aesthetic value, comfort, maintenance, and meeting the needs of the individual. Field trips will be taken to illustrate principles studied in the class.

FACS 214 — Early Adolescent Development. 3 hours. Same as EDUC 214.

FACS 231 — Food Science. 3 hours. Incorporates the scientific method to study the biological and chemical basis of nutrition and food preparation. Students have the opportunity to develop laboratory, writing and problem solving skills through the interpretation and evaluation of laboratory results and writing laboratory reports. Lecture and laboratory. Prerequisites: FACS 131 or FACS 132; CHEM 101 or 103.

FACS 232 — Nutrition Assessment. 2 hours. Principles and methods of evaluating human nutrition status using anthropometric, biochemical, clinical and dietary assessment techniques. Students will demonstrate the techniques in case study format and/or in a lab experience. Prerequisites: FACS 120 — Nutrition or FACS 327 — Human Nutrition; BIOL 246; CHEM 101 or 103.

FACS 245 — Architectural Drafting. 4 hours. Problem approach to architecture with emphasis on residential planning and construction. Techniques of drafting will be emphasized while students do working drawings (floorplan, foundation, plot plan, section view, front, back and side views).

FACS 252 — Consumer Economics. 3 hours. Emphasizes basic problems for the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying and frauds. The purpose of the course is to make the student aware of the rights of the consumer and legislation enforcing these rights.

FACS 262 — Child Developmental Psychology. 3 hours. Same as PSYC 211.

FACS 263 — Adolescent and Adult Developmental Psychology. 3 hours. Same as PSYC 212.

FACS 264 — Child, Family and Community Relations. 3 hours. For parents, teachers, or others who expect to be responsible for young children. Increases understanding of the needs and feelings of both the developing child and the adult caregiver. Effective ways for the child, family and community to work together to provide for the optimum development of young children, including children from other cultures and ethnic groups. A wide variety of philosophies and techniques will be explored.

FACS 312 — Professional Image and Dress. 1 hour. A study of the social psychology of dress and manners and how they create a professional image for men and women. Figure and wardrobe analysis will help students prepare their individual professional clothing needs. Students will learn the mechanics of etiquette at the dinner table, in the office, and at social functions.

FACS 315 — Historical Dress and World Cultures. 3 hours. Survey of historic modes of dress as they reflect the social, economic, and cultural life

of a people. Includes the study of American and European designers.

FACS 327 — Human Nutrition. 3 hours. Principles of normal nutrition and basic diet therapy for non-dietetic majors. Emphasis is placed on the scientific principles of nutrition, as well as application of nutrition in health and disease. Course credits do not count towards the dietetic major. No credit toward nutrition minor if FACS 120 is already completed. Prerequisites: BIOL 246, 247; CHEM 100 or CHEM 103 and 104.

FACS 330 — Community Nutrition. 3 hours. Nutrition assessment and intervention strategies related to nutrition requirements, special conditions, and cultural considerations for individuals and groups across the lifespan (prenatal, maternal, infant/child, adolescent and geriatric). Students will also study current public health nutrition programs and participate in nutrition program planning related to nutrition across the lifespan. Prerequisites: FACS 120 or FACS 327; FACS 232.

FACS 331 — Topics in Nutrition. 3 hours. Study of a selected topic related to current issues in the field of nutrition, or an expansion on topics covered in other nutrition courses. Example topics include: sports nutrition, disordered eating, alternative nutrition therapies, vitamins/minerals. The course may be repeated for credit if the topic differs. Prerequisites: FACS 120 or FACS 327.

FACS 334 — Food Safety and Sanitation Management. 3 hours. A study of the causes of common and emerging foodborne illnesses. Emphasis is placed on the principles of sanitation and food safety management, including the legal and administrative aspects of control and enforcement.

FACS 335 — The World Food Problem. 3 hours. An interdisciplinary study including nutrition, sociological, economic, public health, and educational aspects. Important features of world food problems and major possible solutions through policy changes are discussed. Research of current trends through popular periodicals, as well as presentations in a major area of interest related to global hunger are given special emphasis. Direct and indirect opportunities to work with the hungry are provided.

FACS 337 — Quantity Foods. 3 hours. Standard methods of quantity food production and menu planning for social groups and institutions. Food costs and nutritional values are related to experiences in food service. Lecture and laboratory. Recommended prerequisite: FACS 334.

FACS 338, 339 — Medical Nutrition Therapy I, II. 4 hours each semester. Advanced study of the nutrition science principles and nutrition therapy required for medical conditions. A case study approach will require students to integrate nutrient metabolism, pathophysiology, nutrition assessment, medication-nutrient interactions and medical nutrition prescriptions. One semester content includes:

Gastrointestinal, Hepatic, Cardiovascular, Renal, Diabetes, Nutrition Support. The other semester includes: Disordered Eating, Oncology/AIDS, Anemia, Food Allergies, Trauma/Surgery, Nutrition Support. Prerequisites: BIOL 246, 247; BIOL 310; FACS 120, FACS 232.

FACS 342 — Energy Systems for Residential Design. 3 hours. Design and evaluation of appropriate energy systems in residential construction including heating/cooling, lighting, major appliances, and sound, as well as space planning. Prerequisites: ART 103 and FACS 245.

FACS 343 — Heritage of Interiors. 3 hours. Survey of historical architecture and interiors as they reflect the social, economic, and cultural life of a people. Includes the study of antiquity through modern periods.

FACS 344 — Contemporary Design. 3 hours. Survey of the development of 20th century architecture and furniture. A contextual overview of historic periods of furniture, architecture, ornament and decorative detailing. Prerequisites: ART 103 and FACS 245.

FACS 345 — Residential Design Studio. 4 hours. Analysis of the total residential environment, applying elements and principles of design to projects. Emphasis on functional uses of form and space to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 103. ART 300 is strongly recommended.

FACS 355 — Management of Family Resources. 3 hours. The managerial principles of resources for individual family and other units, such as the use of time, human energy, money, values, goals, and standards, are evaluated and clarified in terms of the effective functioning of the family unit. Emphasis is also given to the parent/child relationship and its effect on resources.

FACS 356 — Retail Merchandising. 3 hours. A study of the role of modern retailing in the process of meeting marketing needs. Students will be challenged to develop a retail perspective of the marketplace and will be equipped with the basic principles of retail management and merchandising. Both in theory and through field experiences, the student will be introduced to the strategic and operational sides of retailing. FACS 496 should be taken concurrently or as a prerequisite by fashion merchandising majors.

FACS 360 — Parenting. 3 hours. This course introduces the student to theoretical approaches in parent-child interaction. It discusses basic strategies and skills for effective parenting. Prerequisite: PSYC 211.

FACS 362 — Marriage and Family. 3 hours. Same as SOC 362.

FACS 398 — Research in Dietetics. 1 hour. Basic concepts related to research methodologies and inter-

pretation of current research in dietetics. Prerequisite: BSNS 241 or equivalent.

FACS 413 — Principles of Pattern Design. 3 hours. Interpretation of dress design developed through the medium of flat pattern; introduction to pattern drafting. Prerequisite: FACS 112 or approval of instructor.

FACS 415 — Tailoring. 3 hours. A study of tailoring techniques by construction of an ensemble, suit or coat. Prerequisite: FACS 112 or 413, by permission. Lecture and laboratory.

FACS 435 — Nutrition Education and Counseling. 3 hours. Nutrition education and counseling theories and techniques related to changing health behaviors of groups or individuals. Course completion requires portfolio submission to include: student's design and presentation of nutrition lessons (video and community), demonstration of nutrition counseling skills (video and community), design and production of a nutrition education material, and demonstrated use of computer presentation software. Prerequisites: FACS 120 or 327; FACS 330 or 338; COMM 101, PSYC 102.

FACS 440 — Nonresidential Design Studio. 4 hours. Studies of design theory, division of space, and equipment of non-residential interiors to meet physiological and psychological requirements. Prerequisites: FACS 245 and ART 103. ART 300 is strongly recommended.

FACS 455 — Food Systems Management. 3 hours. The application of management concepts in health-care, school and other food or nutrition institutions. Topics include communication and documentation, quality improvement, human resources, financial management and selected industry trends which impact the food/nutrition manager. Prerequisites: ACCT 110, BSNS 160.

FACS 475 — Curriculum and Methods. 3 hours. Development of effective teaching methods based on current educational trends. Curriculum planning, observations, and miniteaching experiences planned for middle school, secondary and adult levels. Study of the philosophy and procedures for vocational, cooperative and occupational Home Economics programs. Includes a 45-hour practicum in a public school setting. Prerequisites: PSYC 102 or 103, FACS 262 or 263, EDUC 249, 351. Offered in alternate years.

FACS 487 — Field Placement. 1-5 hours. An individualized career-oriented internship. Selected learning experiences in approved work situations in food industry, fashion retail, child care, vocational career centers or welfare agencies. Prerequisite: consent of instructor and head of department.

FACS 496 — Projects in Family and Consumer Sciences. 1 — 5 hours. An interdisciplinary course designed to give an opportunity to supplement an area of interest in Family and Consumer Sciences.

Contracted work by each student includes research or application in the various areas of Family and Consumer Sciences, e.g., consumer economics, management, interior design, nutrition studies, clothing and textiles.

FACS 498 — Professionalism, Issues and Actions. 2 hours. History and philosophy of Family and Consumer Sciences, current issues in the field and strategies for professional involvement.



History and Political Science Department — HIST

Faculty

WILLIAM DEAN (1991)

*Professor of History, Chair, Department of
History and Political Science*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

STEPHEN LOWE (1993)

Associate Professor of History

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

DAVID VAN HEEMST (1993)

Associate Professor of Political Science

B.A., 1988, Dordt College

M.A., 1990, The American University

M.P.C., 1996, Olivet Nazarene University

M.A., 1998, Olivet Nazarene University

Ph.D., 1993, University of Virginia

The mission of the Department of History and Political Science at Olivet Nazarene University is, first: to provide students with a conceptual historical framework for a liberal arts education through the General Education Curriculum; second: to pursue the integration of a biblically-based philosophy of history and the best of current scholarship; and third: to ground students in these disciplines in the requisite content as well as critical thinking and research skills.

There are three dimensions of the study of history and political science incorporated in this mission statement:

Content: first we intend to present all Olivet students with the heritage and values of the past that define our civilization, and second we intend to facilitate our majors and minors the mastery of basic historical and political data and theory, and a Christian conceptual framework in which to integrate this knowledge into a coherent world view.

Application: Neither history nor political science is the antiquarian pursuit of esoteric facts. We intend to make the study of the past a door of understanding of the present, and a guide to responsibility for the future.

Skills: Critical thinking, accurate communication, research methods, interpretation of facts, and

causation have daily application for many careers outside the narrower boundaries of academic disciplines. We intend to encourage the mastery of these skills by our majors and minors.

The study of history and political science is foundational to a liberal arts education. The curriculum and the classroom interaction have three primary components.

History and political science is the story of the human family—the options open to generations past, the choices they made, and the consequences of those decisions. It is our own story when we study Western Civilization or American Civilization; it is a new and fascinating story different from our own when we study China, Russia, or Latin America. We cannot hope to answer the big questions about our role in or our responsibilities in the world without an understanding of the story.

History and political science is also a cluster of skills. These disciplines teach students to think clearly and critically, to ask discerning and probing questions, to identify faulty reasoning and logic in ourselves and in others, to spot bias and self-interest, to write clearly and concisely, and to find and evaluate data. These skills are basic to many careers, and to civilization itself.

History and political science is also the story of God at work in the world. Christianity is embedded in and revealed through the story of the human race, and that story is not only the foundation of our culture, but of our faith as well. These disciplines are an ideal context in which to explore the relationship of faith and culture, and to develop a thoughtful and comprehensive Christian world view with which to challenge the hollow secular philosophies of our age.

Many Careers are Possible. Because of the skill component of the study of history and political science, students find many kinds of opportunities open to them. These disciplines provide an ideal foundation for graduate studies in the humanities, social sciences, law, theology, politics, and business. Olivet has traditionally sent most of its history and political science majors who do not go to graduate school into four fields: the Christian ministry, business, education, and government. And because of the flexibility built into the departmental curriculum, students can

further tailor their course of study to address specific career goals.

The course work in this department is arranged in four major categories. In each category, the course numbers reflect a comprehensible and natural progression through the field. Following these sequences is not mandatory, but it is wise, since history is a continuous process that we merely chop into segments for the sake of convenience. The department recommends that students take the lower numbered courses first.

History Major B.A.: 32 hours

HIST 211 — World Civilization I
212 — World Civilization II
213 — World Civilization III
231 — American Civilization I
232 — American Civilization II
390 — Historiography
471 — Senior Seminar

and 13 additional hours of history including 6 hours of U.S. History and 3 hours of non-western history.

To be supported by:

PHIL 201 — Intro to Philosophy
SSCI 301 — Physical and Cultural Geography and a minor or at least one supporting course from each of the fields of Economics, Journalism, Political Science, Sociology and Research (Computer Science, Statistics or Communication), of which 6 hours must be upper division.

History Teaching Major B.A.: 32 hours

Same as non-teaching history requirements except that only 3 additional hours of U.S. History are required beyond HIST 231 and 232.

To be supported by:

PHIL 201 — Intro to Philosophy
SSCI 301 — Physical and Cultural Geography and the required professional education courses including SSCI 478 — Teaching the Social Studies. The department recommends a teaching minor in Social Sciences.

Political Science Major B.A.: 34 hours

Required:

PSCI 101 — Introduction to Political Science
221 — Foundations of Int'l Relations
223 — Intro to American Government

- 344 — American Public Policy
- 390 — Historiography
- 422 — History of Political Philosophy
- 460 — Postmodern Political Theory
- 471 — Senior Seminar in Political Science

Plus at least 12 hours from the following courses:

- PSCI 242 — Federal Seminar
 - 343 — American National Politics
 - 352 — Christianity & Politics
 - 379 — The Developing World
 - 447 — Constitutional Law
- HIST 344 — Recent United States History
 - 360 — History of Russia
- ECON 312 — Intermediate Macroeconomics
 - 345 — Economics of the Public Sector
- SOWK 412 — Social Work Practice III
 - 420 — Social Policy Analysis

Up to nine hours of credit may be applied to the major through participation in one of the following Council for Christian Colleges and Universities programs: American Studies, Latin American Studies, Middle East Studies, or Russian Studies. Political Science majors are strongly encouraged to participate in one of these programs.

Required Supporting Course:

SSCI 301 — Physical & Cultural Geography

Recommended supporting courses:

- GEOL 105 — Physical and Historical Geology
- NSCI 301 — Science Technology, and Environment

History Minor: 16 hours

Required:

6 hours from HIST 211, 212, or 213 or 6 hours in American Civilization I and II. At least 6 hours of the minor must be upper division courses.

To be supported by SSCI 301 — Physical and Cultural Geography.

Political Science Minor: 16 hours

Required:

- PSCI 101 — Introduction to Political Science
 - 223 — American Government
- At least 6 hours of the minor must be upper division courses.

To be supported by SSCI 301 — Physical and Cultural Geography.

History Teaching Minor: 24 hours

Required:

HIST 211, 212, 213, 231, 232, and 9 additional upper division hours in history including 3 in U.S. and 3 in non-western history.

To be supported by SSCI 301 — Physical and Cultural Geography.

Typical Courses for a Student Majoring in History or Political Science

Freshman Year

- World Civilization
- American Civilization
- Freshman Composition
- Bible I
- Physical Education
- General Psychology
- Foreign Language
- Fundamentals of Public Speaking
- Introduction to Political Science

Sophomore Year

- American Civilization
- World Civilization
- Laboratory Science
- Mathematics
- Christian Doctrine
- Introduction to Fine Arts
- American Government
- Introduction to Literature

General/World Civilization Courses

HIST 110 — The World Today. 3 hours. This general education course is introductory to the study of history, and addresses the historical, political, social, and religious background of selected situations or events which are either current topics of debate in the media or government, or which are of relevance to particular contemporary social or religious communities. Approximately one-third of the course will concern American issues, and the remainder will involve European, Latin, and non-Western themes.

HIST 211 — World Civilization I. 3 hours. A survey of world history from the beginnings of written history in Mesopotamia, Egypt and China to around AD 1400, tracing political, social, technologi-

cal, and religious themes. Approximately two-thirds of the material concerns the Mediterranean World and Europe.

HIST 212 — World Civilization II. 3 hours. A survey of world history from approximately AD 1400 to AD 1800, tracing political, social, technological, and religious themes. The course emphasizes developments in Europe, and the growing world domination of European nations.

HIST 213 — World Civilization III. 3 hours. A survey of world history in the 18th, 19th, and 20th centuries, with emphasis on Western cultural, political, and religious interaction with the rest of the world. Approximately one-half of the material will concern the non-Western “two-thirds” world.

HIST 300 — “World Today” Assistantship. ½ hour. Junior and senior departmental majors and minors with GPA’s of 2.8 or above will be eligible for this supervised practicum experience in which each leads a group of ten students in The World Today in preparation of class projects and review of class material for tests. Specific responsibilities will be assigned by the section instructor, but will not involve more than a one-hour meeting each week during the semester. The course may be repeated up to 2 hours credit, is offered Pass/Fail, and will not count toward the completion of the students’ majors.

HIST 305 — 18th Century Intellectual Currents. 3 hours. This course explores social, political, and religious aspects of eighteenth-century European civilization by concentrating on the parallel and somewhat interconnected, yet divergent movements that historians have labeled the Enlightenment and the Evangelical Revival. In the former movement selected English and French writers will be studied, as will be the Wesleys, along with Whitefield, Edwards, and the followers of Spenser, in the latter. Particular attention will be paid to the problems of human perfectibility, the nature of education, the citizen’s relationship to authority, and the individual’s obligation to society. Prerequisite: One lower-division history course or permission of the instructor.

HIST 310 — History of Technological Change. 3 hours. An exploration into the world of inventions and their impacts on society since the Roman Empire, including the stirrup, water wheel, compass, sextant, plow, cam, crop rotation, and dozens more. The course will deal with the economic and philosophical requirements for and results of major discoveries. Prerequisite: One lower-division history course or permission of the instructor.

HIST 360 — History of Russia. 3 hours. This course includes a survey of the history of Russia from the Kiev period to the election of Michail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade. Prerequisite: HIST 110.

HIST 379 — The Developing World. 3 hours. A critical historical analysis of the development of Third World countries in the modern period. Special focus is placed on the cultural and political response of developing countries in Asia to “the West” and to the general developmental problems of national growth and equity. This course will be taught each semester with a different regional focus, including Latin America, Asia, and Africa. The course may be repeated, but with a different topic.

HIST 390 — Historiography. 3 hours. A study of the craft of the historian and social scientist, including traditional schools of interpretations, comparison of Judeo-Christian philosophies of history with past and present secular philosophies, and the exploration of the impact of philosophy on conceptualization, compilation, and writing in the social sciences. The course will also involve the preparation of a proposal for the senior thesis. Prerequisite: Junior standing.

HIST 400 — Origins of Human Society. 3 hours. Explores questions concerning the development of human society up to and somewhat beyond the development of written language, with particular attention paid to the concept of divine kingship and anthropomorphic polytheism. Theoretical models describing this developmental process arising in the nineteenth and twentieth centuries from the disciplines of anthropology, archeology, sociology, and history will be examined and critiqued. Prerequisite: One lower-division history course or permission of the instructor. World Civilization I is recommended.

HIST 470 — Selected Topics in History. 3 hours. This course is a senior level history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: One foundational course in history or permission of instructor.

HIST 471 — Senior Seminar in History. 1 hour. Same as SSCI 471. Prerequisite: HIST 390.

HIST 494 — Readings in History. 1 to 4 hours. Self-study of historical readings under faculty direction in an area of special interest. Suggested for seniors and qualified juniors with a major in History/Political Science. All other students must secure the approval of the instructor. No more than 4 hours of credit may be earned through readings in history and political science combined.

United States History

HIST 231 — American Civilization I. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history from the European explorations to the close of the

Civil War (1865). Fulfills the Teacher Education requirement for passing the U.S. Constitution.

HIST 232 — American Civilization II. 3 hours. Examines the basic political, social, economic, legal, intellectual, and religious trends in American history, from the close of the Civil War (1865) to the present.

HIST 320 — American Urban/Rural History. 3 hours. Same as SOWK 320. May be taken for Domestic Multi-cultural credit for Teacher Education majors. Prerequisite: SOCY 120.

HIST 325 — Sports in American Society. 3 hours. Examines the major economic, cultural, and social trends in American history through professional and amateur sports. Major treatment will be given to baseball, football, and boxing, as well as basketball, hockey, tennis, and golf. The focus will not be on sport history for its own sake, but, as the title suggests, on what sports reveal about the broader American experience (urbanization, mass media, and race relations, etc.) in a particular period. One course from the history foundations core or permission of the instructor.

HIST 344 — Recent United States History. 3 hours. A study of modern America since World War I examining such issues as government and business, reform, political change, foreign relations, and the United States' role in world politics. Major emphasis is placed on social change and race relations in the period since 1945. Offered alternate years. Prerequisite: HIST 110, 231, or 232.

HIST 357 — American Religious History. 3 hours. Same as THEO 357.

HIST 368 — American Civil War. 3 hours. A study of the causes, conduct, and outcomes of the Civil War between 1860 and 1874. The political, social, and military dimensions of the conflict, including the Reconstruction phase, will be covered. Offered alternate years. Prerequisite: HIST 110, 231, or 232.

HIST 370 — American Social/Intellectual History. 3 hours. Surveys the major intellectual trends in American thought from the colonial period to the present. The subject matter will be organized both chronologically and topically around the following themes: Puritanism/theism and the Enlightenment; secularization of American thought in the colonial period; romanticism and naturalism in the nineteenth century; and modernism in the twentieth century. Offered alternate years. Prerequisites: 2 semesters of either American Civilization or Western Civilization or permission of instructor. Prerequisite: HIST 110, 231, or 232.

HIST 447 — American Constitutional Law. 3 hours. Same as PSCI 447.

Political Science — PSCI

PSCI 101 — Introduction to Political Science. 3 hours. Offers a factual and conceptual foundation for the study of political science. Topics addressed will include basic political theory, political structures, political behavior, and basic approaches to methodology in gathering and analyzed information on the practice of politics.

PSCI 221 — Foundations of International Relations. 3 hours. This course studies the structure and organization of the global, international system. Special attention will be paid to the role of international organizations and international law. Behavior between states will be examined within their larger global context. This course will examine the historical interaction between states and the differing models of state interaction over time.

PSCI 223 — American Government. 3 hours. A study of the structure and functions of the federal government in the United States. Fulfills the Teacher Education requirement for passing the U.S. Constitution.

PSCI 242 — Federal Seminar. 1-3 hours. Same as SSCI 242. This course does not satisfy the requirement for American Government for Teacher Education Majors.

PSCI 343 — American National Politics: 3 hours. This course covers both the constitutional and the non-constitutional elements of American National Government. The first half of the course examines the Federal Government's structure including the executive, legislative, and judicial branches, in addition to civil rights and civil liberties. The second half covers the history and development of political parties, elections and campaigns, the voting process, and political behavior.

PSCI 344 — American Public Policy. 3 hours. A study of the major domestic policy issues in American national politics. Students will be exposed to a variety of viewpoints regarding contemporary issues such as: health care, energy and toxic waste, the national debt, homelessness, public education, etc. The ethical dimensions of these issues are integrated into the course. Major emphasis is also placed on understanding the public policy process at the national, state, and local levels. Offered in alternate years.

PSCI 352 — Christianity and Politics. 3 hours. An historical analysis of the ways Christians have participated in culture. Particular emphasis will be placed on an examination of the major, contemporary Christian voices in American politics and the terms of the ethical debates that are taking place. The course is designed to answer the question: What is a Christian view of politics? Offered in alternate years.

PSCI 360 — Politics of Russia. 3 hours. Same as HIST 360.

PSCI 379 — The Developing World. 3 hours. Same as HIST 379.

PSCI 390 — Historiography. 3 hours. Same as HIST 390.

PSCI 422 — History of Political Philosophy. 3 hours. A survey of the significant political philosophies and theories within the Western tradition. A major focus will be placed on understanding the present state of Western civilization, rooted in its philosophical and ethical context. Part I of this course will cover ancient political philosophy, including pre-Socratic, Greek, Hellenic, and Stoic philosophy. Part II covers medieval political philosophy, including the philosophy of St. Thomas Aquinas. Part III covers modern political philosophy from the early Renaissance through contemporary "postmodern" political philosophy.

PSCI 447 — American Constitutional Law. 3 hours. Includes the study of the origin, adoption, and the Supreme Court's interpretation of the Federal Constitution in such areas as judicial review, Federalism, separation of powers, interstate commerce, contract clause, taxing powers, due process clause, equal protection of the laws, and civil liberties. Recommended for all pre-law students. Prerequisite: American Civilization I, American Government, or consent of instructor. Offered alternate years.

PSCI 460 — Postmodern Political Theory. 3 hours. The students will study the most recent significant developments in postmodern political theory. The students will study the arguments of political theorists in the post-Enlightenment age, focusing on the work of the theorists in the past twenty years. The students will also be challenged to think about postmodern political theory from a Christian perspective.

PSCI 470 — Selected Topics in Political Science. 3 hours. This course is a senior level history/political science course in which the professor or professors choose a topic, event, or development and structure a one-time course around that specific interest. The topic will be given in the schedule of courses when the course is offered. Prerequisite: One foundational course in Political Science or permission of instructor.

PSCI 471 — Senior Seminar in Political Science. 1 hour. Same as SSCI 471. Prerequisite: PSCI 390.

PSCI 487 — Political Internship. 1 to 6 hours. This course offers supervised opportunities for senior students to work in a variety of paid and volunteer internship opportunities in local, state, or national government during the school year or in the summer. Each internship is arranged in consultation with the student.

PSCI 494 — Readings in Political Science. 1 to 4 hours. Same as HIST 494.

Psychology Department — PSYC

Faculty

WILLIAM BELL (1970)

Professor of Psychology; Chair, Division of Social Sciences; Chair, Department of Psychology

B.A., 1961; M.A., 1967, Wheaton College
Ph.D., 1975, Northwestern University

RAY BOWER (1987)

Professor of Psychology

B.A., 1976, Miami University, Ohio
M.A., 1987, Miami University, Ohio
Ph.D. 1992, Miami University, Ohio

FRANKLIN GARTON (1979)

*Associate Professor of Psychology;
Counseling and Career Center, Senior Counselor*

B.A., 1958, Olivet Nazarene University

M.A., 1965, Ball State University
Instructor's Certificate (PET), 1976,

LaVerne College

Instructor's Certificate (AMITY), 1978, Pine

Rest Christian Hospital

M.A.E., 1987, Olivet Nazarene University

LAVERNE JORDAN (1986)

*Professor of Psychology,
Coordinator, M.A. in Professional Counseling*

B.S., 1970, Purdue University

M.S., 1973, University of Arizona

M.S., 1982, Purdue University

Ph.D., 1988, Purdue University

JIM D. KNIGHT (1975)

*Assistant Dean of Instruction; Registrar;
Associate Professor of Psychology*

B.A., 1966, Trevecca Nazarene University

M.S., 1973, University of Tennessee

The objective of the Department of Psychology is to acquaint students with the science of behavior and the principles which contribute to optimal personality development, good interpersonal relationships, and the effective understanding and influence of human behavior. The faculty seek to uphold the highest ideals of Christian citizenship and a Christian philosophy of humanity and the world.

The department specifically provides students with four opportunities. First, it offers the specific

training necessary for admission to graduate school programs in clinical, counseling, developmental, educational, industrial, social, experimental and school psychology. Second, for those who wish to move directly into a psychological vocation, the department provides students sufficient background in principles and practice to respond to the demands of their vocation. Third, the department enables students from other fields such as education, religion, business, and other social sciences, to become acquainted with the principles of human behavior which may be applied in their vocations. Fourth, the department seeks to give students sufficient intrapersonal and interpersonal understanding to optimize the development of healthy personalities and relationships.

To accomplish these objectives, several concentrations are available. PSYC 102, 103, 211, or 212 is a prerequisite for all upper division courses in Psychology. PSYC 102 is the recommended entry level course unless a similar course has been taken by the student in high school.

It is recommended that students take BIOL 164 — Human Biology or BIOL 246 — Anatomy and Physiology to satisfy the laboratory science general education requirement.

In addition, it is strongly recommended that students planning to enroll in graduate programs in psychology take PSYC 241, 331, 332, 333, 343, 345, 361, 362 and 468.

Psychology Major: 31-50 hours. B.A. or B.S.

Required:

- PSYC 102 — General Psychology I
- 103 — General Psychology II
- 203 — History & Systems of Psychology
- 211 — Child Development Psychology
- 212 — Adolescent and Adult Psychology
- 498 — Psychology Seminar

Plus completion of 15 additional hours of Psychology to be approved by the Department Chair, or one of the following concentrations:

A. Personnel Psychology Concentration (35 hours)

- PSYC 233 — Group Dynamics
- 321 — Social Psychology
- 324 — Industrial/Organizational Psych
- 343 — Learning & Behav Modification
- 362 — Psychological Testing
- 461 — Counseling Process and Technique

Required Supporting Courses:

- BSNS 170 — Computer Applications in BSNS
- 367 — Organizational Behavior
- 468 — Human Resources Management
- COMM 347 — Organizational Communication

B. Counseling Psychology Concentration (50 hours)

- PSYC 323 — Human Diversity
- 331 — Basic Research and Statistics
- 361 — Theories of Personality
- 362 — Psychological Testing
- 461 — Counseling Process and Technique
- 467 — Psychotherapy
- 468 — Abnormal Psychology
- 472 — Marriage and Family Counseling
- 474 — Group Counseling
- 478 — Professional Issues in Counseling
- 479 — Supervised Practicum (5 hours)

Recommended additional courses:

- PSYC 233 — Group Dynamics
- 365 — Crisis Intervention
- SOCY 362 — Marriage and the Family
- SOWK 200 — Introduction to Social Work
- SOWK 201 — Social Intervention Practicum
- FACS 360 — Parenting

Psychology Minor: 21 hours

Required:

- PSYC 102 — General Psychology I
- 103 — General Psychology II
- 203 — History and Systems of Psychology
- 211 — Child Development
- or 212 — Adolescent and Adult Development

The remaining hours are to be approved by the Department Head.

Psychology Teaching Minor: 21 hours

Required:

- PSYC 102 — General Psychology I
- 103 — General Psychology II

- 203 — History and Systems of Psychology
211 — Child Development
212 — Adolescent and Adult Development

And 6 hours selected from:

- PSYC 321 — Social Psychology
343 — Learning and Behavior Modification
362 — Psychological Testing
461 — Counseling Process and Technique
468 — Abnormal Psychology

Typical Courses for a Psychology Major

Freshman Year

- General Psychology I, II
Bible I
Freshman Composition
Introduction to Fine Arts
History
Physical Education
Mathematics

Sophomore Year

- Child Developmental Psychology
Adolescent and Adult Psychology
History and Systems of Psychology
Christian Doctrine
Speech
Literature
Human Anatomy and Physiology

General Courses

PSYC 102 — General Psychology I. 3 hours. An introduction to the scientific study of human behavior with particular emphasis on personal development, mental health, and interpersonal relationships. Topics covered will include theories of personality, stress, health and coping, abnormal psychology, therapy, personal adjustment, memory, motivation and emotion, gender and sexuality, psychosocial and moral development, interpersonal relationships, social and organizational behaviors, and careers within psychology.

PSYC 103 — General Psychology II. 3 hours A continuation of the introduction to the scientific study of human behavior with particular emphasis on research methodology, representative findings and practical applications. Topics covered will include the history of psychology, research methods, the brain and nervous system, sensation, perception, states of consciousness, language, thought, intelligence, learning, psychological testing, and life-span development. Recommended prerequisite: PSYC 102.

PSYC 202 — Educational Psychology. 3 hours. Same as EDUC 249. Prerequisite: PSYC 102, 103, 211 or 212.

PSYC 203 — History and Systems of Psychology. 3 hours. A history of the field of psychology with particular emphasis on the theoretical development from the prescientific era to the present time. Prerequisite: PSYC 102, 103, 211 or 212.

PSYC 211 — Child Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from conception to puberty. It is recommended that 211 precede 212 if both courses are taken.

PSYC 212 — Adolescent and Adult Developmental Psychology. 3 hours. A study of human physical, intellectual, emotional, perceptual, social and personality development from puberty to death. It is recommended that 211 precede 212 if both courses are taken.

PSYC 214 — Early Adolescent Development. 3 hours. Same as EDUC 214. Does not apply to psychology major or minor.

PSYC 222 — Psychology of Human Communication. 3 hours. Same as COMM 103.

PSYC 233 — Group Dynamics. 3 hours. Same as COMM 233.

PSYC 320 — Sports Psychology. 3 hours. Same as EXSS 320.

PSYC 321 — Social Psychology. 3 hours. This course considers the social factors which operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation for the social psychologist. Prerequisite: PSYC 102, 103, 211 or 212.

PSYC 323 — Human Diversity. 3 hours. This course seeks to enhance understanding of an individual's identity, development and culture from the perspectives of gender, ethnicity, religion, age, socioeconomic level, and disabilities.

PSYC 324 — Industrial/Organizational Psychology. 3 hours. A survey of the theory, research and strategies used in business, industry and government in the following areas: (a) personnel selection, assessment and training, (b) human engineering, motivation, work efficiency and job satisfaction, (c) organizational structure and dynamics, (d) leadership and supervisory training, (e) employee counseling. Prerequisite: PSYC 102, 103, 211 or 212.

PSYC 498 — Psychology Seminar. 1 hour. This course is required of all Psychology majors in either their junior or senior year. It includes a series of lectures, panel discussions, guest speakers, and field trips — on such issues as vocations in psychology, graduate programs, application strategies, current issues, and ethics. Offered in the fall semester.

PSYC 499 — Special Topics in Psychology. 1-3 hours. A departmentally approved project where a major may pursue a subject of particular interest not already treated extensively in a regular course. Prerequisite: Psychology major.

Experimental Courses

PSYC 241 — Statistics. 4 hours. Same as MATH 241.

PSYC 331 — Basic Research and Statistics. 4 hours. A survey of the methods of gathering, interpreting, and communicating research data. Topics include measurement and scaling techniques; naturalistic observation, case study, survey, correlational and experimental methods; non-parametric statistics, t-test, and single factor analysis of variance; report writing, graphical reporting of data, and bibliographical sources; computer data and database searches.

PSYC 332 — Advanced Research and Statistics. 3 hours. The study of advanced experimental methods and designs, the application of parametric statistics through three-factor analysis of variance, bibliographical sources and report writing, and the use of computers in research. Research experiences are included. Prerequisite: PSYC 331.

PSYC 333 — Quantitative Research Project. 1-3 hours. A departmentally approved experimental research project designed, conducted, analyzed and reported by the student. Prerequisites: Six Psychology courses including PSYC 331, 332.

PSYC 343 — Learning and Behavior Modification. 4 hours. A survey of the basic types of learning and the variables which influence the learning process. Emphasis is placed on the theoretical and applied aspects of human behavior change. Laboratory experiences are included. Prerequisite: PSYC 203; PSYC 331 is recommended.

PSYC 345 — Physiological Psychology. 3 hours. This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Laboratory experiences are included.

PSYC 346 — Cognitive Psychology. 3 hours. An in-depth study of the mental structures, processes and strategies which enable one to process the vast amount of information encountered each day, and to respond in an appropriate manner to the demands of daily living. Topics will include the history and methods of cognitive psychology, cognitive development, attention, perception, memory, cognitive learning, concept formation, language, thinking, reasoning, problem-solving, and creativity. Theory, research, lab demonstrations, and applications will be included. Prerequisites: PSYC 103 and 203.

Clinical and Counseling Courses

PSYC 361 — Theories of Personality. 3 hours. A study is made of the conceptualizations of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Recommended prerequisite: PSYC 203.

PSYC 362 — Psychological Testing. 3 hours. The assessment of human characteristics such as mental abilities, attitudes, aptitudes, learning disabilities, vocational interests, and personality traits and abnormalities. Emphasis is given to how psychological inventories are constructed, utilized and evaluated. Students will take and interpret various tests. Prerequisite: Four Psychology courses; PSYC 361 is recommended.

PSYC 365 — Crisis Intervention. 3 hours. Same as SOWK 365.

PSYC 461 — Counseling Process and Technique. 3 hours. A study of the process of psychological counseling with emphasis on effective counselor characteristics, the initial session, facilitative relationship, goals, strategies, termination, ethical issues within counseling, and the development of a personal counseling model. Application will be made to interest areas such as crisis intervention, pastoral counseling, marriage and family counseling, social work, and personnel services. Prerequisites: Four Psychology courses.

PSYC 467 — Psychotherapy. 3 hours. A survey of the major concepts and practices in contemporary psychotherapy and counseling. Emphasis will be given to psychoanalysis, individual psychology, transactional analysis, and person-centered, existential, gestalt, rational-emotive, reality, and behavior therapies. Attention will be given to the development of effective therapist characteristics and a personal therapy model. Prerequisites: Four Psychology courses including PSYC 203, 361.

PSYC 468 — Abnormal Psychology. 3 hours. A comprehensive study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics and treatment. A comparison is made between normal and maladaptive functioning. Prerequisite: Four Psychology courses including PSYC 203, 361.

PSYC 472 — Marriage and Family Counseling. 3 hours. The course will examine counseling strategies in premarital, marital and family situations. Topics will include the use of diagnostic tests such as the Taylor-Johnson Temperament Analysis; the factors necessary for interpersonal harmony in a family; and the dynamics and treatment of disharmonies and conflict as viewed from a number of perspectives including those of Adlerian therapy, Transactional Analy-

sis, systems theory, and behavior therapy. Prerequisites: Seven Psychology courses; PSYC 461 required, 467 recommended.

PSYC 474 — Group Counseling. 3 hours. As para-professionals, scores of psychology graduates lead therapy groups in state hospital, community hospital and agency settings. Therapy group goals, leadership techniques, and treatment and evaluation strategies will be explored. The practices and effectiveness of various models representing the major schools of thought in psychology will be compared. Attention also will be given to the history and varieties of self-help groups such as Alcoholics Anonymous. Prerequisites: Seven Psychology courses; PSYC 461, 467 required; 233 recommended.

PSYC 478 — Professional Issues. 1 hour. A study of (a) mental health services, including history, agencies, practitioner roles, professional organizations and credentialing, (b) principles of referral, advocacy, and case management, and (c) professional, legal and ethical responsibilities in professional counseling, especially as related to Illinois law.

PSYC 479 — Supervised Practicum. 5 hours. The student will work 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to senior psychology majors. This course may not be included within the 31 hours major requirement.



Sociology, Social Work, and Criminal Justice Department — SOCY/SOWK

Faculty

KENT OLNEY (1995)

Professor of Sociology; Chair, Department of Sociology, Social Work, Criminal Justice

B.A., 1977, Asbury College

M.Div., 1979, Asbury Theological Seminary

M.A., 1985, Gallaudet University

M.S., 1995, University of Oregon

Ph.D., 1999, University of Oregon

JAN HOCKENSMITH (1993)

Associate Professor of Social Work; Field Coordinator, Social Work Program

B.S., 1974, Olivet Nazarene University

M.S.W., 1982, University of Illinois

M.S., 1994, University of Illinois

MICHAEL LAREAU (1988)

Associate Professor of Social Work; Director, Social Work Program

B.S., 1964, Illinois Wesleyan University

M.S.W., 1968, University of Illinois

The Department of Sociology, Social Work, and Criminal Justice operates within the larger Division of Social Sciences. The goal of the department is to educate and equip students for lives of service to society. Students will study social behaviors, values, and institutions that influence human interaction. The purpose of this study is to prepare students to live and work as Christian citizens within our rapidly-changing society. The department offers three distinct majors: sociology major, social work major, and criminal justice major. Students may also choose a minor in any of these three areas.

The **sociology major** consists of 40 credit hours of sociology coursework, plus 6 hours of supporting coursework. Emphasis is placed on understanding the classical and historical foundations of the discipline, including the major topics and methods used by sociologists. Patterns of social interaction and traditional social institutions, such as family and religion, are highlighted. The major allows some flexibility in the choice of courses and culminates with a senior research project. The B.A. degree in sociology is designed to prepare students to enter graduate school or seek employ-

ment in a variety of social and institutional settings.

The **social work major** consists of 44 credit hours of social work courses, plus 17 hours of supporting coursework. Students are prepared for *generalist* social work practice, which means emphasis is placed on developing a wide variety of skills for multiple client needs. Utilizing the person-in-environment perspective, students learn about social work with individuals, families, groups, organizations, and communities. Students formally apply for the major after they have successfully completed 45 credit hours of undergraduate work. All majors are required to complete 450 clock hours of field placement in a social service agency during their final semester. The B.A. or B.S. degree in social work prepares students for professional employment in a number of social work settings as well as for graduate education in social work. The social work program is accredited by the Council on Social Work Education (CSWE).

The **criminal justice major** consists of 38 credit hours of sociology coursework, plus 15 hours of supporting coursework. Social problems, deviant behavior, crime, and methods of social control are all emphasized in this major. The major seeks to balance theoretical concepts with practical experience. Seniors are expected to participate in a field placement that entails serving in a police, probation, corrections, or law agency for a minimum of 270 hours (6 credit hours). Students who major in criminal justice may opt for either a B.A. or B.S. degree. The major provides excellent preparation for a career in police or investigative work, as well as for a variety of career options in the field of corrections.

All three majors within the Department of Sociology, Social Work, and Criminal Justice share the same twofold purpose: (1) to increase a student's overall awareness of and sensitivity to the complexities of social life; and (2) to encourage application of Christian principles and Biblical standards in serving human needs throughout society.

Sociology Major: 40 hours. B.A.

Required:

SOCY 120 — Intro to Sociology
270 — Social Problems
280 — Ethnic Relations

320 — Urban/Rural Sociology
331 — Basic Research/Statistics
332 — Advanced Research/Statistics
362 — Marriage and Family
483 — Social Theory
489 — Senior Research

plus 12 hours approved by the head of the department or completion of one of the following concentrations:

A. Social Institutions Concentration

SOCY 325 — Sociology of Education
357 — Medical Sociology
381 — Sociology of Religion
and 3 additional hours of Sociology

B. Criminology Concentration

SOCY 243 — Intro Criminal Justice
373 — Criminology
393 — Juvenile Delinquency
and 3 additional hours of Sociology

C. Social Differences Concentration

SOCY 321 — Social Psychology
364 — Anthropology
381 — Sociology of Religion
and 3 additional hours of Sociology

To be supported by: 3 hours of psychology and either PSCI 223 — American Government or 3 hours of philosophy.

Social Work Major: 44 hours. B.A. or B.S.

Required:

SOWK 200 — Intro to Social Work
201 — Social Intervention Practicum
213 — Human Behavior and Social Environment I
214 — Human Behavior and Social Environment II
270 — Social Problems
310 — Social Work Practice I
311 — Social Work Practice II
320 — Urban/Rural Sociology
365 — Crisis Intervention
400 — Field Placement
401 — Field Seminar I
405 — Field Seminar II
412 — Social Work Practice III
420 — Social Policy Analysis

To be supported by:

SOCY 120 — Intro Sociology
331 — Basic Research/Statistics
PSYC 102 — General Psychology I

BIOL 164 — Human Biology
ECON 345 — Economics of Public Sector

Recommended additional courses:

SOCY 280 — Ethnic Relations
362 — Marriage and Family
374 — World Food Problem
FACS 252 — Consumer Economics
PSCI 223 — American Government
SOWK 357 — Social Work in Health Care
360 — Child Welfare Services

Criminal Justice Major: 38 hours. B.A. or B.S.

Required:

SOCY 120 — Intro to Sociology
243 — Intro to Criminal Justice
270 — Social Problems
280 — Ethnic Relations
320 — Urban/Rural Sociology
331 — Basic Research/Statistics
362 — Marriage and Family
373 — Criminology
393 — Juvenile Delinquency
400 — Field Placement
SOWK 201 — Social Intervention Practicum
365 — Crisis Intervention
To be supported by 6 hours of History, 6 hours of Psychology and 3 hours of Philosophy.

Sociology Minor: 18 hours

Required:

SOCY 120 — Intro to Sociology
270 — Social Problems
280 — Ethnic Relations
362 — Marriage and Family
and 6 additional upper division hours of Sociology.

Social Work Minor: 19 hours

Required:

SOCY 120 — Intro to Sociology
SOWK 200 — Intro to Social Work
201 — Social Intervention Practicum
270 — Social Problems
365 — Crisis Intervention

and two of the following courses:

SOWK 320 — Urban/Rural Sociology
357 — Social Work in Health Care
360 — Child Welfare Services
SOCY 362 — Marriage and Family

373 — Criminology
374 — World Food Problem
393 — Juvenile Delinquency

Criminal Justice Minor: 19 hours

Required:

SOCY 120 — Intro to Sociology
243 — Intro to Criminal Justice
280 — Ethnic Relations
373 — Criminology
393 — Juvenile Delinquency
SOWK 201 — Social Intervention Practicum
365 — Crisis Intervention

Typical Courses for Department Majors — Courses will vary according to major concentration.

Freshman Year

Intro to Sociology
Freshman Composition
General Psychology
Bible I
American or World Civilization
Physical Education
Human Biology

Sophomore Year

Christian Doctrine
Fundamentals of Public Speaking
Introduction to Literature
American Government
Social Problems
Intro to Social Work
Social Intervention Practicum
Human Behavior/Social Environment I, II
Intro to Criminal Justice
Ethnic Relations

Sociology Courses

SOCY 120 — Introduction to Sociology. 3 hours.

This course aims to provide students an overview of the patterns and dynamics of social life. The work and topics that engage sociologists are investigated. Attention is given to the historical and theoretical development of sociology, commonly-used research methods, issues of stratification, deviance, social institutions, and social change.

SOCY 243 — Introduction to Criminal Justice. 3 hours.

This course examines the American system of criminal justice. It serves as an overview to the nature and relationship of the various justice agan-

cies. Issues in policework, the courts and corrections will be examined in depth.

SOCY 270 — Social Problems. 3 hours. The aim of this course is to survey contemporary social problems that plague society and occupy social scientists. Topics such as poverty, social inequality, crime, drugs, health care, education, population issues, and environmental trends will be discussed, along with possible solutions. Prerequisite: SOCY 120, or permission of instructor.

SOCY 280 — Ethnic Relations. 3 hours. This course provides an introduction and analysis of minority groups within the larger American society. Emphasis is given to the interaction patterns between minority and majority groups. Students are encouraged to critically consider how a Christian should respond to issues of diversity and oppression.

SOCY 305 — Human Sexuality. 3 hours. Human sexuality is addressed from social, spiritual, and developmental points of view. Physiological facts, pregnancy stages, relationship issues, and social trends will be discussed. Emphasis will be given to developing healthy sexual attitudes and behaviors. Offered alternate years.

SOCY 315 — Drugs in Society. 3 hours. Social, psychological, medical, legal, and economic aspects of drug use, misuse, and abuse will be explored. The course is designed to prepare educators and helping professionals for drug education and prevention. Offered alternate years.

SOCY 320 — Urban/Rural Sociology. 3 hours. Same as SOWK 320. Prerequisite: SOCY 120.

SOCY 321 — Social Psychology. 3 hours. Same as PSYC 321.

SOCY 325 — Sociology of Education. 3 hours. A sociological analysis and critique is made of education in the United States. The relationship between education and other social institutions is discussed, and the school is studied as a social system. Various types, models, and levels of education will be considered from a sociological perspective. Offered alternate years.

SOCY 331 — Basic Research and Statistics. 4 hours. Same as PSYC 331.

SOCY 332 — Advanced Research and Statistics. 3 hours. Same as PSYC 332. Prerequisite: SOCY 331.

SOCY 357 — Medical Sociology. 3 hours. Same as SOWK 357.

SOCY 362 — Marriage and the Family. 3 hours. Marriage and the Family is designed to help students understand both historical and current trends and functions of the family. The first part of the course focuses on major theoretical debates in family studies. The latter part of the course turns toward practical issues of preparing for marriage, childrearing, and general family living. The healthy family is emphasized throughout.

SOCY 364 — Anthropology. 3 hours. The field of cultural anthropology is surveyed with the purpose of providing students an appreciation for other cultures, as well as their own. Variation among cultures is highlighted, giving particular attention to what we can learn from less developed countries and from cross-cultural studies in general.

SOCY 371 — Sociology of the Deaf Community. 3 hours. Deaf people are viewed as a unique sociological group that have formed a thriving community. Attention will be given to significant historical and sociological events that have shaped American Deaf people. The focus will be on Deaf people as a distinct cultural group, rather than a disabled group needing medical treatment. Offered alternate years.

SOCY 373 — Criminology. 3 hours. The focus of this course is on the nature and measurement of crime. Theories of criminal behavior will be examined with an eye toward effectively dealing with the problem of crime in society.

SOCY 374 — World Food Problem. 3 hours. Same as FACS 335.

SOCY 381 — Sociology of Religion. 3 hours. Classical and contemporary sociological religious issues are discussed in detail. Emphasis is given to how sociologists deal with and explain various religious phenomena, giving particular attention to the religious environment here in America. Offered alternate years. Prerequisite: SOCY 120, or permission of instructor.

SOCY 390 — Historical Research Methods. 3 hours. Same as HIST 390.

SOCY 393 — Juvenile Delinquency. 3 hours. A study of the problems of juvenile delinquency in America, including its nature and causes, the juvenile justice system, and the methods of treatment, probation, detention and prevention.

SOCY 400 — Field Placement. 6 hours. This course must be taken during the senior year. It is limited to social justice majors. Students are required to serve 270 hours of field experience in police, probation, correctional or other criminal justice oriented agencies. The Social Justice Field Coordinator reserves the right to affirm or deny specific placements.

SOCY 440 — Selected Topics in Sociology. 3 hours. From time to time, special areas of research or interest are investigated by a professor that are deemed appropriate and relevant as a developed course. By nature, then, the course is offered periodically and usually on a one-time basis. The particular topic will be noted in the schedule of courses when the course is offered.

SOCY 460 — Readings in Sociology. 1-3 hours. Independent and in-depth study of a topic in sociology under the direction and supervision of a faculty member. Available for seniors and qualified juniors who are sociology majors.

SOCY 483 — Social Theory. 3 hours. This course is intended to provide an advanced understanding of the dominant traditions that have contributed to the growing field of sociology. Major ideas from both classical and contemporary theorists are discussed. Offered alternate years. Prerequisite: SOCY 120, plus 6 additional hours of upper division SOCY.

SOCY 489 — Senior Research. 3 hours. Senior research is designed to give students the opportunity to actually do the work of a sociologist. Independent research and/or evaluation projects will be conducted and supervised by faculty. Prerequisite: sociology major with senior standing.

Social Work Courses

SOWK 200 — Introduction to Social Work. 3 hours. This course introduces the student to the profession of social work and the generalist perspective in social work. It is the first in an integrated series of professional foundation courses. It marks the beginning of each student's professional socialization into the field of social work. Students will learn about the history, nature, mission, and skills of the profession of social work, the values and ethics that guide social work practice, career options, the various fields of social work practice, special populations in social work, the relationship of religion and social work, conservative/liberal/radical views of social justice and social welfare, and social work's person-in-environment perspective. Prerequisite: SOCY 120. Recommended Corequisite: SOWK 201.

SOWK 201 — Social Intervention Practicum. 1 hour. This course is entirely experiential, requiring the student to observe or participate in human services work for a minimum of 30 clock hours over the length of a semester. It enables the student to actually observe or participate in the daily work of human service agencies. One goal of this course is to enable the student to make a sound decision about whether or not to pursue further education, and perhaps a career, in human service work. A second goal of this course is to expose students to the diverse systems and populations where social workers, and other human service professionals, are employed. Corequisite: SOWK 200.

SOWK 213 — Human Behavior and the Social Environment I. 3 hours. Human Behavior and the Social Environment I is designed to introduce students to ideas and theories that are fundamental to understanding human behavior. This course is the first of two sequential courses teaching life-span development using a biological, psychological, and social foundation. It uses the ecological perspective to teach about human development in infants, children, adolescents, and young adults in the context

of individual, family, group, organization, and community systems. The course is taught from a strengths perspective, rather than a deficits model. The course also examines the issues of diversity, discrimination, and oppression in human development. Prerequisites: SOCY 120, PSYC 102, and BIOL 164.

SOWK 214 — Human Behavior and Social Environment II. 3 hours. Human Behavior and the Social Environment II is an extension of HBSE I. HBSE II teaches ideas and theories about human development in adults and the elderly. Each of these stages in the life-span are examined from the ecological perspective, across the systems of individual, family, group, organization, and community. The course is taught from a strengths perspective, rather than a deficits model. The course also examines the issues of diversity, discrimination, and oppression in human development. Prerequisite: SOWK 213.

SOWK 310 — Social Work Practice I. 3 hours. This course is the first of three sequential social work practice courses. It provides the student with the opportunity to learn about generalist social work practice with individuals and families (micro-practice). The student is also introduced to generalist social work practice with groups, organizations, and communities (mezzo- and macro- practice). The person-in-environment model of generalist social work practice is emphasized. Applications of generalist social work practice with diverse individuals and families, and evaluation of generalist social work practice are important parts of this course. Ethical behavior and beginning generalist social work recording skills are also emphasized. This course is for social work majors only. Prerequisite: SOWK 200, 201, 213, 214. Corequisite: SOCY 331.

SOWK 311 — Social Work Practice II. 3 hours. This course is the second of three sequential generalist social work practice courses. It provides the student with the opportunity to learn about generalist social work practice with groups (mezzo-practice). The knowledge, values, and skills of generalist social work in the person-in-environment perspective form the framework within which group practice takes place. Purposes of using groups in social work practice are explained. Special attention is given to group roles, diversity, and ethical issues. Evaluation of group practice is also emphasized. The relationship of mezzo-practice to micro-practice and macro-practice is explained. This course is for social work majors only. Prerequisite: SOWK 310.

SOWK 320 — Urban and Rural Sociology. 3 hours. Deals with the history and development of the American city, suburb, and rural area. The course emphasizes the systematic interplay of both the urban and rural environment. Each is dependent on the other. The variables of population, organization, environment, and technology are crucial to this interplay and dependence. These variables are a recurring theme in the study of the urban/rural system. Attention is given to contemporary urban and rural prob-

lems and their possible solutions. About 1/3 of the course is devoted to urban/rural history and development outside the United States. This course may be taken for domestic multicultural credit for Teacher Education majors. Prerequisite: SOCY 120.

SOWK 357 — Social Work in Health Care Systems. 3 hours. Designed to introduce students to basic health and disabilities policies, federal and state health care programs, and managed care. It will also present generalist social work knowledge and skills needed for social work practice in health care settings. The course will emphasize the basic structure and function of acute care hospitals, home health care agencies, long term facilities, rehabilitation hospitals, and hospices. The sociology of the massive health care system in the United States will be examined. The course will present an awareness of populations-at-risk and economic justice and their relationship to health and well-being. Prerequisite: SOWK 200 or permission of the instructor.

SOWK 360 — Child Welfare Services. 3 hours. This course is designed to provide students with an overview of child welfare services from a historical, theoretical, and practice perspective. Services to children and families are divided into *support services*, or those that enhance family life, *supplemental services*, or those that help families regain balance, and *substitute services*, or those that provide for a child when the family cannot. The history of these services, the rationale for these services, and the provision of these services to diverse populations are examined. The various viewpoints of all of the stakeholders in the child welfare services system are also examined. Within the generalist social work perspective, the student will learn basic child welfare competencies, such as risk assessment, resource development and referral, and how to ensure safety, permanency, and well-being for children. Prerequisites: SOWK 200 or permission of instructor.

SOWK 365 — Crisis Intervention. 3 hours. This course is designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to women, ethnic and racial minorities, persons with disabilities, sexual orientation, mental and physical health, and life transitions. Research and evaluation in crisis intervention settings are also presented.

SOWK 400 — Field Placement. 10 hours. This course must be taken during the senior year after all other social work courses have been successfully completed. All students enrolling in this course are

required to complete SOWK 401 in the semester prior to the planned placement. Special attention is given to placing students in areas of their interest and with agencies where professional supervision and experiences covering a broad spectrum of generalist practice are available. Agencies offering supervision by a professional possessing a Master of Social Work (MSW) degree are preferred. The social work field coordinator reserves the right to affirm or deny specific placements.

SOWK 401 — Social Work Field Seminar. 1 hour. Designed to prepare the senior social work student for the Social Work Field Placement program (SOWK 400) in the following semester. Orientation to the field placement, selection of field agencies, interviewing, professional ethics, resume writing, and applying for field placement are all a part of this preparatory course. Students will meet bi-weekly for two hours. Prerequisite: Students enrolling in this course must be senior social work majors.

SOWK 405 — Social Work Field Seminar II. 2 hours. An integrating practice seminar for senior social work majors to be taken concurrently with Social Work Field Placement (SOWK 400). The knowledge, skills, values, and ethics of social work will be discussed in the context of agency policy and practice. The emphasis in this course will be to integrate theory and practice. Students in this course will meet weekly for two hours.

SOWK 412 — Social Work Practice III. 3 hours. Presents an introduction to social work macro-practice. This course will assist the student in building a cognitive framework to identify systems in need of change, the type of change needed, and strategies for bringing about change. Reviews the social worker in the role of administrator, supervisor, committee participant, program developer, and program evaluator. The social work role in community systems regarding needs assessments, client advocacy, and encouraging consumer participation will be presented. All major federal and state welfare programs will be reviewed. Prerequisite: SOWK 311.

SOWK 420 — Social Policy Analysis. 3 hours. This class examines the origins of the American welfare state, the making of government policy, issues in social service delivery, the voluntary and corporate sector, income maintenance, health care, mental health, housing policy, employment policy and international perspectives. Past and present social policy will be examined with a view toward the development of future social policy. Students are presented a format for thinking critically about political and social systems as arenas for social work practice. Corequisite: SOWK 412.



Chapter 8

School of Graduate and Adult Studies

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies.

The School of Graduate and Adult Studies attempts to fulfill the following general objectives:

- To provide for intellectual, spiritual, and personal growth through quality degree programs which integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere which will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.

Most of the programs are offered in special packages in which the degree may be earned in about two years by enrolling in classes which meet once a week, or in some programs, through classes which meet for one week, two or three times a year. In addition, most programs integrate study group activities.

Detailed information is published in the **School of Graduate and Adult Studies Bulletin**, which is available in the school's office in the Marquart House on East University Avenue in Bourbonnais, or at the extension office in Schaumburg.

In addition to programs meeting on campus in Bourbonnais, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: The Master of Business Administration, the Master of Arts in Education, and the undergraduate Management degree completion program. Classes are held in Chicago's northwest and south suburbs and in downtown Chicago.

Olivet Campus: (815) 939-5291

Schaumburg Office: (847) 240-6100

Graduate Programs

The School of Graduate and Adult Studies offers courses leading to eight master's degrees:

- 1) Master of Arts with majors in Religion and Professional Counseling,
- 2) Master of Arts in Education with majors in Curriculum and Instruction and School Improvement Leadership,
- 3) Master of Arts in Teaching, with majors in Elementary and Secondary Education,
- 4) Master of Business Administration,
- 5) Master of Church Management,
- 6) Master of Pastoral Counseling,
- 7) Master of Practical Ministries, and
- 8) Master of Education (Distance Delivery).

Baccalaureate Degree Completion Programs

In order to meet the needs of working adults, Olivet Nazarene University offers a number of degree completion programs as alternatives to the usual residential degree program. The degree completion options have several features which are designed to make them ideal programs for adults with other responsibilities.

1. Classes are at locations that are convenient to students' residences or work.
2. Classes usually meet once a week, or in extended sessions at a time compatible with students' work schedules.
3. Course content is geared toward practical application in the everyday life and occupation of a student.
4. Because Olivet recognizes that adult students bring a wide variety of experiences and skills with them, college credit is awarded, under specified circumstances, for some of these appropriate experiences.
5. Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
6. Student/faculty class contract hours vary based on the objectives and intended outcomes of each course.
7. Adult "cooperative" learning strategies are utilized.

Chapter 9

Directory of Personnel

Board of Trustees

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Marion, Indiana
- C. NEIL STRAIT
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Vicksburg, Michigan
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Secretary
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Springfield, Illinois
- PHYLLIS GERMAN
Decatur, Illinois
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Canton, Michigan
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- LYLE HILL
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Marion, Illinois
- TED R. LEE
Camby, Indiana
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New Castle, Indiana
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Traverse City, Michigan
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Pekin, Illinois
- LAUREL MATSON
Madison, Wisconsin
- MARILYN MCCOOL
Williamsburg, Michigan
- GARRETT MILLS
Bedford, Indiana
- BRUCE MITTEN
Madison, Wisconsin
- RICHARD OSBORNE
Reed City, Michigan
- GARRY PATE
Sellersburg, Indiana
- FRED PRINCE
W. Bloomfield, Michigan
- TERRY ROWLAND
New Castle, Indiana
- RALPH SCHERER
Racine, Wisconsin
- DUANE SCHMIDT
Valparaiso, Indiana
- KAREN SCOTT
Lafayette, Indiana
- JAMES SCHWEIGERT
St. Johns, Michigan
- OSCAR SHEETS
Middlebury, Indiana
- JOHN SHERWOOD
Pekin, Illinois
- JERRY SHORT
Danville, Illinois
- WILLIAM E. SHOTTS
Pittsfield, Illinois
- GENE SMITH
Davison, Michigan
- GENE SNOWDEN
Huntington, Indiana
- DONALD WILLIAMSON
Fort Wayne, Indiana
- BRIAN WILSON
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- DARRELL WINEINGER
Jasper, Indiana
- E. L. WISEHART
Indianapolis, Indiana
- LEE G. WOOLERY
Valparaiso, Indiana

University Administrative Officers

JOHN C. BOWLING (1991)

President

B.A., 1971, Olivet Nazarene University
M.A., 1972, Olivet Nazarene University
M.R.E., 1973, Southwestern Baptist
Theological Seminary
Ed.D., 1978, Southwestern Baptist Theological
Seminary
D.Min., 1988, Southern Methodist University
Post-Doctoral Study, 1990, Harvard University

GARY W. STREIT (1973)

*Vice President for Academic Affairs and
Dean of the University*

B.A., 1967, Trevecca Nazarene University
M.S., 1973, University of Tennessee
Ph.D., 1982, University of Illinois

DOUGLAS E. PERRY (1975)

Vice President for Finance

B.A., 1968, Olivet Nazarene University
M.B.A., 1986, University of Illinois
Certified Public Accountant

WALTER W. WEBB (1988)

Vice President for Student Development

B.A., 1986, Olivet Nazarene University
M.A., 1989, Olivet Nazarene University

BRIAN ALLEN (1982)

Vice President for Institutional Advancement

B.S., 1982, Olivet Nazarene University

Administrative Faculty

FRAN REED (1989)

Associate Dean of Instruction

B.S., 1973, Olivet Nazarene University
M.A., 1982, Governors State University
Ph.D., 1995, University of Illinois

JIM D. KNIGHT (1975)

Registrar, Assistant Dean of Instruction

B.A., 1966, Trevecca Nazarene University
M.S., 1973, University of Tennessee

KATHRYN BOYENS (1980)

Director of Benner Library

B.A., 1969, University of Illinois
M.A., 1979, Illinois State University
M.S., 1983, University of Illinois

BRIAN D. PARKER (1999)

Director of Admissions

B.S., 1999, Olivet Nazarene University

WILLIAM H. BRAY (1994)

Chaplain to the University

B.A., 1974, MidAmerica Nazarene University
M.Div., 1978, Nazarene Theological Seminary
M.A., 1990, University of Colorado
D.Min., 1985, Phillips University Graduate
Seminary

LARRY D. WATSON (1965)

Athletic Director

B.S., 1965, Olivet Nazarene University
M.A., 1968, Western Michigan University

SUE RATTIN (1990)

Director of Learning Development

B.A., 1970, Olivet Nazarene University
M.A., 1976, Pacific Lutheran University
Doctoral Candidate, University of Illinois

CONNIE S. MURPHY (2000)

Assistant Director of Learning Development

B.A., 1978, Fairmont State College
M.A.E., 2000, Olivet Nazarene University

NOEL WHITIS (1993)

Director of Media and Technical Support

B.A., 1967, Olivet Nazarene University
M.Ed., 1972, University of Toledo

School of Graduate and Adult Studies

CAROL MAXSON (1997)

Associate Dean for Graduate/Adult Studies

B.A., 1988, Olivet Nazarene University
M.A.E., 1990, Olivet Nazarene University
Ed.D., 2000, Nova Southeastern University

SPENCER BARNARD (1993)

Director of Academic Services

B.S., 1961, Olivet Nazarene University
M.Ed., 1966, University of Illinois

RANDALL S. TUMBLIN (1996)

Director of Enrollment Services

B.A., 1980, Olivet Nazarene University
North Park College
University of Toledo

Faculty Members

This alphabetical listing of members of the faculty gives reference to the department in which they teach, where a more complete listing of their positions and degrees is shown.

Brian Allen, *Institutional Advancement*

Gerald Anderson, *Music*

Catherine Anstrom, *Family/Consumer Science*

Douglas Armstrong, *Chemistry*

David Atkinson, *Mathematics*

Thomas Bakewell, *Exercise/Sports Science*

Catherine Bareiss, *Computer Science*

Spencer Barnard, *Grad/Adult Studies*

Rebecca Belcher, *English*

Jeffery Bell, *Music*

William Bell, *Psychology*

Ray E. Bower, *Psychology*

John C. Bowling, *Religion*

Kathryn Boyens, *Library*

Robert Branson, *Biblical Literature*

William Bray, *Religion*

Stephen Brown, *Mathematics*

Richard Colling, *Biology*

Donald Daake, *Business*

Martha Dalton, *Music*

Ron Dalton, *Religion*

Linda Davison, *Nursing*

William Dean, *History*

Bill DeWees, *Communication*

Mary Ada Dillinger, *Library*

Paul Dillinger, *Nursing*

Sondra Dittmer, *Geology, Chemistry*

Susan Hobbs Draine, *Nursing*

Alice Edwards, *Music*

Ruthmarie Eimer, *Music*

Eric Erickson, *Engineering*

Lisa Evoy, *Nursing*

Larry Ferren, *Chemistry*

Juliene Forrester, *English*

Diane Fox, *Library*

Franklin Garton, *Psychology*

Dwight Ginn, *Biology*

Amy Golyshko, *Nursing*

Ralph Goodwin, *Business*

Susan Gray, *Nursing*

Daniel Green, *Mathematics*

Linda Greenstreet, *Nursing*

William Greiner, *Art*

Dale Hathaway, *Mathematics*

Craighton Hippenhammer, *Library*

Janice Hockensmith, *Sociology*

Ralph Hodge, *Exercise/Sports Science*

Janice Holmes, *Nursing*

Elliot Johnson, *Exercise/Sports Science*

Randal Johnson, *Biology*

LaVerne Jordan, *Psychology*

Craig Keen, *Religion*

Elesha Keen, *Library*

Kristin King, *Modern Languages*

Lezli C. Kinzinger, *Art*

Jim Knight, *Registrar*

Thomas Knowles, *Education*

Paul Koch, *Economics*

Michael LaReau, *Sociology*

Karen Lea, *Education*

Gregory Long, *Biology*

Russell Lovett, *Religion*

Stephen Lowe, *History*

Jay Martinson, *Communication*

Carol Maxson, *Grad/Adult Studies*

Shirlee A. McGuire, *English*

Connie Milton, *Nursing*

Mike Morgan, *Engineering*

Kashama Mulamba, *English*

Connie Murphy, *Learning Development*

Larry Murphy, *Biblical Literature*

Timothy Nelson, *Music*

Ivor Newsham, *Physics*

Gary Newsome, *Exercise/Sports Science*

Kent Olney, *Sociology*

Dale Oswalt, *Education*

Nichelle Pajeau, *Exercise/Sports Science*

Brian Parker, *Admissions*

Elizabeth Patrick, *Communication*

Brenda Patterson, *Exercise/Sports Science*

Douglas E. Perry, *Finance*

Douglas Porter, *Exercise/Sports Science*

Susan Rattin, *Learning Development*

Max Reams, *Geological Sciences*

Don Reddick, *Music*

Fran Reed, *Education*

Glen Rewerts, *Business*

Diane Richardson, *Family/Consumer Science*

Ritchie Richardsen, *Exercise/Sports Science*

Brock Schroeder, *Geology*

Robert Smith, *Religion*

Sara Spruce, *Education*

Gary W. Streit, *Academic Affairs*

Marla Streit, *Education*

Richard Thompson, *Biblical Literature*

Vicki Trylong, *Modern Languages*

Stan Tuttle, *Education*

Larry D. Vail, *Computer Science*

David Van Heemst, *Political Science*

Jeremy Van Kley, *English*

Larry Watson, *Exercise/Sports Science*

Walter W. Webb, *Student Development*

Jeffrey Wells, *Communication*

Judith Whitis, *English*

Noel Whitis, *Media and Technology*

Brenda Williams, *Exercise/Sports Science*

Mark Williams, *Accounting*

Sue Williams, *English*

David Wine, *Religion*

Norma Wood, *Nursing*
Robert Wright, *Biology*

Faculty Emeriti

LESLIE PARROTT (1975-1991)
President Emeritus

B.A., M.A., Ph.D., D.D.

WILLIS E. SNOWBARGER (1949-1986)
*Vice President for Academic Affairs
Emeritus.*

Professor of History Emeritus
B.A., M.A., Ph.D., LL.D.

LEONARD E. ANDERSON (1950-1986)
*Associate Professor of Business Admini-
stration and Economics Emeritus*
B.S., M.S., CPA

EARL E. BARRETT (1954-1966)
Assistant Professor of Philosophy Emeritus
B.A., B.D., S.T.M., S.T.D., M.A., Ph.D.

WILLIAM D. BEANEY (1961-1991)
Associate Professor of Biology Emeritus
B.S., M.S.

FOREST T. BENNER (1964-1981)
Professor of Theology Emeritus
B.S., S.T.B., Th.M., Ph.D.

HARVEY A. COLLINS (1953 - 1991)
Associate Professor of Art Emeritus
B.F.A., M.F.A.

WILLIAM W. DEAN (1972-1990)
Professor of Theology Emeritus
B.A., M.Div., Ph.D.

D. GEORGE DUNBAR (1969-1999)
Professor of Music Emeritus
B.S., M.Mus., D.M.A.

C. WILLIAM ELLWANGER (1977-1995)
Professor of Religion Emeritus
Th.B., B.D., D.Miss.

WILLIAM FOOTE (1968-1995)
Associate Professor of English Emeritus
B.A., B.D., M.A.

JACK W. FURBEE (1970-1989)
Professor of Education Emeritus
B.A., M.A., Ed.D.

JEWELL GROTHAUS (1948-1981)
Assistant Professor of Violin Emerita
B.Mus., B.S., M.Mus.Ed

VERNON T. GROVES (1955-1977)
Professor of Education Emeritus
B.S., M.A., Ph.D.

JOHN E. HANSON (1961-2000)
Professor of Chemistry Emeritus
B.A., Ph.D.

ROBERT E. HAYES (1970-1993)
Professor of Food Science Emeritus
B.S., M.S., Ph.D.

HARLOW E. HOPKINS (1954-1996)
Professor of Music Emeritus
B.S., M.Mus.Ed., D.Mus.

BILL J. ISAACS (1961-1993)
Associate Professor of History Emeritus
B.A., M.A.

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Assistant Professor of English Emerita
B.A., M.A.

BILLIE J. MATHENY (1964-1980)
Professor of Education Emerita
B.A., M.S., Ph.D.

MARJORIE MAYO MOORE (1964-1984)
Associate Professor of Education Emerita
B.S., M.S.

RAY H. MOORE (1965-1983)
*Associate Professor of Media Services
Emeritus*
B.Mus., M.A., D.Mus.

JOSEPH F. NIELSON (1969-1996)
Professor of Sociology Emeritus
B.A., M.A., Ph.D.

JOE M. NOBLE (1976-1998)
Associate Professor of Music Emeritus
B.A., M.A.

LOTTIE I. PHILLIPS (1965-1989)
Associate Professor of English Emerita
B.A., M.A.

ESTHER ROBERTS (1947-1981)
*Assistant Professor of Business
Administration Emerita*
B.S., M.A.

J. OTTIS SAYES (1956-1994)
Professor of Religion Emeritus
Th.B., B.D., M.R.E., D.R.E.

C. W. WARD (1958-1980)
*Associate Professor of Physical Education
Emeritus*
B.S., M.Ed., Dir. P.E.

HARRY R. WESTFALL (1967-1986)
Professor of Education Emeritus
B.A., M.A., B.D., M.S.Ed., Ph.D.

ALLAN L. WIENS (1967 - 1992)
*Associate Professor of Library Science
Emeritus*
Th.B., B.D., B.A., M.Lib. Sci.

MINNIE WILLS (1971 - 1991)
Associate Professor of Spanish Emerita
B.A., M.A.

WILLIAM WOODRUFF (1968 - 1991)
*Associate Professor of Biblical Literature
Emeritus*
B.A., M.Div., M.R.E., M.Th.

Degree and Enrollment Statistics

Degrees Granted (July 1-June 30)

	1995	1996	1997	1998	1999
Associate of Arts	2	2	2	0	0
Bachelor of Arts	124	132	142	128	133
Bachelor of Science	236	218	253	256	209
Bachelor of Theology	3	5	1	0	0
Bachelor of Applied Science	9	9	0	8	9
Master of Arts	1	5	1	2	22
Master of Arts in Education	16	4	18	0	0
Master of Church Management	2	8	10	4	0
Master of Business Administration	51	96	120	66	78
Master of Pastoral Counseling	4	14	4	2	5
Master of Arts in Teaching	16	12	15	27	24
Total	464	505	566	494	480

Fall Enrollment Statistics

	1995	1996	1997	1998	1999
College Level					
Freshmen	532	528	560	561	554
Sophomores	341	320	325	342	326
Juniors	339	329	310	287	359
Seniors	349	383	372	352	319
Other Undergraduates	36	35	40	36	27
Adult Studies, Undergraduate	246	234	276	301	281
Graduate	413	363	412	524	648
Total Enrolled	2,256	2,192	2,295	2,403	2,514
Equivalent full-time students (15 semester hour load)	1,883	1,848	1,903	1,919	1,950

Student Credit Hours by Division

	1995	1996	1997	1998	1999
Communication	3,819	3,810	3,875	3,951	3,808
Education	2,409	2,521	3,087	3,424	4,453
Fine Arts	1,753	1,691	1,774.5	1,812	1,979.5
Natural Sciences	4,964	4,622.5	4,645.5	4,312	4,225.5
Nursing	1,076	1,081	874	663	610
Religion	3,194	3,475	3,451	3,700	3,661
Social Sciences	8,861	8,477	8,399.5	8,351	8,269
General Studies	475	544	556	531	516
Adult Studies	1,693	1,491.5	1,881	2,037.5	1,724
Total	28,244	27,717	28,543.5	28,781.5	29,246.0

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For Your Information Needs ...

The Post Office address of Olivet Nazarene University is P.O. Box 592, Kankakee, Illinois 60901-0592. Mail to administrators, offices, faculty and students may be sent to this address.

The University is located in the village of Bourbonnais on the north side of Kankakee. The campus is one and a half miles southwest of Exit 315 on Interstate 57. A campus map is in the back of this catalog.

The telephone number of the University switchboard is (815) 939-5011. Through the Centrex system our operator will redirect calls for any office. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Hall or as noted below.

Olivet Nazarene University may be found on the World Wide Web at: WWW:<http://www.olivet.edu>

Inquiries to the University may be directed to:

PRESIDENT 939-5221

General Interests of the University

VICE PRESIDENT FOR ACADEMIC AFFAIRS, ACADEMIC DEAN 939-5213

Undergraduate curriculum, instructional programs and graduate programs

ASSOCIATE DEAN OF INSTRUCTION 939-5104

Curriculum, Student/Faculty Issues

ASSISTANT DEAN OF INSTRUCTION 939-5201

Student academic problems, class schedules, orientation

REGISTRAR 939-5201

Registration for classes, graduation requirements, transcripts, grades

DIRECTOR OF ADMISSIONS 939-5203

Admission of freshmen and transfer students, requests for catalogs, applications for admission and other information

DEAN OF THE SCHOOL FOR GRADUATE AND ADULT STUDIES 939-5291

Master's degree programs, degree completion for adults

DIRECTOR OF FINANCIAL AID 939-5249 Miller Hall

Applications and information on grants, loans, scholarships

CHAPLAIN TO THE UNIVERSITY 939-5236 Ludwig Center

Counseling, spiritual life activities, chapel programs

STUDENT ACCOUNTS 939-5245 Miller Hall

Payment and arrangements of university student accounts

VICE PRESIDENT FOR FINANCE 939-5240 Miller Hall

Business of the university, purchasing, employment, staff positions

VICE PRESIDENT FOR STUDENT DEVELOPMENT 939-5333 Ludwig Center

Campus policies, residence halls, room assignment information

DIRECTOR OF COMMUNITY LIFE 939-5230 Ludwig Center

Campus activity calendar, Ludwig Center schedule

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT 939-5255

Requests for services of the University such as musical groups, guest speakers, etc., to churches, districts, organizations

DIRECTOR OF PUBLIC RELATIONS 939-5295

News, publications, *The Olivetian* and *Alumni News*, special events

COUNSELING AND CAREER CENTER 939-5243

Counseling, student employment, and career planning

LUDWIG CENTER RECEPTION/INFORMATION DESK 939-5207

WONU 89.7 FM 939-5330

ALL OTHER OFFICES 939-5011 (24 hour service)

Fall Semester, 2000

August 28
 August 29
 August 30
 September 22
 September 24-27
 October 9-10
 October 25
 November 10
 November 10-12
 November 17
 November 21
 November 27
 December 15, 18-19

Orientation for Freshmen/Transfers
 Registration Day
 Wednesday, 7:30 a.m. classes begin
 Final day to drop Block I courses
 Fall Revival
 Fall Break
 Mid-Semester (Block II courses begin)
 Final day to drop semester-length courses
 Homecoming
 Final Day to drop Block II courses
 Thanksgiving Holiday begins at 5:00 p.m.
 Classes resume - 7:30 a.m.
 Final Examinations - Friday, Monday, Tuesday

Spring Semester, 2001

January 8
 January 9
 February 2
 February 4-7
 February 16
 March 5
 March 9
 March 19
 March 23
 April 4
 April 13-16
 April 16
 April 30-May 3
 May 4
 May 5

Registration Day and New Student Orientation
 Classes begin, 7:30 a.m.
 Final day to drop Block III courses
 Winter Revival
 Winter Break
 Block IV courses begin
 Spring Recess begins at 5:00 p.m.
 Classes resume, 7:30 a.m.
 Final day to drop semester-length courses
 Final day to drop Block IV courses
 Easter Break
 Monday only classes will meet
 Final Exams - Monday thru Thursday
 Friday, Baccalaureate Service
 Saturday, 9:30 a.m., Commencement Convocation

Fall Semester, 2001

August 27
 August 28
 August 29
 September 21
 September
 October 8-9
 October 24
 November 9
 November 2-4
 November 16
 November 20
 November 26
 December 14, 17-18

Spring Semester, 2002

January 7
 January 8
 February 1
 February
 February 15
 March 4
 March 21
 April 2
 March 21
 April 5
 April 1
 April 29-May 2
 May 3
 May 4

2000

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