


2007

# Olivet Nazarene University Annual Catalog 2007-2008

Olivet Nazarene University  
*Olivet Nazarene University*

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## **2007–2008 Catalog**

### **Olivet Nazarene University**

Bourbonnais, Illinois 60914

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Dr. John C. Bowling, President





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# This Catalog: Your Guide to Olivet

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Chapters 1-8 of this *Catalog* serve as your guide to the traditional undergraduate courses of study, activities, and opportunities at Olivet Nazarene University. For information concerning graduate and adult degree completion programs, refer to Chapters 9 and 10.

As you read through 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.

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 the 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 that 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.

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 at the back of the *Catalog*.

Olivet is supported by the Church of the Nazarene, with close ties to the more than 700 congregations in 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."

The University *Catalog* 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 the *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 the *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 10 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 Associated Student Council. This gives more details about campus activities, regulations, and personnel policies that 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 Mr. David Pickering, the University's equal employment opportunity coordinator in the Personnel Office, Miller Business Center, (815) 939-5240.

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.

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# Make Olivet Your First Choice!

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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 and 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 private, Christian, liberal arts university in the Village of Bourbonnais just south of Chicago, 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 100 areas of study 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 residence hall rooms 24 hours a day. Olivet also has its own cable TV system with 41 stations, including three University channels, in each room.

We are 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 an "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 at 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 humanity 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 humanity 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 continually 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 creates 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 immeasurable value of the spiritual dimension of education at Olivet that 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."

## Chapter 1

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# Education With a Christian Purpose

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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 that seeks to help students integrate faith and learning. It is this Christian commitment that adds wisdom to learning. While the mission permeates all that is done at Olivet, it is most fully realized in the academic arena. Olivet seeks to foster and maintain a high commitment to academic excellence. The University affirms that all truth is God's truth and, therefore, cannot be segmented into secular and non-secular categories and departments. The teaching faculty of the University are men and women 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 cooperative 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 religion, education, business, counseling, and nursing. There is also a nontraditional degree-completion program that 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. Although the majority of Olivet's undergraduate students are from the Church of the Nazarene, they are joined by hundreds of other students from more than 30 denominations. 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.

## Statement of Faith

Olivet Nazarene University recognizes that there is a body of knowledge with which the humanities, the natural sciences, the social sciences, theology, and professional studies are to be differently but compatibly concerned. As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.

We endeavor to foster the disciplines of scholarship and Christian spirituality. We seek in all of our intellectual labors to be true to the academic and theological traditions of which we are a part. We weave together the various strands of our educational labors on a vision of the Church as a corporate holy life, a life of loving devotion to God and of loving mission to the world that God so loves.

We emphasize the Arminian-Wesleyan tradition, which both acknowledges the devastation of sin and depravity on every aspect of human life and history and hopes in the transforming work of the Father, the Son, and the Holy Spirit to sanctify the human heart, soul, mind, and strength to open history to the promise of the coming of Jesus Christ. As an indication of the commitment of Olivet Nazarene University to the historic Christian position, the University affirms a statement of faith that 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 humanity 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; and
8. That our Lord will return, the dead will be raised, and the final judgment 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. The University 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; and
- g. Develop attitudes and philosophies that 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; and
- 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 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; and
- f. The fostering of learning how to relate the Christian faith to the problems of world concern.

## History of the University

Olivet Nazarene University's origins can be traced to the first decade of the 20th century and to the resolve of several families in east central Illinois who were committed to providing a Christian education for their children. In 1907, classes were begun in a Georgetown, Illinois, home. A year later, the founders acquired several acres of land in a nearby village named "Olivet." There, they constructed a modest building and added the secondary level of instruction. A liberal arts college followed in 1909, along with the first name for the fledgling, but ambitious, institution: "Illinois Holiness University."

By 1912, the founders and trustees were aware of the school's need for a wider constituency and offered to give their educational work to the Church of the Nazarene. The young denomination accepted the school with a pledge to support and promote its ministry of Christian higher education. That early commitment is still being perpetuated by the more than 700 Nazarene congregations throughout Illinois, Indiana, Michigan and Wisconsin.

The school grew slowly during the next decade. There were several acting and short-term presidents; the campus of 19 acres contained only a few small buildings; the first yearbook, the *Aurora*, was published in 1914; a new school name followed in 1915: "Olivet University"; and the name was changed to "Olivet College" in 1923. Decades later, a devastating fire destroyed the main campus building in November 1939, prompting the newly elected president, A.L. Parrott, and the trustees to consider locating a new campus as an alternative to rebuilding at their rural site. They found and purchased the present campus in Bourbonnais in 1940 and moved the college in the summer of 1940. "Nazarene" was added to the college's name that same year.

At the time of the college's move to Bourbonnais, the campus consisted of 42 acres that had been the site of St. Viator's College from 1868 until it closed in 1938. Four of the buildings purchased then are still in use today.

A major milestone for Olivet occurred in 1939, when the University of Illinois formally recognized the school. The college catalogs of the 1940s reflected a school of liberal arts, a school of music, a school of religion, and a high school academy. In 1953, all areas of study were grouped into curricular divisions which remained the model for Olivet's academic organization until 2005. Academic restructuring into colleges/schools was initiated in 2005.

Dr. Harold W. Reed, president from 1949 to 1975, led Olivet through a period of remarkable growth, including the construction of 20 major buildings to keep pace with increasing student enrollments.

Dr. Leslie Parrott Sr. continued this focus on campus expansion, development, and beautification during his 16-year tenure, as he led the campaign to elevate Olivet to university status. In 1986, the school's name was changed to "Olivet Nazarene University" to reflect the diversity of academic programs and graduate studies.

Since assuming the presidency in 1991, Dr. John C. Bowling has continued to lead the University in its growth, effective ministry, and pursuit of "Education With a Christian Purpose."

## Location and Transportation Facilities

Olivet Nazarene University is located in the Village of Bourbonnais, Illinois, 50 minutes south of Chicago's Loop. The campus is situated on U.S. 45 and 52 and state Route 102, and is near state Route 50 and Interstate 57. Kankakee County is served by Amtrak Rail Passenger Service and Greyhound Lines (bus). In addition, the Metra rail service is available just 25 minutes away in University Park, and takes riders throughout Northeastern Illinois, including downtown Chicago. Olivet receives mail through the Bourbonnais Post Office. The basic mailing address is Olivet Nazarene University, One University Avenue, Bourbonnais, Illinois 60914-2345.

The 2000 census population of Kankakee County was 103,833, including 27,491 in Kankakee, 12,784 in Bradley and 15,256 in Bourbonnais.

The location provides Olivet students and faculty with many advantages. Students enrolling in Olivet have the opportunity of earning part of their expenses in the many 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 Hall, a residence hall for men (1906); Miller Business Center (1926); and Birchard Gymnasium (1926).

Olivet's current park-like campus includes over 200 acres of contiguous land with 32 principal buildings. Academic buildings now in service include: 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); Larsen Fine Arts Center (1982); and the Weber Center (2001).

Residence halls, in addition to Chapman, are Williams Hall (1951), Nesbitt Hall (1959), Hills Hall (1962), McClain Hall (1967) and Parrott Hall (1970) and University Place, an apartment building converted to campus housing in 2001. Two smaller residence halls, Howe and Gibson, were completed in 1967. In addition, the Grand Apartments and Olde Oak Apartments will serve as housing adjacent to the campus.

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) was 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 1994, is adjacent to Burke Administration Building. The center, formerly known as Goodwin Hall, is an historic community home and is a focal point for alumni activities throughout the year.

A new Admissions Center was completed in 1999, and the Weber Center was completed in 2001.

The WONU Broadcast and Learning Center (Shine89.FM) and Fortin Villa property in Bourbonnais were added as campus facilities in 2004 and 2005.

The Chicago Regional Center in Rolling Meadows, IL has been leased since 2005 to provide office and classroom facilities for the School of Graduate and Continuing Studies. Additionally the Heritage Plaza office complex in Bourbonnais was leased to house the School of Graduate and Continuing Studies in 2006.

## 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 170,000 books, the library also houses over 350,000 other items in various formats (videotapes, compact discs, maps, microfilm, etc.), subscribes to almost 1,000 print journals, and provides access to over 15,000 full-text electronic journals. As a participant in the Federal Depository program, the library receives U.S. government documents on a selective basis. Photocopiers, printers, microfilm reader-printers, and fax services are available for a nominal fee.

Using the library's online catalog, BLISweb, students and faculty may search the library's collection via the Internet from within the library, from other campus locations, and from off-campus sites. Now part of a statewide consortium, Benner Library shares its online catalog with 64 other Illinois academic libraries. Members of the Olivet community can check their borrowing record, renew materials, and place online requests for items in the shared catalog.

Through the library's home page, users can access BLISweb and a wide variety of other electronic resources and services, including Web databases, research guides for departments and classes, and useful Internet sites.

Additional library services include computer labs, public access computers, wireless access to the Internet, a coffee shop, a laptop checkout program, group study rooms, listening and viewing facilities, the Curriculum Center with children's books and materials for



educators, and special delivery services for off-campus students. Original documents pertaining to the history of Olivet and the Church of the Nazarene are available in the Archives.

Through interlibrary loan and other cooperative agreements with several organizations (including the Consortium of Academic and Research Libraries in Illinois and the Prairie Area Library System), Benner Library can provide the Olivet community with a wealth of services and materials beyond its walls.

## Chapter 2

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# Design for Educational Excellence

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Olivet Nazarene University is committed to academic excellence. The University is accredited to offer associate, baccalaureate, master's, and doctorate degrees by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, telephone: (312) 263-0456.

The Illinois State Department of Education has approved Olivet as a teacher training college for baccalaureate and master's degrees. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education programs.

The baccalaureate degree and master's degree programs in Nursing are accredited by the Commission on Collegiate Nursing Education. The baccalaureate program is approved by the Board of Nursing of the Department of Professional Regulation of the State of Illinois. The Athletic Training Education program is accredited by the Commission on Accreditation of Athletic Training Education. The baccalaureate degree program in Business is accredited by the International Assembly for Collegiate Business Education.

The baccalaureate degree program in Dietetics is accredited by the American Dietetic Association; the baccalaureate program in Social Work is accredited by the Council on Social Work Education; and the baccalaureate program in Engineering is accredited by the American Board of Engineering and Technology. Olivet is accredited by 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 or her 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 or her 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 16 semester hours. A minimum of 128 semester hours is required for graduation with the bachelor's degree. All programs feature the dimension of breadth and also the dimension of depth.

## Requirements for Graduation: Bachelor's Degrees

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 all bachelor's 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 45-58 hours;
5. Completion of a major program of study as specified by the College, School, or Department in which the major is taken or the major in General Studies described later;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must complete foreign language in the general education requirements.
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.

## 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 School of Education section of the *Catalog*.

## General Education Requirements: Bachelor's Degrees

### Group 1. Christian Living

An educated person committed to a life of stewardship and service should be acquainted with both cognitive and affective dimensions of Christianity. This component reflects the missional commitment of the University to engagement with the Christian Faith, specifically in the context of the Church of the Nazarene. This four-course sequence is designed to integrate comprehensively the formative task of theological education for Christian living; that is, matters of spiritual formation, biblical understanding, theological understanding, life application and Christian ethics will be integrated across the progression in a level-appropriate development. The goal is to facilitate the most effective and conducive context for the development of young adults to emerge from this progression with a deeper love for Christ, the Bible, and the Church than when they began. The aim is to engage and equip our students to live vital Christian lives and serve as effective ministry leaders, influencing their world for the Kingdom.

THEO 101 — Christian Formation	3
* BLIT 202 — Christian Scriptures I	3
** BLIT 303 — Christian Scriptures II	3
*** THEO 404 — Christian Faith	3
<b>Total</b>	<b>12</b>

### Group 2. Communication

An educated person committed to a life of stewardship and service should 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.

ENGL 108 (4 hours) or 109 (3 hours) — College Writing I	3-4
**** ENGL 209/210 — College Writing II	3
COMM 105 — Fundamentals of Communication	3
<b>Total</b>	<b>9-10</b>

Placement in College Writing will be based on English ACT score:

ACT English score	Writing Placement
1-15	***** GNST 093
16-19	ENGL 108
20 and up	ENGL 109

### Group 3. Cultural Understanding

An educated person committed to a life of stewardship and service should be exposed to various aspects of cultural understanding as well as an understanding of diverse cultures. It is no longer possible to conduct our lives without reference to the diverse 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 may include options for exposure to various cultures in terms of language, geography, history, sociology, psychology, political science, economics, art, music, literature, and religion. Moreover, a non-Western culture should be part of the cultural experience. Foreign language skills are important for those working in a global community. International students on campus, a variety of courses, and overseas experiences by faculty and some students all are a part of education for cultural understanding. The interrelatedness of living in a global community necessitates exposure to diverse cultures.

FINA 101 — Introduction to Fine Arts	3
HIST 200 — Western Civilization	3
LIT 205 — Studies in Literature	3
One course selected from	3
ECON 110 — Principles of Economics	
PSCI 101 — Introduction to Political Science	
PSCI 223 — American Government	

PSYC 101 — Introduction to Psychology	
SOCY 120 — Introduction to Sociology	
International Culture, to be met by one of the following:	0-8
Completion of a two-semester sequence of foreign language study. Required for all Bachelor of Arts degrees.	
Intensive foreign language through participation in one of the study abroad programs sponsored by Council for Christian Colleges and Universities.	
Waiver of language requirement for students who have successfully passed four years of the same foreign language in high school.	
Completion of a foreign travel study course that has been approved by the General Education Committee and the ONU faculty for this requirement	
Completion of two international culture courses selected from the following, with at least one course chosen outside the department of the student's major.	
ART 375 — History of Non-Western Art	
COMM 349 — Intercultural Communication	
ECON 308 — Comparative Economic Systems	
FACS 335 — The World Food Problem	
GEOL 340 — Global Natural Resources	
HIST 379 — The Developing World	
LIT 300 — Literature of the Western World	
LIT 308 — Literature of Non-Western/Third World Cultures	
LIT 315 — Multiethnic Literature	
MULT 301 — World Musics	
PHIL 325 — World Religions	
PSYC 323 — Human Diversity	
SOCY 280 — Ethnic Relations	
SOCY 364 — Cultural Anthropology	
SOCY 366 — Global Issues	
SPAN 110 — Spanish for Specific Professions	
SSCI 302 — World Regional Geography	
<b>Total</b>	<b>12-20</b>

#### Group 4. Natural Sciences and Mathematics

An educated person committed to a life of stewardship and service should possess foundational knowledge in the physical and life sciences, understand the basic methodology of science, and be able to critically evaluate scientific issues. Students should possess a general competency in mathematics including the ability to recognize the legitimate interpretation and application of numerical and scientific data. The larger purpose is to help students improve their scientific literacy, defined as the capacity to follow new scientific and technological developments in intelligent lay terms.

MATH 103 — Math for Liberal Arts or higher level math course	3-4	*****
PHSC 102 — General Physical Science or any physical science laboratory course from the areas of Chemistry, Geology, or Physics	3-5	
BIOL 201 — General Biological Science or any other biological science laboratory course	3-4	
<b>Total</b>	<b>9-13</b>	

#### Placement in Mathematics will be based on ACT Math score:

ACT Math score	Math requirement
1–13:	***** GNST 090, GNST 095, and MATH 103 or higher
14–18:	***** GNST 095 and MATH 103 or higher
19–36:	MATH 103 or higher math course

#### Group 5. Personal Health

An educated person committed to a life of stewardship and service should develop a lifestyle that promotes personal health. Personal health encompasses those attitudes and practices that 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 stress. Furthermore, students should learn interpersonal skills that serve to promote the health of others, including family and community as well as the world at large.

PHED 190 — Wellness or FACS 126 — Nutrition, Health, and Fitness, 3  
 Including a fitness laboratory component. ROTC and varsity sports participants register for 2 hours without the fitness lab component.

**Total 3**

**Grand Total 45–58 hours**

**NOTES:**

- \*BLIT 305 substitutes for BLIT 202 for all majors in the School of Theology and Christian Ministry.
- \*\*BLIT 250 and BLIT 310 substitute for BLIT 303 for all majors in the School of Theology and Christian Ministry.
- \*\*\*THEO 310 substitutes for THEO 404 for all majors in the School of Theology and Christian Ministry.
- \*\*\*\*A student may not enroll in ENGL 209/210 until having passed ENGL 108/109 with a grade of “C-” or above. Each department specifies the College Writing II course to be taken by its majors. Students with an ACT Composite of 30 or higher are exempt from ENGL 109.
- \*\*\*\*\*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.

## Specialization for Bachelor’s Degree Programs

Before admission to junior standing, the student will choose an area of specialization as his or her major field of study, and thus be enabled to examine more intensely a specific field of study, and 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 10 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 the student will graduate without exceeding the number of 128 hours or eight semesters of work, stated as the minimum requirement for graduation.

## Honors Program

Academically talented students tend to learn at a different pace and hold different interests than the general population, but grades alone cannot distinguish them. An “A” might be earned under great hardship for one, but passively by another. The key question is whether all students are full stewards of their capacity. The academically talented are at risk of failing that test because school can feel relatively easy. They should experience a curriculum that addresses this capacity. It should not be organized for difficulty, but distinction.

The mission of the Olivet Honors Program is to encourage and nurture academically talented students in the integration of Christian faith and scholarship, preparing them for servant leadership in the church and world. This provides not only an academic and spiritual community, but social as well. In fact, prior to the sophomore year, all Honors students are provided a one-night, two-day city tour (architecture, museum, the arts) at a regional point of interest.

This 18-credit plan has two phases. First, participants take one Honors course per semester for the initial two years. They are populated only by Honors students, and led by a faculty cohort of four. These 12 credits are substitutes – not additions – for the following general education courses, unavailable for CLEP credit: COMM 105 - Fundamentals of Communication, ENGL 209/210 - College Writing II, THEO 101 - Christian Formation, and PHED 190 - Wellness or FACS 126 - Nutrition. The courses are interdisciplinary and team-taught to cultivate prowess in intellectual integration.

Examples of Honors course topics include: Faith and Film, Subtle Messages in Advertising, Rare Books Seminar, Reproductive Technology and Bioethics, and the like. Such courses are novel and might not be repeated from cohort to cohort.

Second, participants earn six credits during the final two years for a substantial, faculty-mentored research project. (It may be “performance” for relevant disciplines such as Music, Theater, Art, etc.) The first semester of the junior year is devoted to the construction of a research proposal, then two semesters are spent conducting the work. The final senior-level semester is dedicated to the preparation and presentation of results at a campus Research Symposium and/or a regional Honors event through the National Collegiate Honors Council. If appropriate, the faculty-student project may be featured in a professional venue. Funds are provided to support this process.

Throughout these four years, students will also participate annually in an on- or off-campus service organization, serving progressively from attendance to project leadership, and if suitable, officer status. Meanwhile, students attend one cultural event per year, supplemental to course content.

Fewer than 30 are admitted each year, constituting roughly 5% of the undergraduate population. Applications are made in February and March of the preceding academic year. Contact the Admissions Office or Honors Director for more information.

## General Education Requirements: Associate of Applied Science Degrees

### Group 1. Christian Living

THEO 101 — Christian Formation	3
BLIT 202 — Christian Scriptures I or BLIT 303 — Christian Scriptures II	3
<b>Total</b>	<b>6</b>

### Group 2. Communication

ENGL 108 (4 hours) or 109 (3 hours) — College Writing I	3-4
ENGL 209/210 — College Writing II	3
COMM 105 — Fundamentals of Communication	3
<b>Total</b>	<b>9-10</b>

### Group 3. Cultural Understanding

FINA 101 — Introduction to Fine Arts	3
LIT 205 — Studies in Literature	3
One course selected from	3
ECON 110 — Principles of Economics	
HIST 200 — Western Civilization	
PSCI 101 — Introduction to Political Science	
PSCI 223 — American Government	
PSYC 101 — Introduction to Psychology	
SOCY 120 — Introduction to Sociology	
<b>Total</b>	<b>9</b>

### Group 4. Natural Sciences and Mathematics

MATH 103 — Math for Liberal Arts or MATH 117 — Finite Math with Business Applications	3
PHSC 102 — General Physical Science or BIOL 201 — General Biological Science	3
<b>Total</b>	<b>6</b>

### Group 5. Personal Health

PHED 190 — Wellness or FACS 126 — Nutrition, Health, and Fitness, including a fitness laboratory component. ROTC and varsity sports participants register for 2 hours without the fitness lab component.	3
<b>Total</b>	<b>3</b>

**Grand Total** **33-34 hours**

## Preparation for Graduate Study and Preprofessional Study Programs

Olivet has developed degree programs that 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 chair of the appropriate department.

Fields for which Olivet offers preprofessional preparation include Clinical Laboratory Science, Law, Medicine, Ministry, Pharmacy, Physician Assistant, Physical Therapy, and Psychology.

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

Faculty advisers are available for the following programs: Clinical Laboratory Science — Department of Biological Sciences; Physical Therapy — Department of Exercise and Sports Science or Department of Biological Sciences; Psychology and Counseling — Department of Psychology; Pre-Law — Departments of History, Business, or English; Pre-Medicine — Department of Biological Sciences; Pre-Pharmacy — Department of Biological Sciences; Ministry — School of Theology and Christian Ministry, other medical or health fields — Department of Biological Sciences or Department of Nursing.

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## Pre-Medicine

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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-medicine majors 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. Premedical students are normally advised by a faculty member in their major field of study.

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## Pre-Dentistry

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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 Department of Biology.

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## Pre-Veterinarian

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A major in Biology is preferred, supported by a strong minor in Chemistry. The student is advised to work into his or her 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 Department of Biology.

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## Pre-Physician Assistant

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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 or she 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 Department of Biology.

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## Pre-Optometry

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A Biology or Chemistry major is recommended. Physics should also be included in the program at Olivet, along with Mathematics.

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## Pre-Pharmacy

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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 his or her choice. This is to assure completion of appropriate coursework

that may be required for admission into that particular school's program.

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## Pre-Physical Therapy

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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 - Introduction to Athletic Training

360 - Physiology of Exercise

370 - Adaptive and Corrective Physical Education

472 - Kinesiology

BIOL 246 - Human Anatomy and Physiology I

247 - Human Anatomy and Physiology II

361 - Comparative Anatomy

455 - Physiology

PSYC 101 - Introduction to Psychology

211 - Child Developmental Psychology

345 - Physiological Psychology

CHEM 103 - General Chemistry I

104 - General Chemistry II

PHYS 121/122 - College Physics I, II

or PHYS 201/202 - Physics I, II

MATH 147 - Calculus I

COMM 105 - Fundamentals of Communication

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## Pre-Law

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Law schools generally suggest undergraduate majors in history, political science, English, business, music, engineering, religion, and more. Pre-law students should take specific recommended courses that train them in analytical thinking, such as calculus, philosophy, literature, history, or political theory. For help in choosing appropriate courses, and in the admission process for law school, see Dr. Bill Dean, the pre-law advisor.

## 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 105 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 Programme, the Oxford Scholars' Semester, the China Studies Program, the Australia Studies Centre, the Uganda Studies Program, the Contemporary Music Center, and the International Business Institute.

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### American Studies Program

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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. Sixteen hours are earned in the program; eight are classroom work in domestic and foreign policy analysis from a Christian point of view; and eight are in an internship in one of more than 500 internship opportunities available to Council 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.

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### Australia Studies Centre

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The ASC offers students a semester at the Wesley Institute in Sydney, Australia, where they can explore their artistic talents through Wesley Institute's outstanding Division of Ministry and the Arts. Faculty trained and working in the professional performing arts scene in Sydney will guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Home stays, service learning and travel around Australia are important components of the ASC. Students will examine the many faces of Australia. They will observe its beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multicultural ghettos, engage the political capital Canberra and its power players, and come to know the traditions of Aborigines. ASC students participate in the core experiential course and choose the remainder of their credits from Wesley Institute's arts and ministry courses. ASC students receive up to 16 hours of credit.

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### China Studies Program

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Students interested in China will have the opportunity to engage in 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.

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### Contemporary Music Center Program

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The Contemporary Music Center, located at Martha's Vineyard, Massachusetts, provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, and recording engineers. The Executive Track is designed for Business, Arts Management, Marketing, Communication, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive Track students receive instruction, experience, and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include coursework, labs, directed study, and a practicum. Students earn 16 semester hours of credit.

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### Latin American Studies Program

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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 rainforest, 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.

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### Los Angeles Film Studies Center

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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 Department of Communication.

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### Middle East Studies Program

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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, Political Science, Public Policy, and Social Science, or toward general education credit for other majors.

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### Oxford Scholars' Semester

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The Scholars' Semester in Oxford allows a student, as a member of Wycliffe Hall and a visiting student at Oxford University, to do intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. Students broaden their thinking and earn 16 credits by living and learning in this major crossroads of the academic world. Contact the chair of the Department of English for further information.

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### Russian Studies Program

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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.

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### Uganda Studies Program

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Winston Churchill is credited with nicknaming Uganda the "Pearl of Africa," and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in contemporary Africa, African literature, and African history will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

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### Washington Journalism Center

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The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. For further information, contact the Department of Communication at Olivet.

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## Other Sponsored/Recognized Programs

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### AuSable institute

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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. Contact the ONU campus representative in the Department of Biological Sciences.

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### EduVenture

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EduVenture integrates strenuous outdoor activity — jungle trekking, mountain climbing, horseback riding — with courses in

intercultural communications, field based anthropology and spiritual formation. Students are involved in community development programs in developing world circumstances in Mexico. Contact the Department of History and Political Science for additional information.

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### Focus on the Family Institute

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The Focus on the Family Institute provides a semester of study in Colorado Springs, CO. The institute engages students in an in-depth analysis of family issues and policies in America today from a decidedly Christian perspective. University students attend the institute from all over North America, and are exposed to a variety of speakers and social issues that relate to the family. The program is open to juniors or seniors of any major who have a GPA of at least 3.25.

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### International Business Institute (IBI)

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The International Business Institute is a ten week summer cooperative overseas program in international economics and business management. Students from other institutions are welcome but priority is given to the institutions that are affiliated with IBI.

The International Business Institute is designed to give students in economics, business management and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields in an experiential context overseas. The program is ten weeks in length and includes periods of significant residence in key locations as well as coordinated visits and presentations in the major political and economic centers of Russia, Eastern Europe, Western Europe and the United Kingdom.

An essential purpose of this program is to encourage and facilitate the integration of academic study with the international field experience. The academic work is conducted in a variety of settings from the usual classroom to corporate headquarters, manufacturing plants, and the offices of governmental or international agencies.

Additional details are included with the Department of Business information in Chapter 7.

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### Romanian Studies Program

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The Romanian Studies Program 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.

## Graduate and Continuing Studies

The School of Graduate and Continuing Studies offers programs leading to a doctorate degree and several master's degrees. Studies include Nursing, Education, Religion, Professional Counseling, and Business. These programs are described in Chapter 9 of the *Catalog*.

Degrees offered include the Doctor of Education, Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Science in Nursing, Master of Business Administration, Master of Organizational Leadership, Master of Ministry, and Master of Practical Ministries.

The School of Graduate and Continuing Studies offers bachelors degree completion programs in Business Administration, Nursing, and Practical Ministries for those entering with 30-60 hours of college work or associate degrees. An Associate of Arts degree in Business is also available through the School of Graduate and Continuing Studies.

## Chapter 3

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# University Life

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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. The adviser is generally from the department of the student's major area of study. Faculty advisers are also assigned for students who are undeclared or undecided majors.

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, the Chaplain to the University, the Associate Dean of Community Life, Registrar, Counseling and Career Center, Director of the Center for Student Success, 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 or her parents, participate in the advising program, register for the first semester of academic work, and make his or her housing selection. Special orientation sessions will be held with parents to acquaint them with the University program.

The orientation program is under the direction of the Associate Dean of Instruction and the Director of Admissions.

## 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 the Student Development staff for personal guidance to all students. Nonresident students are urged to seek the advice and counsel of the counselors-at-large, the Vice President for Student Development, the Associate Dean of Community Life, the Chaplain to the University, the Associate Dean of Student Development, and the Director of the Center for Student Success.

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 adjust 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 nonmarried 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 a 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.

Nonmarried 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.

Nonstudents are not normally permitted to live in residence halls and must always obtain permission from the Associate Dean of Student Development to do so. A board plan is optional for nonresident 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 Department of Public Safety 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 Department of Public Safety if it is considered that the student is misusing his vehicle privilege. A copy of Olivet's Public Safety Handbook is available to each student. 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: Acting on Aids, American Marketing Association, American Society of Mechanical Engineers, Astronomy Club, Biophilic (Biology Club), Capitol Hill Gang, CMS (Christian Music Society), Computer Club, Diakonia (Social Work), Dialog (The Theology Club), Engineering Club, Equestrian Club, FCA (Fellowship of Christian Athletes), Green Room, International Club, IJM (International Justice Mission), Kappa Delta Pi (National Education Honor Society), Kappa Omicron Nu, Kappa Sigma Chapter of Sigma Theta Tau (International Nursing Honors Society), Lambda Pi Eta Theta Beta (Communication Dept. Honor Society), MERC (Multi-Ethnic Relations Club), MuKappa (National Chapter for Missionary Kids and Military Families serving internationally), Math Club, National Science Teachers Association (NSTA), NSA (Nursing Students), Off-Campus Olivetians, OGS (Olivet Geological Society), Phi Alpha Theta (History Club), Proclamation Gospel Choir, Pro-Life Olivetians, Psi Chi (Honors) Psychology Club, SEA (Student Education Association), The Seventh Reel (ONU Film Club), SIFE (Students in Free Enterprise), Sigma Tau Delta (English Honor Society), Student Dietetic Association (SDA), SUFACS (Student Unit of Family and Consumer Sciences), Student Athletic Trainers Club, The Academy, The X Factor, WONU (Shine.FM) radio.

**Publications** — Olivet sponsors two student 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, 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 (WRL) and Men's Residential Life (MRL) 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, mentoring relationships, seminars, and various inter-residence hall activities. The WRL and MRL 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 the Chaplain's Office and the Vice President of Spiritual Life, students are provided with opportunities to worship and serve in the local Bourbonnais area and beyond.

**Musical Organizations** — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Brass Consort, Brass Quintet, Chrysalis Women's Choir, Concert Band, Concert Singers, Flute Choir, Handbell Choir, Jazz Band, Marching Band, Orpheus Choir, Pep Band, Percussion Ensemble, Testament Men's Choir, University Orchestra, and Woodwind Quintet. 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 (NAIA) and the National Christian College Athletic Association (NCCAA), 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 NAIA. 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 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 nine hours of credit during the first semester. In addition, student athletes must remain in satisfactory scholastic standing as defined in the *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 Office of Student Development. 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 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, 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, a running track, a turf room, and the Tiger Den lounge are key elements of the 68,000-square-foot building. It is directly connected to Birchard Gymnasium and Chalfant Hall.

Birchard Gymnasium includes basketball and volleyball courts for intramural sports, a weightlifting room, and an indoor track. Snowbarger Athletic Park has 30 acres of outdoor fields for football, soccer, and baseball; a one-mile jogging track; track and field facilities; tennis courts; and locker rooms for outdoor sports.

## Chapel/Convocation

Chapel is a vital part of community life at Olivet Nazarene University. It is one of the few occasions when each segment of the college community has the opportunity to join with the others for worship, instruction, and encouragement to serve. 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 crucial life choices. As a Christian community, we are committed to making worship of God the central focus of our lives. Olivet Nazarene University is committed to being both a community of learning and a community of faith. Chapel services are designed to provide an opportunity to contribute to the integration of faith, learning, and living.

**Chapel Times and Attendance** — Chapel is held in Chalfant Hall from 9:35 a.m. to 10:20 a.m. every Wednesday and Thursday. During special emphasis weeks, required chapels will extend to other days. Freshmen will attend a freshmen-only chapel service each Tuesday at 9:35 a.m. Additionally, they will be assigned to attend either a Wednesday or Thursday chapel service.

**Attendance Policy** — Students are allowed up to three absences per semester for sickness, medical or dental appointments, personal business, emergencies, sick children, or other circumstances of this nature. Problems inevitably surface when students choose to interpret the allowable absences as personal privileges with the expectation that emergencies, sickness, and unexpected inconveniences should be granted beyond the allowed absences. Such management of allowed absences is not compatible with the attendance policy.

**Resident Students**—Students living on campus, regardless of the number of class hours, are required to attend all scheduled chapels. Reasons for exemption are limited to the following: student-teaching, education field experiences, internships, nursing clinicals, and special academic projects pre-approved by the faculty instructor.

**Commuter Students**— Full-time commuter students taking 12 hours or more are required to attend all chapel services. A full-time commuter student could petition to be exempt from chapel for the following reasons: he or she does not have classes on a chapel day, he or she does not have a class immediately before chapel, he or she does not have class until after the chapel hour. Commuter students taking 11 hours or fewer are considered part-time and are not required, but are encouraged, to attend chapel services.

**Tracking Attendance** — Students are encouraged and responsible for keeping track of their attendance record. Attendance updates are generated weekly once a student reaches three absences. Students can track their attendance online.

### Penalty for Excessive Absences:

3rd absence	e-mail notice stating student has missed allowed absences
4th absence	\$20 fine
5th absence	\$20 fine
6th absence	\$30 fine
7th absence	\$30 fine
8th and 9th absence	\$40 fine and possible two-day suspension
10th absence	\$50 fine and possible disenrollment

## Chapter 4

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# Admission Policies and Procedures

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Olivet Nazarene University desires to enroll students who are genuinely interested in experiencing 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 until it is integrated with eternal values.

Admission is based on the composite picture afforded by the student's transcripts and standardized test scores, and is granted to qualified students in conjunction with a supplementary Entrance Interview. The Director of Admissions is responsible for final action on each application.

Admission to the University does not constitute admission to any specific program of specialization; any additional prerequisite requirements for such programs are indicated in this catalog under their respective listings. 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 the Vice President of Academic Affairs, Burke Administration Building, (815) 939-5213.

## Two Aspects of Admission to Olivet

Admission to Olivet Nazarene University involves both academic achievement and a moral 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 academic and spiritual growth and maturity. All students are expected to reflect a lifestyle that is exemplary of Christian 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 should understand the purpose and philosophy of the University, and must agree to adhere to the rules of conduct. Policies and practices of conduct are outlined in Chapter 3, "University Life," and also in 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 solid background in English and literature, mathematics, natural science, and social science should learn effectively and succeed in college studies.

The student must have a minimum of 15 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 12, with an above-average grade in college preparatory subjects. The student should rank in the upper half 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. 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 during the last semester of the junior year in high school. The ACT may also be taken during the senior year. Students should obtain information about testing locations and dates from their 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, contact ACT ([www.act.org](http://www.act.org)) 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 freshman orientations for students unable to take the test in their home area.

If a student has a low grade point average in high school, 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.

## Homeschooled Student Admission

Admission is open to students who have graduated from homeschool programs of study. Olivet admissions counselors are available to provide guidance in the selection of college preparatory courses. Whereas transcripts are evaluated, the final admissions decision for homeschooled students rests heavily on ACT scores.

## Unclassified Students

Guest students enrolled in a degree program in another institution may enroll at 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.

Unclassified students must affirm their acceptance of the ideals of the University. See the section on "Unclassified Students" in chapter 6, "Academic Regulations," for more information.

## Early Admission

While Olivet does not normally allow enrollment in classes prior to a student's high school graduation, exceptional cases will be considered. An interview is required, and a test approved by the U.S. 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 (GED) examination. Information on testing locations and dates may be obtained from the Office of Admissions and most high schools.

## Essentials of Learning Program

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

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.

Essentials of Learning students are limited to a 14-hour course load, and are encouraged to carry minimal outside employment commitments.

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

- A. A high school grade point average 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.

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

## Admissions Process for Freshmen

1. Complete the Application for Admission. The application is available at the Office of Admissions or at [www.olivet.edu](http://www.olivet.edu). Detailed instructions are included on the form. Applications may be submitted online, by mail, or by fax in the last semester of the junior year

or in the senior year. The deadline for filing an application for admission is May 15 for the fall semester, and January 1 for the spring semester.

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 transcript request form is included in the admissions packet to be given to the high school. A request must also be made that the high school send the final transcript after the student has graduated from high school.
3. 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. Scores from the Scholastic Aptitude Test (SAT) may be considered toward your admission and for scholarship evaluation purposes, but the ACT must be taken prior to enrollment.
4. Upon receipt of the completed application, transcripts, and test scores, action will be taken by the Office of Admissions. 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.
5. 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 Health Office for reference by the University nurse and physician if needed.
6. Submit the enrollment deposit of \$500. This deposit ensures a student's place in the incoming freshman class, and serves as a priority indicator for both class registration and campus housing. 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 May 1, if the student chooses not to enroll at Olivet. Rooms are assigned through the Office of Student Development.
7. Apply for financial aid, if needed, as early as possible in the year of enrolling in college. The Free Application for Federal Student Aid (FAFSA) is generally available in December for the following school year. See Chapter 5, "Financial Information," for additional details.
8. New students and their parents are invited to the campus for a mandatory orientation period during the summer preceding fall enrollment at Olivet, or at the beginning of the spring semester for spring enrollment. These sessions provide a more extensive introduction to the University, a chance to meet fellow students, and an opportunity to select courses and housing. Invitations will be sent by the Office of Admissions to accepted students who have completed all the above steps in the admissions process. The orientation may include some additional diagnostic testing. Freshmen are admitted to classes only after completing the freshman testing and orientation program.

## 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. Attendance at all other post-secondary institutions must be reported, and official transcripts of all 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.

1. 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.
2. 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.
3. 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 Olivet's Office of the Registrar.

4. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
5. For additional information regarding academic standing, financial aid eligibility, and athletic eligibility, refer to Chapter 6, "Academic Regulations."

## Admissions Process for International Students

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 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 United States 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 full-time basis. A minimum score of 500 on the paper-based test, 173 on the computer-based test, or 61 on the internet-based test is required on the Test of English as a Foreign Language (TOEFL) of all new undergraduate international students. A minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the internet-based test 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 with 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 International Student Admissions in the Office of Admissions.

## 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 Office of Admissions or the Office of the Registrar 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 Office of Admissions.

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

## Campus Visits and Interviews

Students who are considering Olivet Nazarene University are encouraged to visit the campus to meet with an admissions counselor, faculty, and students, and take a campus tour. An entrance interview is required of all admitted students prior to enrollment, and is typically completed during a campus visit. In certain circumstances, the entrance interview may be completed over the phone. Campus visits and entrance interviews are very helpful in exploring a University program and creating a career plan for the student. Visits to the campus are especially valuable on weekdays during the academic year when classes are in session.

Individuals, families, and church groups who desire a special visit to the University are invited to contact the Office of Admissions for appointments by calling 1-800-648-1463 or scheduling a visit online at [www.olivet.edu](http://www.olivet.edu).

Students are also encouraged to visit the University during Red Carpet Days and Purple and Gold Days. Red Carpet Days offer high school juniors and seniors the opportunity to attend classes, spend the night in a campus residence hall, and interact with faculty from all departments on campus. Purple and Gold Days are departmental visit days for high school seniors and their parents. These events showcase the University's academic offerings and allow students and their families to attend classes and meet individually with faculty from their intended area of study.

## 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 or her parents, participate in the advising program, register for the first semester of academic work, and make his or her housing selection. Special orientation sessions will be held with the parents to acquaint them with the University program.

The orientation program is under the direction of the Director of Admissions and the Associate 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 the 60th percentile on selected CLEP tests. Credit and/or advanced placement may also be established by attaining scores of 3, 4, or 5 on selected Advanced Placement (AP) tests. Information concerning scores required for credit on specific AP tests is available in the Office of the Registrar. 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 Olivet's Office of the Registrar.

Incoming freshmen ranking in the upper 10 percent of their graduating class, those who scored in the top 10 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 \$80 per CLEP test and \$35 per institutionally developed 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	REQUIRED SCORE	ONU EQUIVALENT OR REQUIREMENT
ONU English Writing Sample	3 hours	8	ENGL 109
CLEP Humanities	3–6 hours	52	FINA 101 and LIT 205
CLEP Mathematics	3 hours	60	Mathematics General Education Requirement
CLEP Natural Sciences	3-6 hours	52/57	Lab science requirement(s) – score of 57 needed for both lab requirements
CLEP Social Science and History	3–6 hours	54/59	3 hours for SSCI 100 (54) and 3 hours for HIST 200 (59)

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 examination 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 Office of the Registrar.

## Chapter 5

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# Financial Information

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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 and money.

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

Olivet's Business Office, Office of Financial Aid, and the Office of Admissions 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. Over 700 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 \$3 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 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 that 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) They may be used directly for student aid during the school year or (2) a capital fund can be maintained through the ONU 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's Scholarship and Financial Aid Committee.

### The ONU Foundation

The ONU Foundation is an endowment fund established from donations made by many individuals over several decades. The assets of more than \$22 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 Vice President of Finance of the University can 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 2007–2008 school year:

1. General Fee	\$420
(Required for all students enrolled for seven hours or more. This covers student activities, facilities, student services, and student government.)	
3. Tuition Charges for 12–18 Hours	\$9,375
(For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$521 per hour. For more than 18 hours, the charge is \$521 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$782 per hour.)	
Applied Music Tuition Additional	
Private:	\$135
(piano, voice, organ, and orchestral instruments for one lesson per week, per semester)	
Class:	\$70
(piano, voice, and orchestral instruments per course)	
4. Room and Board (14 meals per week) average cost	
21 meals per week is \$175 more per semester	\$3,200
10 meals per week is \$125 less per semester	
<b>Total Tuition, Fees, Room and Board (semester)</b>	<b>\$12,995</b>
<b>Total Tuition, Fees, Room and Board for a School Year (two semesters)</b>	<b>\$25,990</b>

## Special Fees

Background Check	\$25
Change in Registration After the Second Week	\$10
Credit Per Hour Resulting from Audit, CLEP, and Proficiency	\$50
Graduation Fee	\$75
ID Card Replacement Charge	\$10
International Student Insurance (per semester, Subject to Change)	\$450
Key Deposit for Room	\$5
Late Health Forms (required by Illinois state law)	\$20
Late Registration (one day late)	\$20
Second Day and After, Per-Day Additional	\$5
Liability Insurance for Nurses, Per Year	\$30
Lockers, Per Semester	\$5
Returned Check Fee	\$20
Student Teaching, Per Semester Hour	\$25
Tests and Examinations: ACT, Proficiency, Per Test	\$35
CLEP, Per Test	\$80
Tuition Deposit	\$500

## Methods of Payment

1. A student is required to pay an enrollment deposit of \$500 when applying for admission. The enrollment deposit is applied to the student's account and will be refunded if the application for admission is not approved or if a refund is requested before May 1.
2. 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.
3. 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 percent down when registration is finalized, 33 percent 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 Office of Student Accounts at Olivet for more information.
- 4. 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 Office of Student Accounts only.
- 5. A 1.5 percent 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 cutoff 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 Office of Students Accounts.
- 6. Books and supplies must be paid for at the bookstore. The University accepts Visa, MasterCard, and Discover Card.
- 7. For further information concerning payment of student accounts, contact the Office of Student Accounts 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 University, the board will be refunded on a prorated basis.

- 1. Rooms are rented for full semesters only. Students vacating a room will be refunded on a pro-rated basis.
- 2. For the convenience of students, and to meet government safety requirements, telephone line service, which includes local calling (within an eight-mile radius), is provided in every room. Students 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.
- 3. 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.
- 4. 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.
- 5. Damage in a residence hall for which responsibility cannot be determined will be charged on a pro-rated basis to all residents during the semester. Persons known to be responsible for vandalism will be personally responsible for the full amount. Such amounts will not then be charged directly as a fine to the student's account. 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 domestic students. A school provided health insurance is required for all international students.

It is the responsibility of all domestic students to provide his or her 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 the University, drops below 12 credit hours, or drops an overload, the following financial adjustments will apply.

- 1. Registration, general, and other special fees: Pro-rata refund for the first 60 percent of the semester. No refund of these fees after 60 percent 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 or her course load below 12 hours during the semester, or drops an overload, he or she will receive a pro-rata refund for the first 60 percent of the semester. No refund of tuition will be made after 60 percent of the semester is completed.

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# Student Financial Aid

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Olivet Nazarene University believes that every qualified student should have an opportunity for a college education in a congenial Christian atmosphere. The University's 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 college 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. ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, they should plan to increase the amount needed by the family to cover the additional balance, through the use of PLUS Loans, Alternative Loans, or payment plans.
3. The independent student is responsible for financing his or 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 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, One University Avenue, Bourbonnais, IL 60914-2345.

## 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, the Free Application for Federal Student Aid (FAFSA). Both of the FAFSA applications can be completed online at: <http://www.fafsa.ed.gov>.

Dependent students applying for financial aid must have their parent(s) supply information on the 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 or 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 federal financial need from the 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 nonrepayable basis. Federal loans are awarded on the basis of repayment, in most 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 FAFSA should be filed in the year the student plans to enroll. *This form 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, 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 readmission to the University by the Office of Admissions.

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 departmental scholarships, athletic scholarships, or any other scholarship or grant program that involves institutional or ONU Foundation funds.

### Academic Scholarships:

**The Olivet Scholarship:** Based on high school academic performance and determined upon application to the University. The amount of the award varies based on high school academic performance and ACT/SAT scores, and is maintained per year by a minimum cumulative 3.0 GPA.

**The Olivet Grant:** Based on high school academic performance and determined upon application to the University. The amount of the award varies based on high school academic performance and ACT/SAT scores, and is maintained per year by a minimum cumulative 2.0 GPA.

## Scholarship Regulations

1. Only one of these academic scholarships 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 at the beginning of each academic year. 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 composite 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 previous college academic performance. Transfer students should send college transcripts to the Office of Admissions. Academic scholarships and GPA for transfer students are reviewed at the beginning of each academic year.
4. If a scholarship is upgraded on the basis of ACT/SAT scores, 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 prior notification.
6. The total of all grants and scholarships may not exceed the student's Direct Cost (tuition, fees, room, board). If the total exceeds the Direct Cost, Institutional funds will be reduced to bring the total back to the Direct Cost. Olivet funds may never generate a credit balance on a student's account and may not be used for off-campus living expenses or textbooks.

**Transfer Student Scholarships:** Transfer students are awarded scholarships on the basis of previous college academic performance. Transfer students should send college transcripts to the Office of Admissions. Academic scholarships and GPA for transfer students are reviewed at the beginning of each academic year.

**Nazarene Church Scholarships:** Because Nazarene churches of the Central Educational Region support Olivet with more than \$3 million annually, Olivet feels a special concern to assist the students of those churches to achieve their goals for Christian higher education.

**The ONU Nazarene Scholarship:** A student attending a Nazarene church is eligible for an additional \$1,000 per year (\$500 per semester) for each term the student is enrolled full-time.

**Pastors and Full-time Ministerial Staff:** The ONU Academic & Pastor's Scholarship is a combined scholarship which recognizes both the academic achievement of the student as well as the special recognition that a pastor's family deserves. The student must be a dependent, living at home, and have never been married, and the parent must be a full-time pastor or full-time associate pastor.

**District Scholarships:** The Nazarene Youth International organizations of 11 districts of the Central Education Region of the Church of the Nazarene offer several scholarships each to students from their district attending Olivet Nazarene University. Conditions under

which these scholarships are granted may be obtained by corresponding with the District NYI 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. Many District Scholarships are matched by ONU, up to \$250 per semester, per student.

**The Olivet Nazarene University Prize for Bible Knowledge (Bible Quizzing):** Olivet Nazarene University awards an annual prize of up to \$500 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his or her knowledge of an assigned portion of the Bible as a Bible quizzing, provided the district will add an equal or greater amount to the prize. The student is nominated by the district NYI council. This scholarship is not transferable to another student from the district. Olivet also gives a scholarship of \$1,000 to the top quizzing 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 at Olivet Nazarene University by offering general aid to all who enroll. The ONU Office of Financial Aid will initially award the Nazarene Church Scholarship in the amount of \$250 per semester. It is the student's responsibility to check with their home church to see if they participate in this program. If the church does not participate, the student can inform the ONU Office of Financial Aid, and they will delete the award from the student's file. Since the amount and terms of these awards vary, the conditions should be investigated with the pastor of the local church, followed by the notification of the ONU Office of Financial Aid.

**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 ONU 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, Missouri. Application is made through the ONU Office of Financial Aid.

## Grants-in-Aid

**Federal Pell Grants** are provided by the U.S. 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 filed online at: <http://www.fafsa.ed.gov>. Pell grant awards normally range from \$400 to \$4,050 per year.

**Federal Academic Competitiveness Grant:** Awarded to Pell Grant recipients during their first and second academic years who are U.S. citizens, have completed a rigorous program of study in high school (as determined by their state), and enrolled full-time. Second year recipients must have a minimum 3.0 cumulative GPA at the end of their first academic year to receive the award.

**Federal National Science and Mathematics Access to Retain Talent (SMART) Grant:** Awarded to Pell Grant recipients during their first and second academic years who are U.S. citizens, in their third or fourth academic year in a four-year program, enrolled full-time and pursuing a major in mathematics, science (including physical, life, and computer sciences), technology, engineering, or a critical foreign language, such as Arabic, Chinese, Korean, Japanese and Russian. Students must have a minimum 3.0 cumulative GPA to be eligible.

**Federal Supplemental Educational Opportunity Grant (SEOG):** 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 are typically \$300 per year.

**Illinois Student Assistance Commission Monetary Award Program (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 \$4,968. The FAFSA form used to apply for federal aid applies to the Illinois state assistance as well. In addition, Illinois residents who file a FAFSA and do not receive a MAP Grant, but whose family income is less than \$200,000 may be eligible for a "MAP Plus Grant" of up to \$500 per year. 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.

## Loan Funds

**Perkins Loans:** Olivet Nazarene University participates in this student loan program sponsored by the U.S. Department of Education. A maximum of \$15,000 in four years of undergraduate study may be awarded in these loans. A FAFSA must be submitted annually for evaluation of need. Perkins Loan funds are available only to students who have borrowed the maximum Stafford Loan for that term.

**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 freshman level (0–29 credit hours completed) are limited to \$3,500 per year. Loans at the sophomore level (30–59 credit hours completed) are limited to \$4,500. Loans in the junior and senior years (60 or more credit hours 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 (with an additional \$12,000 under the unsubsidized Stafford Loan program). Aggregate limits for independent and graduate students vary. More detailed information may be obtained from the ONU Office of Financial Aid.

**Federal PLUS Loans:** This federal loan is available to credit-worthy parents for their child's educational expenses. If a parent is denied a PLUS loan, the student may be eligible for additional Unsubsidized Stafford Loan funds. More detailed information may be obtained from the Olivet Office of Financial Aid.

**Alternative Educational Loans:** Outside loans are available based on a student's creditworthiness, and may require a co-signer. More detailed information may be obtained from the ONU Office of Financial Aid.

## Student Employment

ONU recommends that students save \$2,000 during the summer months for the following academic year. This will reduce the amount needed by the family. If a student cannot reach this goal, they should plan to increase the amount needed by the family to cover the additional balance, through the use of PLUS Loans, Alternative Loans, or payment plans.

The University's Counseling and Career 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 County 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. Awards are \$1,000 per year. However, an eligible student could earn up to a maximum of \$2,000 (gross) per academic year. This would require an average of 10 hours of work per week.

## Financial Assistance for Veterans

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

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# Olivet Nazarene University Foundation Grants

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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 coursework 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 Office of Financial Aid in January to all eligible enrolled students. Completed applications must be returned to the Office of Financial Aid no later than March 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 ONU Foundation grant is a gift that 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.

*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.

*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 Business or Accounting.

*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.

*Bankston, Donald and Michael, Scholarship:* awarded to students who are studying Music.

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

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

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

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

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

*Biedenham, 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.

*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.

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

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

*Buker Family Scholarship:* awarded to students who are preparing for the ministry or a career in Education.

*Business/Economics Scholarship:* for students majoring in Business.

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

*Carmichael, Vernal and Mayme, Scholarship:* available to worthy and needy Business Administration and/or Music majors.

*Cassells, James and Ruth, Scholarship:* available to a worthy student majoring in Music; recommended by chair of the Department of Music 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.

*Chappell, G., and E. Witthoff, Scholarship:* available to worthy and needy students preparing for a career in medicine, preferably those planning for a career in missions.

*Chicago Central District Impact Scholarship:* available to graduating Impact members who have been on the team for at least three years and enrolled at ONU with a major in Music or full-time ministry.

*Class of 1962 Scholarship:* awarded to worthy and needy junior or senior, with priority to descendants of the Class of 1962 or minorities.

*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.

*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.

*Couchenour/Snider Scholarship:* for worthy and needy ministerial 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., Memorial Scholarship:* for worthy and needy students, with preference to children of Nazarene pastors.

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

*Davidson, David and Ethel, Endowed Scholarship:* available to English or health-related major.

*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.

*Dickey, Doris J., Missionary Scholarship:* available to worthy and needy students who are from a foreign mission field or have expressed a strong interest and call into the mission field.

*Dickey, Dr. John Q., Sr., Pre-Med Scholarship:* available to Premedical students who will pursue study in osteopathic/allopathic medicine/science.

*Dickey, Dr. John Q., Sr., Scholarship:* awarded to children of pastors from the Eastern Michigan District.

*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, Ruth Evelyn, and Mary Elizabeth Dillman Gates Scholarship:* for worthy and needy students who are children of pastors or missionaries and are of sophomore, junior, or senior status.

*Dillman, The Rev. Clifford K. and Bertha M., Scholarship:* available to worthy and needy junior or senior student from Illinois planning for ministry.

*Dillman, The Rev. Dr. Victor Eugene Scholarship:* available to serious-minded and spiritually sensitive students planning to devote a lifetime of Christian service in any of its many facets/fields, and/or plan to complete a graduate social work program or qualify for professional state license.

*Dishon, Clarence and Nora, Scholarship:* awarded to students who are preparing for pastoral 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.

*Dykhouse Family Scholarship:* awarded to worthy and needy students with preference for students from families engaged in full-time ministry in inner cities or missionary work.

*Emerson, Mark and Svea, Scholarship:* awarded to students who do not have an academic scholarship, with preference to select science majors.

*Fowler, Clifford H., Scholarship:* for Nursing and Science students.

*Fowler, George F. and Dorothy M., Scholarship:* available to Nursing students, students from South Bend First Church (Indiana) or worthy and needy students.

*Frank, A.J., Scholarship:* for worthy and needy ministerial students.

*Frank, John R. and Joanne L., Endowed Scholarship:* available to worthy and needy students following the traditional undergraduate program for teacher certification.

*Fruin, Ella M., Scholarship:* available to female theological or missionary students.

*Fry, Marion, Scholarship:* for worthy and needy students from Wisconsin.

*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 pursuing pastoral ministry.

*Garland, Eva, Scholarship:* for worthy and needy students from Indianapolis Clermont and Monticello Churches of the Nazarene (Illinois).

*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.

*Gilliam, Peggy L., Scholarship:* available to a student from a single-parent home; alternatively, a student with special interest in piano.

*Grace Scholarship:* available to worthy and needy students who are preparing for fulltime ministry.

*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.

*Hale-Wilder Scholarship:* available to voice majors by audition before the voice faculty and the chair of the Department of Music; provided by Robert Hale of Vedbaek, Denmark, and Dean Wilder, director of vocal instruction, William Jewell College.

*Hansher, Marilyn B., Scholarship:* Available to students majoring in elementary education.

*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.

*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.

*Hinkle, Elsie, Scholarship:* for worthy and needy students in the School of Education.

*Hodges, John Wesley and Grace Hodges Dillman Scholarship:* available to undergraduate or graduate students pursuing studies in guidance counseling or Teacher Education.

*Hollingsworth, Art and Bea, Scholarship:* for worthy and needy ministerial students.

*Hopkins, Russel G. and Verda E., Scholarship:* for orchestral music students.

*Howe, Kathryn Ruth, Scholarship:* for worthy and needy Elementary Education majors.

*Hultz, Ralph W. and Evelyn E., Scholarship:* one-half available to handicapped students and one-half available to ministerial students.

*Humble, Professor Harvey, Scholarship:* available to worthy and needy students, with first preference to History majors.

*Hyde, Florence, Scholarship:* available to students preparing for missionary service or other worthy and needy students.

*Irwin-Jones, Linda, Scholarship:* available to students from College Church of the Nazarene, Bourbonnais, Illinois.

*Jaynes Family Scholarship:* worthy and needy students who are current members of Danville First Church of the Nazarene (Illinois).

*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, Donald and Martene, Scholarship:* awarded to students who are majoring in education.

*Jones, David and John Hanson Scholarship:* available to Premedicine or undergraduate Nursing students preparing for missions service; funds provided by a grateful former student.

*Judy, Esther L., Scholarship:* available to worthy and needy undergraduate students with preference given to adult students returning to school.

*Kale, William H. Jr. and Naomi Ruth, Scholarship:* available to junior and senior Communication major with 3.0 GPA.

*Kappa Sigma Nursing Scholarship:* Available to nursing 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 department chair.

*Kelly, Hugh G., and Gladys E., Endowed Scholarship:* available to students from Roxanna Church of the Nazarene (Illinois) or to worthy and needy students.

*Kelley, Brad and Karen, Scholarship:* available to students planning a career in music arranging or composing.

*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.

*Knight, Beatrice and James Melvin, and Mildred and Coleman Moore, Scholarship:* available to worthy and needy students from southern United States.

*Kochersperger, Terry L., Scholarship:* available to Engineering students.

*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 Church of the Nazarene (Michigan) or other worthy and needy students.

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

*Lee, C. Ross and Grace, Memorial Scholarship:* available to students preparing for fulltime ministry.

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

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

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

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

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

*Marangu, John and Leah, Scholarship:* awarded to international 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.

*McClain, Dr. Carl S. and Eunice, Scholarship:* for worthy and needy English majors.

*McCoy, Kenneth and Doris Sparrow Scholarship:* available to worthy and needy Premedical or Nursing students with first preference to women students; given in memory of Russel J. Duriex, Class of 1937.

*McCool, David L. and Marilyn J., Scholarship:* for senior married students in good academic standing, who demonstrate a financial need.

*McKinney, Jim and Patricia, Endowed Scholarship:* available to ministerial students or students preparing for full-time Christian service; preference given to students from Brazil First Church of the Nazarene (Indiana), then to other students.

*McLendon, Hiram J., and Dorothy Fullenwider McLendon Scholarship:* available to students interested in Philosophy and/or students working with children either in a church or as a school psychologist.

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

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

*Michigan District Ministerial Scholarship:* available to junior and senior ministerial students with a local or district minister's license from the Michigan District Church of the Nazarene.

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

*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 Church of the Nazarene (Michigan) graduating high school seniors.

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

*Moore, Dr. Ray H., Scholarship:* available to junior or senior students who are preparing for any type of music ministry.

*Morgan Family Scholarship:* available to students preparing for full-time ministry.

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

*Mulder, David A., Scholarship:* awarded to students who are preparing for the ministry, with preference for those who are entering the field of compassionate ministries.

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

*Myers, Carrie M., Scholarship:* available to worthy and needy sophomore, junior, senior, or graduate ministerial student from Seymour First Church of the Nazarene (Indiana); 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 students from Seymour First Church of the Nazarene (Indiana), then to other worthy and needy students.

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

*Nash, Dr. and Mrs. Forrest W., Scholarship:* awarded to students who are preparing for full-time ministry.

*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 Sciences.

*Noble, Joe M. and Evelyn, Scholarship:* available to conducting students for use in final year of study; to be selected by the Music faculty.

*Packer, Alma Fentress, Scholarship:* available to students who have a definite call to missions.

*Parrott, Leslie and Lora Lee, Scholarship:* available to ministerial students who are excelling academically and need based.

*Patterson, Vaughan 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.

*Peters, V. W., Scholarship:* available to Music majors.

*Pickard, Verna O., Scholarship:* for worthy and needy senior ministerial or missionary students.

*Pitts, Jesse Branston, and Mary Hazel Scholarship:* for 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.

*Polston, William "Bud" and 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 with expressed potential of Christian service.

*Purinton, Dr. W.S., Scholarship:* for worthy and needy ministerial students.

*Reader, George H.D., Scholarships:* available to ministerial students.

*Reams Family Scholarship:* available to students majoring in Geology, Earth and Space Science Education, or related fields.

*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.

*Roberts, Rev. Carl H. and Esther, Scholarship:* Available to married ministerial students.

*Roberts, Rex A. and Sarah Anna, Scholarship:* available to children of ministers and evangelists.

*Roby, Cecil L. and Darlene, Scholarship:* for worthy and needy students majoring in Business.

*Rowe, Richard E. and Jeanette, Scholarship:* for Religion majors.

*Sayes, Dr. J. Ottis:* Available to students pursuing the religion ordination track, with a preference for those majoring in Christian education, youth ministry, or children's ministry.

*Schlamb, Audrey L., Scholarship:* available to ministerial students.

*Schneider, Rev. Albert and Beatrice, Scholarship:* available for worthy and needy students with a preference for students preparing for full-time ministry or Teacher Education.

*Seaman, Ray I., Scholarship:* available to students from West Michigan Avenue Church of the Nazarene (Battle Creek, Michigan) or needy students from the Michigan District.

*Shaffer, Sandy Jo, Scholarship:* for worthy and needy junior or senior Business majors.

*Silvers, W. L., Scholarship:* available to worthy and needy student who is preparing for ministry.

*Sloan, Robert and Janet, Family, Scholarship:* awarded to students who are children of missionaries.

*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 three upper-division hours; requires overall GPA of 3.25 and history GPA of 3.5; selection to be made by Department of History.

*Snowbarger, Willis E. and Wahnona R., Achievement Award:* available to needy junior or senior student with 3.0 or greater cumulative GPA.

*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.

*Starr, Donald and Vada, Scholarship:* awarded to students who are majoring in education.

*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, Audrey L., Business Scholarship:* Available to worthy and needy Business students who have a GPA of 3.0 or higher.

*Stiles, Robert W., Music Scholarship:* available to Music students.

*Strait, Dr. C. Neil, Scholarship:* Available for worthy and needy students from the Michigan District.

*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.

*Swinehart, Lynn D. and Mary (Moore), Scholarship:* awarded to worthy and needy students who are Accounting majors.

*Taylor, Sterling and Pauline (Rudd), Scholarship:* available to upper-division Education majors; established by Dr. Mary Margaret Reed in honor of her mother and father.

*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.

*Tucker, J. Paul and Lenore, Scholarship:* for worthy and needy ministerial students.

*Turner, Dixie, Scholarship:* available to Elementary Education majors.

*Unger, Stephanie (Yates), Scholarship:* award to a senior Music Education major who demonstrates musical excellence.

*VanAken, Lynwood and Maxine, Scholarship:* for worthy and needy Music majors.

*Vaughan, David A., Endowed Scholarship:* available to Nursing students.

*Wagoner, Heather, Scholarship:* awarded to a resident assistant.

*Ward, C.W. "Butch", Scholarship:* awarded to student athletes preparing for a career in coaching.

*Watson, Larry D., Ambassador Scholarship:* for worthy and needy student athletes who demonstrate Christian character both on and off the court of competition.

*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 Church of the Nazarene (Michigan).

*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.

*Whitis, Noel L. and Ilene, Endowed Scholarship:* available to Religion and Education majors.

*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 premedical student with preference for those pursuing a career in missions.

*ZLB Behring Educational Grant:* available as funding for the ZLB Behring internship program targeting science, Engineering, Business, or Communication students and as scholarships for worthy and needy students.

The following scholarships are provided in memory or honor of various individuals, families, or groups and are available for worthy and needy students who otherwise meet criteria established by the ONU Foundation:

Adamson, Dorothy Lewis  
Alumni Scholarship  
Anonymous Endowment  
Aukes, Harry  
Austin, Sylvia L.  
Barnhart, Wilma  
Bearinger, Clayton and Ada  
Beckman, Arthur  
Bell, Donald H. and Faith N.  
Better Day  
Bredholt, R.D. and Lydia  
Brodien, Edward and Elaine  
Buchholz, Sylvia May  
Cheeseman, John  
Chenoweth, Robert R. and Arlene J.  
Choate, Elizabeth  
Clark, Blanche S.  
Cooper, Aubrey E. and Margaret A.  
Cox, William A. and Anna R.  
Culp Family  
Davis, Lela M.  
Douglas, Fred E.  
Eilander, Grace  
Farmer, Howard and Adda  
Felesena Family

Floyd, Gary and Bonnie  
 Foor, Dennis W.  
 Ford, Francis Ruth  
 Fowler, Emmet G.  
 Friends of Olivet Nazarene University  
 Frost, Emma  
 Fulk, Dr. Paul F. and Brenda G.  
 Garton, Franklin Defoe and Thelma Irene  
 Giroux, Martha Craig  
 Glenn, Alice M.  
 Green, William and Mabel  
 Grill, Candace  
 Gustavsen, Donald N. and Irene  
 Gustin, Lester and Susan  
 Hardy, William H. and Emily E.S., Jr.  
 Hess, Dennis and Georgia  
 Hill, Edith V.  
 Holland, Nelda, D.  
 Howe, Laurence H.  
 Huffman, Larry K. and Dana T.  
 Jarvis, James E. and Elsie S.  
 Johnson, Oscar and Bertha  
 Jones, Ira  
 Julius, Clarence E. and Ruth M.  
 Kariolich, Margaret J.  
 Kelley, Frank and Elizabeth  
 Kelley, Seldon Dee, Sr.  
 Keys, Gerald L. Sr. and Celeste F.  
 Kietzke, Hilmer and Virginia  
 Kleinert, Fritz and Olivera  
 Langdon, Cindy  
 Latimer, Anna  
 Leichty, Elvin and Marjorie  
 Lemna, Mr. and Mrs. William F.  
 Lind, Dr. Richard T.  
 Long, Wesley C.  
 Lundry, Russell  
 Marquart, Linford A.  
 Martinson, Milton and Myrna  
 McCormick, James and Pauline  
 McCreary, Glen  
 McHie, Richard H. and V. Aline  
 McIntyre, Norma  
 Miller, Cecil and Grace  
 Mingus, James E. and Judy M.  
 Minor, Malvin and Christine  
 Mongerson, Harold and Gladys  
 Moore, Robert and Dottie  
 Munson, Della  
 Murdaugh, George W.  
 Nutt, Selden and Mozelle  
 O'Bryant, Alan and Clinton  
 ONU Foundation Board of Directors  
 ONU Scholarship

Orpheus Memorial Scholarship  
 Perry, Dr. Ralph E.  
 Phillips, Marjorie L. McCoy and Harold E.  
 Reader, Paul H. and Delores A.  
 Reeves, Emily  
 Reynolds, Phil  
 Rice, Paul  
 Ringgenberg, Raymond R. and Mabel G.  
 Ritthaler, Virginia M.  
 Roat, Lydia Hendricker  
 Robbins, Forrest D. and Venice  
 Roth, Sharon  
 Schaafsma, Terry and Dianne  
 Shaw, George R. and Gertrude  
 Shipman, Sidney P. and Viola  
 Smith, Charles Hastings  
 Springer, Frank E. and Rose M.  
 Suits, Eva Irene  
 Sullivan, Mary  
 Taplin, Harry  
 Thomas, Dr. Weldon L. and Juanita M.  
 Tucker, L.C. and Phyllis J.  
 Whitehead, R.B. and Elma  
 Williams, Lula  
 Yates, Jim and Ruth  
 Yotter Endowed  
 Zimmerman, Iris Eileen

These scholarships are provided for students who meet criteria established by the local church and the ONU Foundation:  
 Bay City, Michigan, First Church of the Nazarene  
 Brazil, Indiana, First Church of the Nazarene  
 Brighton, Michigan, Church of the Nazarene  
 Columbus, Indiana, First Church of the Nazarene  
 Detroit, Michigan, First Church of the Nazarene  
 Fort Wayne, Indiana, Grace Point Church of the Nazarene  
 Gregory, Michigan, Southwest Church of the Nazarene  
 Howell, Michigan, Church of the Nazarene  
 Indianapolis, Indiana, First Church of the Nazarene  
 Indianapolis, Indiana, Westside Church of the Nazarene  
 Kankakee, Illinois, First Church of the Nazarene  
 Kokomo, Indiana, Bon Aire Church of the Nazarene  
 Kokomo, Indiana, First Church of the Nazarene  
 Mackey, Michigan, Church of the Nazarene  
 Mason, Michigan, First Church of the Nazarene  
 Middletown, Indiana, Middletown Church of the Nazarene  
 Morenci, Michigan, Church of the Nazarene  
 Muskegon, Michigan, Lakes Community Church of the Nazarene  
 Perry, Michigan, Church of the Nazarene  
 Pittsfield, Illinois, Church of the Nazarene  
 Plymouth, Michigan, Church of the Nazarene  
 Portland, Michigan, Church of the Nazarene  
 Saginaw, Michigan, First Church of the Nazarene  
 St. Joseph, Michigan, First Church of the Nazarene  
 Westbrook, Indiana, Grace Pointe Church of the Nazarene

## 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 or her 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 that 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 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 reentering 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. Preregistration service is provided by the Office of the Registrar. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of \$20 to cover the additional expenses of late registration procedure. An additional late fee of \$5 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 Associate 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 or she 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 or her work, or who proves incompetent to pursue the work of the course.

The normal student load is 16 hours of class work in a week. No student will be permitted to register for more than 18 hours, 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 18-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 Office of the Registrar, with approval by the student's adviser 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, or 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 Office of the Registrar.

## 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 Office of the Registrar. 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 canceled 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.

## Class Attendance Policy

Admission to Olivet Nazarene University is a privilege that 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 participation in 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 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 or she fails to explain the reason for the 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 +/- 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 or she has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows: "A" = 4.0 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," and "WF" are neutral. A minimum grade point average of 2.0 ("C") 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 or her cumulative grade point average.
2. With the consent of the chair of the department in which the course is offered, a student is permitted to retake once a course in which he or she has earned a grade of "C-," "D+," "D," or "D-," with the higher of the two grades to count in determining the student's 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, students classified as juniors may be permitted, upon their 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 by filing 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 or her 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 GPA</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 1.00 grade point average in any given semester, or for failure to pass at least 50 percent 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 Associated Student Council offices, class presidencies, intercollegiate athletics, drama, ministry teams, or 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 1.00 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 1.00 semester grade point requirement or 50 percent 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 event, program or service away from the campus as a member of any ensemble, missions team, or extramural 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 nine 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 percent 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	1.70
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 or her own financial resources, if he or she is eligible to reenroll.

**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.

Students with disabilities who have been admitted to the University are eligible for reasonable accommodations including tutors, notetakers, and extended time on exams. Arrangements for accommodations are made by contacting the Director of the Learning Development and Assistance Center.

The Learning Development and Assistance Center (LDAC) 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 LDAC 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 (1) to provide supplemental instruction in content areas; (2) to provide the means for gaining study skills; (3) to help students who are under-prepared in English and/or mathematics; (4) to help students who need tutoring in specific courses in mathematics and English; (5) to provide instruction in basic skills such as fractions and sentence structure; (6) to service a content area relevant to basic skills and problem-solving; and (7) 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 Office of the Registrar. 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 Office of the Registrar.

**Graduation with Departmental Honors** is granted to a senior who shows independent and creative work of high quality in his or her 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 Dean of the College/School of the student's major field of study. If a project cuts across a College/School, departmental chairs from each area should make the recommendation to the Dean of each College/School. Deans from all areas involved in the project should approve the project. To be eligible for consideration for honors work, a student should have a 3.5 grade point average in his major field. If the senior's work is of high quality, he or she will be granted four hours of credit toward graduation. If the student passes a comprehensive examination in his or her major field with special emphasis on the honors project, the student will be graduated with departmental honors — this to be indicated on the Commencement program. Students who complete Departmental Honors projects will make a public presentation of the project during a Research/Performance Honors Symposium to be held in the spring of the student's senior year. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors coursework 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. 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 for 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; Nursing—Sigma Theta Tau, Kappa Sigma Chapter; and 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 or her college work at another institution or institutions, the student's 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 the School of Graduate and Continuing Studies programs, in which case all required courses within the major must be completed at Olivet.

**Commencement Marshals:** Each year the students 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.

Students are expected to arrange a graduation evaluation with the Registrar's Office prior to the start of their junior year. As part of the evaluation, students will be advised regarding the specific courses, total hours, and upper-division hours remaining to satisfy degree requirements for the specific program of studies. Students should plan accordingly to insure that all the graduation requirements are satisfied. If a student changes major(s), minor(s), or other plans regarding the approved program of studies, it remains the student's responsibility to complete all graduation requirements.

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 office of the Registrar at least six 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 chair 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 the *Catalog* by departmental proficiency examination. The grade in proficiency examinations is credit or failure, but no student is given credit unless he or she makes 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; and (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 summer sessions, offering full college credit, operating on an accelerated schedule of classes. During summer sessions, it is generally possible to earn four to nine semester hours of credit. 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 per transcript is required. When 24-hour processing is requested, the service charge is \$10 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

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# Undergraduate Programs of Study

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Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. Undergraduate degrees available at Olivet include the following:

**Associate of Arts (AA)** – Offered through the School of Graduate and Continuing Studies, this program in business can apply toward degree-completion programs offered at Olivet.

**Associate of Applied Science (AAS)** – Offered for professional programs in business, computer science, exercise/sports science, and family/consumer science. Programs offer curricula that can either lead to career opportunities or apply toward BS degree at Olivet.

**Bachelor of Arts (BA)** – Offered for programs in the humanities, arts, social sciences, and sciences. Curricula leading to the BA typically promote broad preparation within the discipline and among related fields with emphasis on the liberal arts and sciences.

**Bachelor of Science (BS)** – Offered for professional programs in the humanities, arts, social sciences, and sciences. BS programs typically promote focused preparation within a discipline and/or related disciplines. Programs often are designed to accommodate outside accrediting bodies and/or licensure requirements. The Department of Nursing and the Department of Social Work and Criminal Justice offer variations of the Bachelor of Science degree, the Bachelor of Science in Nursing (BSN) and the Bachelor of Social Work (BSW), respectively.

**Bachelor of Business Administration (BBA)** – Offered through the School of Graduate and Continuing Studies for working adults.

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## Course and Department Numbering System

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The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites that 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 traditional undergraduate courses of study in the University are grouped in four colleges/schools, which are listed alphabetically within this chapter. Departments and areas of study are also listed alphabetically within each college/school. In addition, the School of Graduate and Continuing Studies programs and courses are described in chapters 9 and 10.

In the succeeding pages, the faculty of each department are listed, with the department chair listed first and other faculty members listed by year of appointment at Olivet Nazarene University. They are also listed alphabetically in the index at the back of the *Catalog*.

### College of Arts and Sciences

- Department of Art and Digital Media
- Department of Behavioral Sciences
- Department of Biological Sciences
- Department of English and Modern Languages
- Department of History and Political Science
- Department of Mathematics
- Department of Music
- Department of Physical Sciences

### School of Education

#### School of Professional Studies

- Department of Business
- Department of Communication
- Department of Computer Science
- Department of Engineering
- Department of Exercise and Sports Science
- Department of Family and Consumer Sciences
- Department of General Studies
- Department of Military Science
- Department of Nursing
- Department of Social Work and Criminal Justice

### School of Theology and Christian Ministry

#### School of Graduate and Continuing Studies

- Graduate Programs
- Baccalaureate Degree Completion
- Associate of Arts in Business

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# College of Arts and Sciences

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## ***Gregg Chenoweth, Ph.D., Dean***

The College of Arts and Sciences represents Olivet Nazarene University's ongoing commitment to the disciplines of study generally associated with a classic liberal arts approach to learning. Embedded in the college's eight department are academic programs of study in the humanities including literature, art, music, and history; the natural sciences including mathematics; the behavioral sciences; as well as modern languages and political science.

The departments in the College of Arts and Sciences provide the majority of general education course offerings required of all Olivet undergraduate students. All arts and sciences courses in this core are designed to challenge students with a comprehensive education and Christian world view, as well as to sharpen one's writing, analytical, and critical thinking skills.

## **Department of Art and Digital Media**

### **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

SCOTT DOMBROWSKI (2004)

*Assistant Professor of Art*

B.F.A., 1998, Savannah College of Art and Design

M.F.A., 2003, Savannah College of Art and Design

PATRICK KIRK (2007)

*Associate Professor of Art*

B.A., 1978, Loras College

M.F.A., 2002, Iowa State University

GARY THOMAS (2007)

*Associate Professor of Art*

B.F.A., 1997, Ball State University

M.F.A., 2000, Southern Illinois University

The Art majors are 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 Department of Art and Digital Media graduates include illustrating for companies, package design, interactive CDs and promotion, graphic advertising, graphic design, digital photography, and photojournalism. 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, illustration, and ceramics. The center also houses the newly renovated dark room and the Brandenburg Art Gallery, where works of students, as well as regional artists, are exhibited. The Digital Media Center in Benner Library provides facilities for digital photography, digital graphics, and digital production and includes state-of-the-art computer graphics labs.

The Department of Art and Digital Media 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.

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## **Art Major, B.A.**

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### **36 hours**

#### **Required:**

ART 103 - Drawing Studio I

123 - Design Studio I

125 - 3-Dimensional Design

172 - Introduction to Photography

200 - Introduction to Graphics

201 - Ceramics: Hand Construction

or 302 - Ceramics: Wheel Construction

204 - Drawing II

231 - Painting I

or 334 - Beginning Watercolor

281 - History of Western Art I

282 - History of Western Art II

360 - Contemporary Art

or 471 - History of Modern Art

And three additional hours of art history

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## **Art Major, B.S.**

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### **60 hours**

#### **Required Core Courses:**

ART 103 - Drawing Studio I

123 - Design Studio I

125 - 3-Dimensional Design

172 - Introduction to Photography

200 - Introduction to Graphics

201 - Ceramics: Hand Construction

or 302 - Ceramics: Wheel Construction

204 - Drawing II

281 - History of Western Art I

282 - History of Western Art II

360 - Contemporary Art History

or 471 - History of Modern Art

495 - Senior Career Preparation



**Plus one of these concentrations:****A. Drawing/Illustration Concentration**

- ART 210 - Illustration Studio I  
 220 - Drawing and Painting Composition  
 231 - Painting I  
 307 - Drawing: Studies in Composition  
 313 - Illustration Studio II  
 334 - Beginning Watercolor  
 335 - Watercolor for Illustration  
 339 - Painting: Studies in Composition

And three additional hours of art history

**B. Painting Concentration**

- ART 220 - Drawing and Painting Composition  
 231 - Painting Studio I  
 307 - Drawing: Studies in Composition  
 334 - Beginning Watercolor  
 335 - Watercolor for Illustration  
 339 - Painting: Studies in Composition  
 408 - Advanced Drawing Seminar  
 433 - Advanced Painting Seminar

And three additional hours of art history

**C. Digital Media: Photography Concentration**

- ART 270 - Basic Darkroom Techniques  
 274 - Introduction of Photojournalism  
 275 - Photoshop  
 376 - Studio Photography  
 379 - Advanced Darkroom Techniques  
 380 - Photographic Art History  
 472 - Photography Seminar  
 476 - Advanced Photography

And three additional hours of art history

**D. Digital Media: Graphics Concentration**

- ART 275 - Photoshop  
 310 - Graphics Advertising I  
 320 - Package Designing  
 350 - Digital Production I  
 355 - Digital Production II  
 391 - Graphic Advertising II  
 450 - Post Production I  
 460 - Post Production II

And three additional hours of art history

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**Art Teaching Major, B.S.**

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**36 hours****Required:**

- ART 103- Drawing Studio I  
 123 - Design Studio I  
 125 - 3-Dimensional Design  
 172 - Introduction to Photography  
 200 - Introduction to Graphics

- 201 - Ceramics: Hand Construction  
 204 - Drawing Studio II  
 231 - Painting Studio I  
 281 - History of Western Art I  
 302 - Ceramics: Wheel Construction  
 334 - Beginning Watercolor

**And one of the following:**

- ART 282 - History of Western Art II  
 360 - Contemporary Art  
 375 - History of Non-Western Art

**Plus EDUC 214 - Early Adolescent Development and the required professional education and general education courses as prescribed by the School of Education for all teacher education candidates.**

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**Art Studio Minor**

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**27 hours****Required:**

- ART 103 - Drawing Studio I  
 123 - Design Studio I  
 125 - 3-Dimensional Design  
 204 - Drawing II  
 281 - History of Western Art I  
 or 282 History of Western Art II

**Plus one upper-division art history class and three courses from any one of the following areas: Ceramics, Graphics, Drawing, Painting, or Photography**

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**Art Teaching Minor**

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**24 hours****Required:**

- ART 103 - Drawing I  
 123 - Design Studio  
 125 - 3-Dimensional Design  
 231 - Painting Studio I

**Plus one ceramics course, six hours of ART electives, and one of the following courses:**

- ART 282 - History of Western Art II  
 360 - Contemporary Art  
 375 - History of Non-Western Art

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**Typical Courses for Students Majoring in Art**

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**Freshman Year**

- Drawing Studio I and II  
 Design Studio  
 College Writing I  
 3-Dimensional Design  
 Introduction to Photography  
 Introduction to Fine Arts

Introduction to Graphics

**Sophomore Year**

Painting Studio I

History of Western Art I

Fundamentals of Communication

Studies in Literature

College Writing II

Art courses in concentration

History of Western Art II

Science Course

Students in the Art Teaching major will need to take EDUC 150, 214, and 249 in the freshman and sophomore years.

## Department of Behavioral Sciences

### Faculty

KENT OLNEY (1995)

*Professor of Sociology; Chair, Department of Behavioral Sciences*

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

JIM D. KNIGHT (1975)

*Registrar and Associate Dean of Instruction; Associate Professor of Psychology*

B.A., 1966, Trevecca Nazarene University

M.S., 1973, University of Tennessee

RAY BOWER (1987)

*Professor of Psychology*

B.A., 1976, Miami University, Ohio

M.A., 1987, Miami University, Ohio

Ph.D. 1992, Miami University, Ohio

ELIZABETH GASSIN (1995)

*Associate Professor of Psychology*

B.S., 1988, University of California

M.S., 1990, Purdue University

Ph.D., 1995, University of Wisconsin

REBECCA TAYLOR (2004)

*Assistant Professor of Psychology*

B.S., 1988, Olivet Nazarene University

M.A., 1998, Olivet Nazarene University

Ph.D. 2007, Capella University

BETHANY MILLS (2005)

*Assistant Professor of Psychology*

B.A., 1996, Mount Vernon Nazarene College

M.S., 2000, Indiana University

Psy.D., 2005, Spalding University

CHARLES PERABEAU (2005)

*Assistant Professor of Sociology*

B.S., 1994, Olivet Nazarene University

M.A., 1998, Loyola University

M.Phil., 2001 Drew University

Ph.D. candidate, Drew University

KRISTIAN VEIT (2007)

*Assistant Professor of Psychology*

B.A., 1998, University of Nebraska

M.A., 2003, Northern Illinois University

Ph.D., 2006, Northern Illinois University

The Department of Behavioral Sciences offers programs of study in psychology and sociology. Students may choose to major or minor in either of these disciplines. The Department's mission is to instruct students, by both word and example, so that they might become competent behavioral scientists or consumers of behavioral science, critical thinkers, and compassionate servants of Jesus Christ. The behavioral sciences seek to broaden one's understanding of human behavior and then interpret that behavior to both the individual and society. Department faculty operate from the Christian perspective that God has created human beings and is intimately interested in their development and patterns of behavior.

Psychology offers the option of a B.A. or B.S. degree. The B.A. degree in psychology consists of 32-33 credit hours; whereas the B.S. degree is expanded to 44-45 credit hours in psychology. Students who major in psychology will learn about human development, interpersonal relationships, abnormal behaviors, and common research methods. While all majors take a defined set of core courses, they also have the opportunity to select from several optional courses. A psychology major will equip students for graduate work in any area of psychology, as well as provide a solid background for entry-level positions in a variety of human service vocations.

Sociology offers a B.A. degree consisting of 37 credit hours. Emphasis is placed on understanding the classical and historical foundations of sociology, including the major topics and methods used by sociologists. Patterns of social behavior, community life, and traditional social institutions - such as family and religion - are core elements of the sociology program. The major allows some flexibility in the choice of courses and culminates with a senior research project. Graduates with a degree in sociology are typically prepared to enter graduate school (pursuing advanced degrees in a variety of related social science disciplines) or to seek entry-level employment in a number of social and institutional settings.

Both programs of study within the Department of Behavioral Sciences - psychology and sociology - share the same purposes: (1) to enhance student awareness and understanding of human behavior, including its causes and consequences; (2) to increase knowledge of the scientific methods used by behavioral scientists when measuring human behavior and obtaining data; and (3) to encourage application of Christian principles when studying and serving humans in our world.

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### Psychology Major, B.A.

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#### 32-33 hours

#### Required:

PSYC 101 - Introduction to Psychology

203 - History and Systems of Psychology

211 - Child Developmental Psychology

212 - Adolescent and Adult Development

- 331 - Basic Research and Statistics
- 398 - Psychology Seminar

**Plus completion of 15-16 additional upper-division hours of Psychology including 3 courses selected from the following:**

- 321 - Social Psychology
- 332 - Advanced Research & Statistics
- 343 - Learning and Behavioral Modification
- 345 - Physiological Psychology
- 346 - Cognitive Psychology
- 361 - Theories of Personality
- 362 - Psychological Testing
- 433 - Quantitative Research
- 468 - Abnormal Psychology

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### Psychology Major, B.S.

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**44-45 hours**

**Required:**

- PSYC 101 - Introduction to Psychology
- 203 - History and Systems of Psychology
- 211 - Child Developmental Psychology
- 212 - Adolescent and Adult Development
- 331 - Basic Research and Statistics
- 398 - Psychology Seminar

**Plus completion of 27-28 additional upper-division hours of Psychology including:**

- 332 - Advanced Research & Statistics
- 433 - Quantitative Research

**And 5 courses selected from the following:**

- 321 - Social Psychology
- 343 - Learning and Behavioral Modification
- 345 - Physiological Psychology
- 346 - Cognitive Psychology
- 361 - Theories of Personality
- 362 - Psychological Testing
- 468 - Abnormal Psychology

**And 2 other upper-division psychology courses**

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### Sociology Major, B.A.

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**37 hours**

**Required:**

- SOCY 120 - Introduction to Sociology
- 270 - Social Problems
- 280 - Ethnic Relations
- 331 - Basic Research/Statistics
- 332 - Advanced Research/Statistics
- 351 - Sociology of the Family
- 483 - Social Theory
- 489 - Senior Research

**And 12 hours selected from the following:**

SOCY - Upper-division Sociology Elective(s), or sociology courses that are included in an approved study program, such as the American Studies Program, China Studies Program, Russian Studies Program, Focus on the Family Institute, etc., may be applied toward the 12 hours.

- ECON 308 - Comparative Economics
- 345 - Economics in the Public Sector
- FACS 360 - Parenting
- HIST 325 - Sports in American Society
- 348 - The US in the Cold War
- 430 - American Social/Intellectual History
- PSCI 223 - American Government
- 344 - American Public Policy
- SSCI 242 - Federal Seminar

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### Psychology Minor

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**21 hours**

**Required:**

- PSYC 101 - Introduction to Psychology
- 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 chair.

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### Psychology Teaching Minor

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**21 hours**

**Required:**

- PSYC 101 - Introduction to Psychology
- 203 - History and Systems of Psychology
- 211 - Child Development
- 212 - Adolescent and Adult Development

**And six hours selected from the following:**

- 321 - Social Psychology
- 343 - Learning and Behavior Modification
- 362 - Psychological Testing
- 461 - Counseling Process and Technique
- 468 - Abnormal Psychology

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### Sociology Minor

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**18 hours**

**Required:**

- SOCY 120 - Introduction to Sociology
- 270 - Social Problems
- or 280 - Ethnic Relations
- 351 - Sociology of the Family
- 483 - Social Theory

And six additional hours from upper-division Sociology courses, SSCI 242 - Federal Seminar, or courses taken through

participation in approved study programs such as American Studies program, China Studies program, or Focus on the Family Institute.

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## Typical Courses for Students Choosing a Major within the Department of Behavioral Sciences

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### Freshman Year

Introduction to Psychology or Sociology  
 Christian Formation  
 College Writing I  
 Introduction to Fine Arts  
 Lab Science Course  
 Wellness or Nutrition  
 Mathematics

### Sophomore Year

Fundamentals of Communication  
 Studies in Literature  
 College Writing II  
 Western Civilization  
 200-level Psychology/Sociology Courses  
 Christian Scriptures I  
 Lab Science Course

## Department of Biological Sciences

### Faculty

RANDAL JOHNSON (1986)

*Professor of Biology; Chair, Department of Biological Sciences*

B.A., 1976, Trinity College

M.S., 1982, Idaho State University

D.A., 1983, Idaho State University

ROBERT W. WRIGHT (1969)

*Professor of Biology*

B.A., 1965, Los Angeles Pacific College

M.A., Ph.D., 1970, University of California

RICHARD COLLING (1981)

*Professor of Biology;*

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

GREGORY LONG (1995)

*Professor of Biology*

B.S., 1984, Olivet Nazarene University

Ph.D., 1989, University of Arkansas for Medical Sciences

AGGIE POSTHUMUS (2005)

*Assistant Professor of Biology*

B.S., 1982, University of Florida

M.Ed., 1988, University of Florida

LEO FINKENBINDER (2007)

*Visiting Professor of Biology*

B.S., 1963, Northwestern Oklahoma State University

M.S., 1968, Oklahoma State University

Ph.D., 1981, University of Oklahoma

The Department of Biological Sciences seeks to prepare students to teach biology in public schools, pursue graduate studies, enter medical school or related health sciences, secure research, industrial, or forensics lab positions, or enter biologically related industrial management and/or governmental positions. In addition, the Department of Biological Sciences 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 principles, techniques, and language. It is desired that all biology students have experience with each level for the wealth of understanding that such 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 knowledge which is essential to the undergraduate training of biologists regardless of their ultimate specialization. Students may earn either the Bachelor of Arts or Bachelor of Science degree with majors offered in Biology, Zoology, and Environmental Science. Students interested in pre-professional programs such as pre-medicine, pre-dentistry, pre-veterinarian, pre-pharmacy, pre-optometry, pre-physician assistant, pre-physical therapy, etc., should consult with advisers in the Department of Biological Sciences. In addition, students may prepare to teach science in public schools by completing the Science Education major described in this section and in the School of Education section of this Catalog.

For more detailed information on faculty, facilities, programs and career opportunities, visit the ONU website, contact the Office of Admissions, or the chair of the Department of Biological Sciences.

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## Biology Major, B.A.

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### 36 hours

#### Required:

BIOL 125 - Biology I

126 - Biology II

320 - Genetics

356 - Microbiology

370 - Ecology

495 - Seminar in Biology (two hours)

#### Plus 14 hours of Biology selected from the following:

BIOL 246 - Human Anatomy and Physiology I and

247 - Human Anatomy and Physiology II

or 361 - Comparative Anatomy and

455 - Physiology

330 - Pathophysiology

335 - Biochemistry

352 - Advanced Botany  
 354 - Developmental Biology  
 359 - Immunology  
 360 - Invertebrate Zoology  
 380 - Toxicology  
 430 - Neurobiology  
 440 - Advanced Genetics  
 484 - Molecular and Cell Biology  
 490 - Research in Biology

**Required Supporting Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II

**Recommended Supporting Courses:**

CHEM 311 - Organic Chemistry  
 MATH 131 - College Algebra/Trigonometry  
 Physics (one year)

**Biology Major, B.S.****48 hours****Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 320 - Genetics  
 335 - Biochemistry  
 356 - Microbiology  
 361 - Comparative Anatomy  
 370 - Ecology  
 455 - Physiology  
 484 - Molecular and Cell Biology  
 495 - Seminar in Biology (two hours)

**Plus 10 hours selected from the following:**

BIOL 352 - Advanced Botany  
 354 - Developmental Biology  
 359 - Immunology  
 360 - Invertebrate Zoology  
 380 - Toxicology  
 430 - Neurobiology  
 440 - Advanced Genetics  
 490 - Research in Biology

**To be supported by the following:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 311 - Organic Chemistry I

MATH 147 - Calculus I  
 and one year of Physics

**Recommended Supporting Courses:**

CHEM 301 - Quantitative Analysis  
 312 - Organic Chemistry II  
 MATH 148 - Calculus II  
 241 - Statistics

**Zoology Major, B.S.****48 hours****Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 320 - Genetics  
 335 - Biochemistry  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 361 - Comparative Anatomy  
 370 - Ecology  
 455 - Physiology  
 487 - Field Experience  
 495 - Seminar in Biology (two hours)

**Plus six hours of biology selected from the following:**

BIOL 354 - Developmental Biology  
 430 - Neurobiology  
 484 - Molecular and Cell Biology  
 490 - Research in Biology  
 and an additional field station course

**Required Supporting Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 311 - Organic Chemistry I  
 MATH 147 - Calculus I  
 Physics (one-year sequence)

**Recommended Supporting Courses:**

CHEM 301 - Quantitative Analysis  
 312 - Organic Chemistry II  
 MATH 148 - Calculus II  
 241 - Statistics

**Environmental Science Major, B.S.****55-61 hours****Required:**

ENVI 395 - Seminar in Environmental Science  
 450 - Internship in Environmental Science  
 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  
 330 - Hydrogeology  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 385 - Environmental Geochemistry

**In addition, four of the following courses (maximum of two courses from any one department) must be selected:**

BIOL 320 - Genetics  
 352 - Advanced Botany  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 361 - Comparative Anatomy  
 CHEM 301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 382 - Physical Chemistry - Thermodynamics  
 392 - Physical Chemistry - Kinetics/Molecular  
 410 - Instrumental Methods of Analysis  
 GEOL 302 - Earth Materials  
 321 - Geomorphology and Earth Hazards  
 362 - Sedimentology and Stratigraphy  
 366 - Structural Geology and Field Methods  
 395 - Applied Geophysics  
 ENGN 261 - Static/Mechanics  
 262 - Dynamics  
 380 - Thermodynamics  
 420 - Fluid Mechanics

***Courses taken at AuSable Institute may also count toward additional hours.***

***Required Supporting Courses:***

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 Physics (1 year)

***Recommended Supporting Courses:***

ECON 110 - Principles of Economics  
 PSCI 223 - American Government  
 CSIS 102 - Introduction to Programming

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**Science Education Major, B.S.**

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***58-66 hours***

***Required:***

BIOL 125 - Biology I  
 126 - Biology II  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 GEOL 105 - Physical and Historical Geology  
 130 - Astronomy  
 ENVI 310 - Environmental Science/Tech for Teachers  
 PHYS 121 - College Physics I  
 or 201 - General Physics I  
 122 - College Physics II  
 or 202 - General Physics II  
 MATH 131 - College Algebra/Trigonometry  
 or 147 - Calculus I

***Plus the following recommended supporting courses:***

EDUC 214 - Early Adolescent Development  
 325 - Classroom Management

ENGL 320 - Reading: Process & Skills

***Plus one of the following concentrations:***

**A. Biology Concentration**

BIOL 320 - Genetics  
 352 - Advanced Botany  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 361 - Comparative Anatomy  
 455 - Physiology

**B. Chemistry Concentration**

CHEM 301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 320 - Inorganic Chemistry  
 or 385 - Environmental Geochemistry  
 495 - Seminar in Chemistry

***Recommended Supporting Courses:***

MATH 147 - Calculus I  
 148 - Calculus II

**C. Earth/Space Concentration**

GEOL 300 - Paleontology  
 302 - Earth Materials  
 310 - The Earth's Weather  
 345 - Tools of Astronomy  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 362 - Sedimentology/Stratigraphy  
 or 321 - Geomorphology and Earth Hazards  
 or 366 - Structural Geology and Field Methods

***Recommended Supporting Courses:***

MATH 147 - Calculus I  
 148 - Calculus II

***Plus completion of the professional education courses and General Education courses described in the School of Education information.***

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**Biology Minor**

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***20 hours***

***Required:***

BIOL 125 - Biology I  
 126 - Biology II

***Additional courses to be approved by the chair of the department.***

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**Biology Teaching Minor**

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***25 hours***

***Required:***

BIOL 125 - Biology I  
 126 - Biology II

246 - Human Anatomy and Physiology I  
 or 247 - Human Anatomy and Physiology II  
 320 - Genetics  
 352 - Advanced Botany  
 370 - Ecology  
 495 - Seminar in Biology (one hour)

**Required Supporting Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II

## Zoology Minor

**20 hours**

**Required:**

BIOL 125 - Biology I  
 126 - Biology II

**Additional courses to be approved by the chair of the department.**

## Typical courses for Students Majoring in Biology

**Freshman Year**

Biology I, II  
 General Chemistry I, II  
 College Writing I  
 Christian Formation  
 Introduction to Fine Arts  
 Mathematics

**Sophomore Year**

College Writing II  
 Genetics  
 Ecology  
 Biochemistry  
 Organic Chemistry  
 General Psychology

## Department of English and Modern Languages

**Faculty**

SUE E. WILLIAMS (1987)

*Professor of English; Chair, Department of English and Modern Languages*

B.A., 1969, Olivet Nazarene University  
 M.A.E., 1987, Olivet Nazarene University  
 Ph.D., 1996, University of Illinois

VICKI TRYLONG (1976)

*Professor of Modern Languages*

B.A., 1970, Olivet Nazarene University  
 M.A.T., 1980, Purdue University  
 Ph.D., 1987, Purdue 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

JULIENE FORRESTAL (1996)

*Associate Professor of English*

B.A., 1971, Illinois State University  
 M.A., 1973, University of Illinois  
 Northern Illinois University

REBECCA BELCHER (1997)

*Professor of English*

B.A., 1969, Olivet Nazarene University  
 M.S., 1975, University of Kansas  
 D.A., 2000, Middle Tennessee State 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

KAREN KNUDSON (2001)

*Assistant Professor of English*

B.A., 1991, Olivet Nazarene University  
 M.A., 1999, University of Richmond  
 Purdue University

DAVID B. JOHNSON (2002)

*Assistant Professor of English*

B.A., 1995, Olivet Nazarene University  
 M.A., 2000, Southern Illinois University  
 Northern Illinois University

BARBARA MARTINEZ (2002)

*Professor of Modern Languages*

B.A., 1975, Southern Nazarene University  
 M.A., 1986, John Carroll University  
 Ph.D., 2005, University of Akron

NATHANIEL REISS (2005)

*Instructor of Modern Languages*

B.A., 2004, Mount Vernon Nazarene University  
 Illinois State University

ANDREW GIBBS (2006)

*Instructor of English*

B.A., 2001, Olivet Nazarene University  
 Governors State University

WILFREDO CANALES (2007)

*Associate Professor of English*

B.A., 1982, Universidad Nazarena, Costa Rica  
 M.A., 2006, Instituto Latinoamericano de la Comunicacion  
 Educativa, Mexico  
 Nova Southeastern University

ELIZABETH SCHURMAN (2007)

*Assistant Professor of English*

B.A., 2003, Olivet Nazarene University

M.A.E., 2005, Olivet Nazarene University

The Department of English and Modern Languages shares the University's commitment to the integration of Christian faith with scholarship. Its mission is to teach students to communicate effectively, to recognize and appreciate the interplay between language and culture, to interact critically with a wide range of texts, and to apply these skills in their lives of service to God and humanity.

Programs in English develop students' understanding and appreciation of literary works in a variety of genres; familiarize them with the concepts and analysis of language; enable them to convey effective written, oral, and visual messages to diverse audiences; and strengthen their critical skills.

Programs in Spanish and French engage students in communication, including the skills of listening comprehension, speaking, reading, and writing within its cultural context. Students make connections with other disciplines and compare diverse viewpoints while utilizing the target language. The program fosters opportunities to interact with native speakers in a variety of settings, including a study abroad component.

Departmental programs combine liberal arts with professional preparation for a variety of careers, including education, business and marketing, public relations, translation, ministry, law, and social work. These programs also enrich majors and minors in other academic fields.

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## English Major, B.A.

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**41 hours**

**Required:**

ENGL 202 - Introduction to Creative Writing

301 - Understanding Language

303 - Descriptive English Grammar

306 - Advanced Writing

315 - Business/Technical Writing

330 - Visual Literacy

477 - Senior Seminar

LIT 220 - British Literature

255 - American Literature

300 - Literature of Western World

or 308 - Third World Literature

318 - Shakespeare

325 - Literary Theory

400 - The Novel

414 - Special Topics in Literature

450 - Seminar in World/British/American Literatures

**Recommended Supporting Courses:**

BSNS 170 - Computer Applications

COMM 102 - Performance Studies

364 - Dramatic Literature/History

ENGL 120 - Introduction to Theatre

199/399 - Travel: England

241 - Introduction to Journalism

PHIL 201 - Introduction to Philosophy

and a MINOR or SECOND MAJOR

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## English Teaching Major, B.S.

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**40 hours**

**Required:**

ENGL 202 - Introduction to Creative Writing

301 - Understanding Language

303 - Descriptive English Grammar

306 - Advanced Writing

320 - Reading Process/Skills

321 - Teaching Reading Through Young Adult Literature

330 - Visual Literacy

477 - Senior Seminar

LIT 220 - British Literature

255 - American Literature

300 - Literature of Western World

315 - Multiethnic Literature

318 - Shakespeare

325 - Literary Theory

400 - The Novel

**Required supporting courses:**

Elementary I, II Foreign Language

**Plus the required professional education courses and general education requirements for teacher education programs as described in the School of Education information.**

**Recommended Supporting Courses:**

EDUC 214 - Early Adolescent Development

325 - Classroom Management

ENGL 120 - Introduction to Theatre

199/399 - Travel to England

241 - Introduction to Journalism

PHIL 201 - Introduction to Philosophy

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## English Teaching Minor

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**25 hours**

**Required:**

COMM 105 - Fundamentals of Communication

ENGL 209/210 - College Writing II

202 - Introduction to Creative Writing

303 - Descriptive English Grammar

320 - Reading Processes and Skills

321 - Teaching Reading Through Young Adult Literature

LIT 205 - Studies in Literature

255 - Survey of American Literature

315 - Multicultural Literature

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## English Minor

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**17-18 hours**

**Required:**



ENGL 209 - College Writing II  
 303 - Descriptive English Grammar  
 306 - Advanced Writing  
 or 315 - Business/Technical Writing

**Plus two of the following courses:**

LIT 205 - Studies in Literature  
 220 - British Literature  
 255 - American Literature  
 300 - Literature of Western World  
 308 - Non-Western Literature  
 315 - Multiethnic Literature

And two or three hours of English electives above the freshman (100) level.

### Literature Minor

**17-18 hours**

**Four courses selected from the following:**

LIT 205 - Studies in Literature  
 220 - British Literature  
 255 - American Literature  
 300 - Literature of Western World  
 308 - Non-Western Literature  
 315 - Multiethnic Literature

**Plus two of the following courses:**

LIT 318 - Shakespeare  
 325 - Literary Theory  
 400 - The Novel  
 414 - Special Topics in Literature  
 450 - Seminar in World/British/American Literature

### Writing Minor

**16 hours**

**Required:**

ENGL 209 or 210 - College Writing II  
 306 - Advanced Writing  
 315 - Business/Technical Writing  
 450 - Professional Portfolio Proposal

**Plus either the Creative Writing track including:**

ENGL 202 - Introduction to Creative Writing  
 329 - Writing Fiction and Poetry

**OR the Professional Writing Track including six hours selected from:**

ENGL 241 - Introduction to Journalism  
 303 - Descriptive English Grammar  
 346 - Magazine and Feature Article Writing  
 COMM 243 - Beat Journalism  
 271 - Broadcast Writing and Production I  
 280 - Writing for Television and Video  
 295 - Investigative Reporting  
 345 - Online Journalism

### English as a Second Language Minor

**18 hours**

**Required:**

ENGL 301 - Understanding Language  
 303 - Descriptive English Grammar  
 ESL 350 - Theoretical Foundations of Teaching ESL  
 360 - Methods and Materials of Teaching ESL  
 370 - Assessment of the Bilingual Student  
 380 - Cross-Cultural Studies for Teaching Limited-English Proficient Students

### Typical Courses for a Student Majoring in English

**Freshman Year**

College Writing I  
 Fundamentals of Communication  
 Christian Formation  
 Foreign Language I, II  
 Introduction to Fine Arts  
 American Literature  
 Western Civilization

**Sophomore Year**

Laboratory Science  
 Wellness or Nutrition  
 College Writing II  
 British Literature  
 Christian Scriptures I  
 Creative Writing  
 Mathematics  
 Visual Literacy

### Spanish Major, B.A.

**42 hours**

**Required:**

SPAN 111 - Elementary Spanish I  
 112 - Elementary Spanish II  
 211 - Intermediate Spanish I  
 212 - Intermediate Spanish II  
 321 - Spanish Culture & Civilization  
 322 - Latin American Culture & Civilization  
 341 - Advanced Spanish Conversation  
 345 - Advanced Spanish Composition  
 361, 362, or 363 - Spanish Literature  
 450 - Introduction to Interpretation/Translation  
 495 - Senior Seminar  
 498 - Study Abroad (8 hours)

**At least six consecutive weeks of study are 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 two of the following):**

COMM 349 - Intercultural Communication  
LIT 315 - Multiethnic Literature  
HIST 379 - The Developing World: Latin America

## Spanish Teaching Major, B.S.

**42 hours**

**Required:**

SPAN 111 - Elementary Spanish I  
112 - Elementary Spanish II  
211 - Intermediate Spanish I  
212 - Intermediate Spanish II  
321 - Spanish Culture & Civilization  
322 - Latin American Culture & Civilization  
341 - Advanced Spanish Conversation  
345 - Advanced Spanish Composition  
361, 362, or 363 - Spanish Literature  
450 - Introduction to Interpretation/Translation  
495 - Senior Seminar  
498 - Study Abroad (8 hours)

**At least six consecutive weeks of study are 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 two of the following):**

COMM 349 - Intercultural Communication  
LIT 315 - Multiethnic Literature  
HIST 379 - The Developing World: Latin America

**Plus completion of the required professional education courses and general education courses as noted in the School of Education information.**

## Spanish Minor

**20 hours**

**Required:**

SPAN 111 - Elementary Spanish I  
112 - Elementary Spanish II  
211 - Intermediate Spanish I  
212 - Intermediate Spanish II  
321 - Spanish Culture and Civilization  
or 322 - Latin American Culture and Civilization  
341 - Advanced Spanish Conversation  
or 345 - Advanced Spanish Composition

## French Minor

**16 hours**

**Required:**

FREN 101 - Elementary French I  
102 - Elementary French II  
201 - Grammar Review  
302 - French Culture and Civilization

## Typical Courses for a Student Majoring in Spanish

**Freshman Year**

Spanish  
College Writing I  
Fundamentals of Communication  
Christian Formation  
Wellness  
Natural Science

**Sophomore Year**

College Writing II  
Continued Spanish Courses  
Introduction to Psychology  
Introduction to Fine Arts  
Studies in Literature  
Western Civilization

## Recommended Placement in Foreign Languages

Students are placed in foreign language classes based on their background preparation and/or experiences in the language. Those with two or more years of high school credit in the appropriate language are not required to take courses numbered 101 or 111. Instead, the student may audit the lower level course or begin at a higher level course, depending on the recency of the high school experience, comfort-level with the language, quality of background preparation, or skill/ability with the language. In such cases, credit can be attained by petition for any lower level course that was audited or skipped upon satisfactory completion ("C-" or better) of the next higher level course. Such "proficiency" credit will be noted on the transcript with a grade of "K," and will be charged at the rate of \$50 per credit hour.

Students with three years of high school background in foreign language are encouraged to start with FREN 201 or SPAN 211.

Students with four years or more of the same high school foreign language satisfy the foreign language/international culture general education requirement upon petitioning through the Registrar's office and verifying the credits on the high school transcript. Such students are, however, encouraged to pursue additional studies in the language, possibly completing a minor or major in the language. In such cases, placement generally would start in either FREN 201 or SPAN 211.

Native speakers generally are encouraged to begin with 300-level courses, pending approval of the language instructor.

## Department of History and Political Science

### 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)

*Professor of History*

B.A., 1988, Olivet Nazarene University

M.A., 1991, Ohio University

Ph.D., 1993, Ohio University

DAVID VAN HEEMST (1993)

*Professor of Political Science*

B.A., 1988, Dordt College

M.A., 1990, The American University

Ph.D., 1993, University of Virginia

M.P.C., 1996, Olivet Nazarene University

M.A., 1998, Olivet Nazarene University

DAVID CLABORN (2006)

*Assistant Professor of Political Science*

B.A., 1995, University of North Texas

Ph.D., 2007, University of Massachusetts

The mission of the Department of History and Political Science at Olivet Nazarene University is (1) to provide students with a conceptual historical framework for a liberal arts education through the general education curriculum; (2) to pursue the integration of a Biblically based philosophy of history and the best of current scholarship; and (3) 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 the mastery of basic historical and political data and theory, and a Christian conceptual framework in which to integrate this knowledge into a coherent worldview.

**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 understanding of 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 are 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 Asia, Africa, 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 are 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 are 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 worldview with which to challenge the hollow secular philosophies of our age.

Many careers are possible. Because of the skills component of the study of basic liberal arts majors such as 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: 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 coursework 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.

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### History Major, B.A.

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#### 33 hours

HIST 211 - World Civilization I

212 - World Civilization II

213 - World Civilization III

231 - American Civilization I

232 - American Civilization II

360 - History of Russia

or 379 - The Developing World

390 - Historiography

471 - Senior Seminar

And 9 additional hours of upper-division history, including six hours of U.S. history. Up to 6 upper-division hours may apply to the major for participation in an approved off-campus study program.

**To be supported by the following:**

PHIL 201 - Introduction to Philosophy  
 or 422 - History of Political Philosophy  
 SSCI 302 - World Regional Geography

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### Political Science Major, B.A.

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**36 hours**

**Required:**

PSCI 101 - Introduction to Political Science  
 221 - Foundations of International Relations  
 223 - Introduction 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 and Politics  
 379 - The Developing World  
 385 - Topics in Political Science  
 447 - Constitutional Law  
 HIST 348 - US in the Cold War  
 360 - History of Russia  
 450 - Argument and Evidence in Historical Interpretation  
 ECON 308 - Comparative Economic Systems

Up to nine hours of credit may be applied to the major through participation in a departmentally approved off-campus study program.

**Required Supporting Course:**

SSCI 302 - World Regional Geography

**Recommended Supporting Course:**

GEOL 105 - Physical and Historical Geology

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### Social Sciences Major, B.A.

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**48-51 hours**

**Selected from History, Political Science, Psychology, Sociology, Economics, or Geography, with at least 24 hours of upper-division social science distributed as follows: 21 hours in one area, six hours from two other areas. Up to 6 upper-division hours may apply to the major for participation in an approved off-campus study program.**

**The following courses are required.**

ECON 110 - Principles of Economics  
 HIST 211 - World Civilization I  
 212 - World Civilization II  
 213 - World Civilization III  
 SOCY 120 - Introduction to Sociology  
 SSCI 302 - World Regional Geography  
 390 - Historiography

471 - Senior Seminar in Social Science  
 PSCI 101 - Intro to Political Science  
 PSYC 101 - Introduction to Psychology

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### Social Sciences Teaching Major, B.S.

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**42 hours**

**Required:**

HIST 211 - World Civilization I  
 212 - World Civilization II  
 213 - World Civilization III  
 231 - American Civilization I  
 232 - American Civilization II  
 379 - The Developing World  
 390 - Historiography  
 471 - Senior Seminar

Plus three hours of upper-division American History and three hours of upper-division non-U.S. History

ECON 110 - Principles of Economics  
 PSCI 223 - American Government  
 SOCY 120 - Introduction to Sociology  
 SSCI 302 - World Regional Geography

**Required Supporting Courses:**

PHIL 201 - Intro to Philosophy  
 or 422 - History of Political Philosophy  
 ENGL 320 - Reading: Process and Skills  
 Elementary Foreign Language I and II  
 GEOL 121 - Physical Geography

**Plus EDUC 214 - Early Adolescent Development and the required professional education and general education course as described in the School of Education information for Teacher Education Programs.**

**Recommended for Students Seeking Additional Teaching Designations:**

ECON 308 - Comparative Economics  
 PSCI 221 - International Relations  
 343 - American National Politics  
 344 - American Public Policy  
 PSYC 101 - Introduction to Psychology  
 211 - Child Development  
 SOCY 280 - Ethnic Relations  
 321 - Social Psychology  
 364 - Anthropology

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### Public Policy Major, B.S.

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**54 hours**

**Required:**

BSNS 160 - Principles of Management  
 241 - Business Statistics  
 ECON 110 - Principles of Economics

345 - Economics of the Public Sector  
 PSCI 101 - Introduction to Political Science  
 223 - Introduction 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 348 - The US in the Cold War  
 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 and Finance  
 HIST 213 - World Civilization III  
 360 - History of Russia  
 PSCI 221 - Foundations of International Relations  
 379 - Developing World  
 SOCY 364 - Anthropology

**Required Supporting Courses:**

MATH 117 - Finite Mathematics  
 GEOL 105 - Physical/Historical Geology  
 Elementary Foreign Language I, II

Participation in an approved off-campus study program will count for up to six hours of credit toward either the domestic or foreign policy option.

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## Geography Major, B.A.

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**46 hours**

**Required:**

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
 310 - The Earth's Weather  
 321 - Geomorphology and Earth Hazards  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 SOCY 320 - Urban/Rural Sociology  
 364 - Anthropology

366 - Global Issues  
 SSCI 302 - World Regional Geography

**Additional Requirements:**

Select 3 hours from:

GEOG 480 - Research in Geography  
 490 - Internship in Geography

Select 6 hours from:

HIST 360 - History of Russia  
 379 - The Developing World: Latin America  
 379 - The Developing World: Asia  
 379 - The Developing World: Africa

Select 6 hours from:

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 399 - Topics in Geology  
 HIST 213 - World Civilization III  
 232 - American Civilization II

**Required Supporting Courses:**

ECON 110 - Principles of Economics  
 MATH 241 - Statistics  
 or PSYC 331 - Basic Research and Statistics  
 and PSYC 332 - Advanced Research and Statistics

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## Geography Minor

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**22 hours**

**Required:**

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 SOCY 364 - Anthropology  
 SSCI 302 - World Regional Geography

**Plus three hours of electives from:** ECON 345, ENVI 395, GEOL 310, 321, 399, HIST 213, 232, 360, 379, SOCY 320, 366

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## History Minor

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**16 hours**

**Required:**

Six hours from HIST 211, 212, or 213 - World Civilization  
 or HIST 231 - American Civilization I  
 and HIST 232 - American Civilization II

At least six hours of the minor must be upper-division courses.

**To be supported by the following:**

SSCI 302 - World Regional Geography

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## Political Science Minor

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**16 hours****Required:**

PSCI 101 - Introduction to Political Science  
223 - American Government

At least six hours of the minor must be upper-division courses.

**To be supported by the following:**

SSCI 302 - World Regional Geography

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## History Teaching Minor

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**24 hours****Required:**

HIST 211, 212, 213, 231, 232, and nine additional upper-division hours in History, including three in U.S. and three in non-Western history.

**To be supported by the following:**

SSCI 302 - World Regional Geography.

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## Social Sciences Teaching Minor

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**24 hours****Required:**

**Option A:** 18 hours of History, including nine hours in U.S. history and nine in general or European history.

SSCI 302 - World Regional Geography

PSCI 223 - American Government

**Option B:** Eight hours each from two of the following areas: Economics, Political Science, Psychology, and Sociology. Eight additional hours of Social Sciences, including SSCI 302 World Regional Geography.

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## Typical Courses for Students Majoring in History, Political Science, or Social Sciences

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**Freshman Year**

World Civilization  
American Civilization  
College Writing I  
Christian Formation  
Wellness/Nutrition  
Introduction to Psychology  
Foreign Language  
Fundamentals of Communication  
Introduction to Political Science

**Sophomore Year**

American Civilization  
World Civilization  
Christian Scriptures I

College Writing II  
Laboratory Science  
Mathematics  
Introduction to Fine Arts  
American Government  
Studies in Literature

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## Department of Mathematics

## Faculty

DALE K. HATHAWAY (1989)  
*Professor of Mathematics; Chair, Department of Mathematics*

B.S., 1983, Eastern Nazarene College

M.A., 1986, Boston University

Ph.D., 1989, Boston University

DAVID T. ATKINSON (1970)

*Professor of Mathematics*

B.S., 1964, Eastern Nazarene College

M.A., 1967, Boston University

Ph.D., 1975, University of Illinois

STEPHEN L. BROWN (1991)

*Professor of Mathematics*

B.S., 1968, Penn State University

M.A., 1969, Colgate University

Ed.D., 1986, Syracuse University

DANIEL L. GREEN (1993)

*Professor of Mathematics*

B.A., 1986, Kalamazoo College

M.A., 1989, Western Michigan University

Ph.D., 1997, Bowling Green State University

MARK HOWARD (2003)

*Assistant Professor of Mathematics*

B.A., 1985, Olivet Nazarene University

M.A., 1991, Governors State University

The Department of Mathematics offers majors leading to either bachelor of arts or bachelor of science 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 are available for the well-prepared student.

Graduate teaching fellowships are readily available at major universities for superior students to pursue graduate studies in mathematics.

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## Core Requirements for all Mathematics Majors

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**All departmental work applied to a major must be in courses numbered 147 and above, including the following:**

MATH 147 - Calculus I

148 - Calculus II

151 - Freshman Seminar in Mathematics  
 210 - Discrete Mathematics  
 241 - Statistics  
 351 - Linear Algebra  
 361 - Calculus III  
 450 - Senior Seminar in Mathematics

**To be supported by the following:**

CSIS 110 - Introduction to Computer Science  
 or 251 - Principles of Programming I

### Mathematics Major, B.A.

**36 hours**

***The Mathematics core, plus:***

Four courses of upper-division Mathematics, at least two of which must be chosen from MATH 410, 430, 455, and 465.

**To be supported by** a minor of at least 16 hours or a second major.

### Mathematics Major, B.S.

**42 hours**

***The Mathematics core, plus:***

Six courses in upper-division-mathematics, at least three of which must be chosen from MATH 410, 430, 455, and 465.

**To be supported by the following:**

A minor or by 15 hours in one or two areas which emphasize the use of mathematics. At least nine hours must be upper-division and must be approved by the department chair.

### Mathematics Teaching Major, B.S.

**36 hours**

***The Mathematics core, plus***

MATH 430, 455, 473, and one additional three hour upper-division Math course.

**Plus completion of the required professional education courses and general education courses as described in the School of Education for all teacher education programs. In addition, EDUC 214, EDUC 325, and ENGL 320 are recommended courses.**

### Mathematics Minor

**21 hours**

MATH 147 - Calculus I  
 148 - Calculus II  
 151 - Freshman Seminar in Mathematics  
 351 - Linear Algebra

And nine additional hours above MATH 148

### Mathematics Teaching Minor

**25 hours**

**Required:**

EDUC 385 - Middle/Secondary School Methods (Math)  
 MATH 147 - Calculus I  
 148 - Calculus II  
 151 - Freshman Seminar in Mathematics  
 351 - Linear Algebra

**And 10 additional hours selected from the following:**

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 or Introduction to Computer Science  
 College Writing I  
 Christian Formation  
 Sociology or Psychology  
 Wellness or Nutrition  
 Freshman Seminar in Mathematics

***Sophomore Year***

Calculus III  
 Linear Algebra  
 Differential Equations  
 Introduction to Fine Arts  
 Physics  
 Statistics  
 Discrete Mathematics

## Department of Music

**Faculty**

DON REDDICK (1997)  
*Professor of Music, Chair, Department of Music*  
 B.S., 1979, Olivet Nazarene University  
 M.S., 1988, University of Illinois  
 Ed.D. 2006, University of Illinois

TIMOTHY NELSON (1976)  
*Professor of Music*  
 B.A., 1974, Taylor University  
 M.Mus., 1976, University of Illinois  
 D.Mus., 1989, Northwestern University  
 Associate Certificate, American Guild of Organists  
 M.A., 2006, Olivet Nazarene University

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

MARTHA DALTON (1996)

*Associate Professor of Music*

B.S., 1976, Trevecca Nazarene University

M.Mus., 1994, Miami University of Ohio

M.Mus., 2004, Roosevelt University

JEFFERY BELL (1997)

*Professor of Music*

B.S., 1981, Olivet Nazarene University

M.Mus., 1983, University of Illinois

D.A., 1996, Ball State University

NEAL W. WOODRUFF (2000)

*Professor of Music*

B.A., 1991, Olivet Nazarene University

M.M., 1995, Stephen F. Austin State University

D.M.A., 2002, University of Oklahoma

KAREN BALL (2001)

*Professor of Music*

B.Mus., 1976, Temple University

M.Mus., 1992, Northern Illinois University

D.M.A., 1999, University of Illinois

NEAL MCMULLIAN (2002)

*Professor of Music*

B.M.E., 1976, University of Southern Mississippi

M.M.E., 1978, University of Southern Mississippi

D.M.A., 1997, University of Georgia

OID YOUNG (2007)

*Artist-in-Residence*

B.S., 1962, Olivet Nazarene University

M.S., 1965, Roosevelt University

#### Adjunct Faculty

EDIE ALLEN- *Church Music*

M.M.Ed., University of Illinois

CHRISTOPHER CREE- *Percussion*

M.Mus., University of Illinois

D. GEORGE DUNBAR- *Voice*

D.M.A., University of Southern California

FREDDIE FRANKEN- *Guitar*

M.A., Berklee College of Music

REBECCA HARMS- *Violin/Viola*

B.Mus.Ed., Illinois State University

HARLOW HOPKINS- *Clarinet*

D.Mus., Indiana University

NATHAN LEROHL- *String Bass/Bass Guitar*

B.A., Roosevelt University

JERRY LUZENIECKI- *Saxophone*

M.A., Governors State University

CHARLES LYNCH- *Harp*

M.M., University of Illinois

TIM OWNER- *Low Brass*

M.M., Northwestern University

RANDY POBANZ- *Guitar*

M.M., Southern Illinois University

LINDA POQUETTE- *Piano*

B.S., Olivet Nazarene University

JENNIFER REDDICK- *Flute*

M.M., DePaul University

BRIAN REICHENBACH- *Trumpet*

M.M., DePaul University

JULIE SCHMALZBAUER- *Oboe*

M.M., Northwestern University

KAREN SCHROEDER- *Music Education*

M.A.E., Olivet Nazarene University

CAROL SEMMES- *Cello*

M.M., DePaul University

MARGARET TUNG- *Horn*

M.M., Rice University

HEATHER WILLIAMS- *Piano*

B.S., Olivet Nazarene University

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### Department of Music Mission Statement

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The Department of Music exists to cultivate the musical skills of student scholars as an act of personal commitment to Christ, and to encourage a life of service to others. The educational thrust of the Department of Music is threefold: to complement a broad liberal arts education; to provide the intensive professional training that aspiring musicians need; and to meet the musical needs of the University, community, and Olivet educational region.

The Department of Music is accredited by the National Association of Schools of Music (NASM). Further information regarding the Department of Music can be found at <http://music.olivet.edu>.

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### Department of Music General Regulations

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All students considering a Music major must be accepted into the program by audition.

The Department Chair determines which students will enroll with each teacher based primarily upon the needs of the students, the load, and the field of specialization of the teacher.

Transferred work may receive credit subject to examination or satisfactory study in courses of similar content or sequence at Olivet Nazarene University. Work taken under private teachers or from unaccredited schools must be validated for credit by passing proficiency examinations.

Students are neither allowed to study music with a teacher not on the faculty of the Department of Music, nor to belong to a musical organization on or off campus without permission from the Chair of the Department of Music. Applied Music students should not make public appearances without consent of the applied instructor.



An Applied Music emphasis is required of all those concentrating in Music. Placement is required prior to registration for any level course in Applied Music. Placement and registration are to be initiated in Larsen Fine Arts Center Music Office. As Music majors advance through their applied course of study, course numbers should reflect their current status. Four semesters of lower division (111) and successful completion of the Upper-Division hearing are required before advancing to Upper-Division (311). Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Similarly, Music minors are required four semesters of lower division applied study before advancing to the 311 level. Students enrolled in 111/311 levels of applied study must also be concurrently enrolled in MUAP 070 (Applied Studio class).

Students taking applied music lessons are expected to attend a minimum of 12 lessons per semester. Failure to complete 12 lessons will result in a lowered grade. The professor is not responsible for rescheduling lessons missed by the student except when a bonafide reason for the absence is presented in advance.

Students enrolled in the 111/311 sections of applied study will perform on one Department recital each year. Students failing to meet this requirement will have their applied lesson grade reduced. In addition, a performance exam is required at the end of each semester of 111/311 applied study.

All Music majors and minors are required to enroll in MUAP 200 Recital Lab. Majors are required to attend 12 recitals per semester for six semesters and minors are required to attend six recitals per semester for four semesters.

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. In addition, Music majors are required to participate in other ensembles for at least six semesters. Only one ensemble credit per semester may be applied to this requirement. Students may enroll by audition in one or more of the numerous ensembles offered (see MULT 172 – MULT 393 in Course Descriptions section). Most, but not all ensembles, are offered each semester.

Keyboard work must be taken concurrently with theory courses (MUTH 120, 130, 131, 135, 230, and 232) except by permission of the Keyboard faculty.

All those concentrating in Music are required to present a senior recital/project that includes music from the major style periods. Students wishing to complete multiple Music concentrations must complete the recital/project requirement for each concentration. All recitals must be approved by a pre-recital hearing, and will be graded by a committee of three faculty members from the applied area. Those with a Music Performance concentration are required to present a junior recital project (MUAP 395) in addition. A pre-recital hearing is required prior to the recital. Memorization requirements differ according to the Applied area. Refer to Music Handbook for degree-specific instructions. Although students will register for the course MUAP 395/495, it will be transcribed to reflect the student's area of study (MUVO – voice, MUPN – piano, etc.).

All Music majors should complete ENGL 210 - College Writing II in meeting institutional general education requirements.

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## Music Proficiencies

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Admission to the University neither implies nor guarantees acceptance into a Music degree program. The University may discourage any individual from attempting to complete preparation toward a Music concentration if, in the opinion of the Music Faculty, he or she fails to meet acceptable professional standards. (See Rudimentary Music Skills Exam and Upper-Division Hearing)

Students desiring to complete any concentration in Music should adequately prepare for the rigors of college-level music study. Additional coursework may be necessary to meet graduation standards.

All students intending to complete an concentration in Music must complete the following placements/exams:

### *Entrance Requirements:*

- Instrument/voice placement audition
- Piano placement audition
- Music theory placement exam

### *Rudimentary Music Skills Exam:*

- Given as part of coursework in MUTH 131, 230.
- Exam consists of written theory, sight singing, and dictation.
- Exam must be passed before taking the Upper-Division Hearing.

### *Upper-Division Hearing:*

- Applied Audition Recital (12-15 minutes of music, to be performed during the fourth semester of college-level applied study)
- Completed application for the Teacher Education program (Education concentration only)
- Composition portfolio (Composition concentration only)
- Interview with Music faculty (refer to Music Department handbook)
- Upper-Division Prerequisites:
  - Successful completion of the Rudimentary Music Skills Exam
  - Cumulative GPA of 2.5
  - GPA of 2.75 in music courses
  - Grades of "C" or higher in all required Music courses

Students may declare a Music concentration only upon successful completion of the Upper-Division Hearing. This evaluation will be completed at the end of the fourth semester of college-level applied study. Transfer students with freshman or sophomore standing will complete the Upper-Division Hearing at the end of the fourth semester of college-level applied study. Students who transfer with junior standing must complete the Upper-Division Hearing as part of the audition process. Music students will receive a progress report at the end of each semester identifying deficiencies toward meeting the upper-division requirements. Students who are unsuccessful in meeting the prerequisites and prescribed criteria will not be permitted to register for required upper-division Music courses and will be eligible for re-evaluation after one additional semester of study. Any student failing to meet the prerequisites and prescribed criteria upon the second attempt will not be permitted to complete a Music concentration.

Music courses may be offered in specified sequence or on a rotating basis. Students should take notice of these requirements in order to complete Music concentrations in a timely manner.

*Piano Proficiency Exam:* Students pursuing any Music concentration must pass the Piano Proficiency Exam. Students with a concentration in Music Education must complete the exam prior to student teaching and the senior recital. Students with a Church Music concentration must complete the exam prior to the internship and the senior recital. Other Music students must complete the exam prior to the senior recital/project.

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## Music General Concentration, B.A.

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### 47-53 hours

This concentration is offered for the student who desires to combine music with another major, such as business or psychology. The Piano Proficiency Exam must be satisfied prior to the senior recital.

#### **Required:**

- MUED 240 - Introduction to Music Technology
    - 276 - Beginning Conducting
  - MUTH 120 - Musicianship I
    - 130 - Harmony I
    - 131 - Musicianship II
    - 135 - Musicianship III
    - 230 - Harmony II
    - 232 - Harmony III
    - 300 - Form and Analysis
    - or 320 - Counterpoint
    - or 494 - Instrumentation
  - MUCH 377 - Music in Worship
  - MULT 295 - Music History I
    - 395 - Music History II
    - 396 - Music History III
  - MUAP 200 - Recital Lab (six semesters)
    - 225 - Upper-Division Hearing
    - 490 - Senior Seminar
    - 495 - Senior Recital
  - MULT 183 or 383 - Choral Union (four semesters)
  - Additional Ensembles (six semesters)
  - Applied Music Emphasis - 10 hours
  - Piano (non-Keyboard emphasis) - 0-4 hours
  - Voice (non-Voice emphasis) - 0-2 hours
- and two additional credit hours required from one of the following tracks:**
- Vocal Track:**
- MUVO 240 - Diction I
    - 250 - Diction II
- Recommended Course:**
- MULT 370 - Vocal Literature and Pedagogy
- Instrumental Track (non-Keyboard):**
- MUED 180 - Percussion Instruments
    - 280 - String Instruments

380 - Woodwind Instruments

381 - Brass Instruments

#### **Keyboard Track:**

MULT 302 - Organ Pedagogy  
or 305 - Piano Pedagogy

#### **Recommended Courses:**

MULT 300 - Organ Pedagogy  
or 304 - Piano Literature

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## Music Education Concentration, B.S.

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### 65-72 hours

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 Illinois State Board of Education for the Standard Special Certificate, which qualifies the holder to teach and supervise music in grades K-12. Olivet's Teacher Education programs are accredited by the National Council for Accreditation of Teacher Education.

Since the curriculum in Music Education allows very few electives, students are advised that at least one summer session or an additional semester of study may be required to complete this program.

Students desiring an undergraduate degree with a Music Education concentration must be received into the Teacher Education program. Students should apply for acceptance into the Teacher Education program during the sophomore year, prior to the Upper-Division Hearing. Students must pass the Illinois Subject-Matter Knowledge test prior to student teaching.

Teacher certification candidates are advised that teacher licensure is constantly undergoing state and national review. The program listed in the Catalog may require revision during the student's course of study.

The Piano Proficiency Exam must be satisfied before student teaching can begin.

#### **Required:**

- MUED 240 - Introduction to Music Technology
  - 276 - Beginning Conducting
  - 460 - General Music Methods
  - 465 - Middle/Secondary Music Methods
- MUTH 120 - Musicianship I
  - 130 - Harmony I
  - 131 - Musicianship II
  - 135 - Musicianship III
  - 230 - Harmony II
  - 232 - Harmony III
  - 300 - Form and Analysis
  - or 320 - Counterpoint
  - 494 - Instrumentation
- MUCH 377 - Music in Worship
- MULT 280 - 20th Century Popular Music
  - 295 - Music History I
  - 301 - World Musics
  - 395 - Music History II
  - 396 - Music History III

MUAP 200 - Recital Lab (six semesters)  
 225 - Upper-Division Hearing  
 490 - Senior Seminar  
 495 - Senior Recital  
 MULT 183 or 383 - Choral Union (four semesters)  
 Additional Ensembles (six semesters)  
 Applied Music Emphasis - 10 hours  
 Piano Proficiency (may require coursework) - 0-4 hours

**And completion of one of the following:**

**Vocal Track:**

MUED 200 - Introduction to Instrumental Music  
 350 - Choral Lit/Conducting  
 370 - Vocal Literature and Pedagogy  
 MUVO 240, 250 - Diction I and II

**Instrumental Track:**

MUVO 107 - Class Voice or equivalent  
 MUED 180 - Percussion Instruments  
 280 - String Instruments  
 351 - Instrumental Lit/Conducting  
 380 - Woodwind Instruments  
 381 - Brass Instruments

**Plus the required professional education courses and general education courses as described in the School of Education information for all Teacher Education programs. EDUC 214 and 325 are recommended.**

**Preparatory applied course credit does not count toward the Applied Music emphasis. The 10 hours of college-level credit are to be divided into eight hours lower-division and two hours upper-division. It is strongly recommended for students with a piano emphasis that MULT 305 Piano Pedagogy be substituted for two hours of the Applied Music upper-division requirement.**

## Church Music Concentration, B.S.

### 60-64 hours

For students who expect to be full-time 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 that will enable the graduate to serve the local church. The content of this concentration has not been accredited by NASM.

The Piano Proficiency Exam must be satisfied prior to the internship and senior recital.

**Required:**

MUED 240 - Introduction to Music Technology  
 276 - Beginning Conducting  
 376 - Advanced Conducting  
 MUTH 120 - Musicianship I  
 130 - Harmony I  
 131 - Musicianship II  
 135 - Musicianship III

230 - Harmony II  
 232 - Harmony III  
 300 - Form and Analysis  
 or 320 - Counterpoint  
 494 - Instrumentation  
 MULT 183/383 - Choral Union (four semesters)  
 295 - Music History I  
 395 - Music History II  
 396 - Music History III  
 MUCH 350 - Church Music Administration  
 377 - Music in Worship  
 379 - Music in the Church Service  
 487 - Supervised Music Ministry  
 MUAP 200 - Recital Lab (six semesters)  
 225 - upper-division Hearing  
 490 - Senior Seminar  
 495 - Senior Recital  
 MUVO 240 - Diction I  
 250 - Diction II (Voice emphasis only)  
 Additional Ensembles (six semesters)  
 Applied Music Emphasis - 10 hours  
 MUVO 107 - Class Voice or equivalent (2 hours)  
 Organ or Piano (for non-keyboard emphasis) - 2 hours  
 Piano Proficiency (may require coursework) - 4 hours  
**Required Supporting Course:**  
 PSYC 101 - Introduction to Psychology

## Music Performance Concentration, B.S.

### 65-71 hours

This concentration is offered for the student already displaying a high caliber of performance who desires to pursue 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.

Audition for the voice emphasis should be made at the end of the first semester of applied study. Auditions for Piano and Instrumental emphases are during the fourth semester of applied study. Auditions should include pieces that are representative of the various historical periods in music. The Piano Proficiency Exam must be satisfied prior to the senior recital.

**Required:**

MUED 240 - Introduction to Music Technology  
 276 - Beginning Conducting  
 MUTH 120 - Musicianship I  
 130 - Harmony I  
 131 - Musicianship II  
 135 - Musicianship III  
 230 - Harmony II  
 232 - Harmony III  
 300 - Form and Analysis  
 or 320 - Counterpoint

MUCH 377 - Music in Worship  
 MULT 295 - Music History I  
     395 - Music History II  
     396 - Music History III  
 MUVO 240 - Diction I (Voice emphasis only)  
     250 - Diction II (Voice emphasis only)  
     320 - Seminar in Vocal Performance (Voice emphasis only)  
 MUAP 200 - Recital Lab (six semesters)  
     225 - Upper-Division Hearing  
     395 - Junior Recital  
     490 - Senior Seminar  
     495 - Senior Recital  
 MULT 183 or 383 - Choral Union (four semesters)  
 Applied Music Emphasis - 20 hours  
 Additional Ensembles (six semesters)  
 MUVO 107 - Class Voice or equivalent (0-2 hours)  
 Piano Proficiency (may require coursework) - 0-4 hours  
 Pedagogy and Literature - 2-4 hours  
**And two additional courses selected from the following:**  
 MULT 350 - Choral Lit/Conducting  
     351 - Instrumental Lit/Conducting  
 MUTH 494 - Instrumentation

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### Music Composition/Theory Concentration, B.S.

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#### 60-67 hours

This concentration is offered for the student who is interested in the creative process of music. The emphasis in Music Composition and Theory is on writing music in the traditional forms as well as developing an individual style of composition. This program is designed to prepare students for advanced studies in composition or theory at the graduate level. Private applied study in composition is open to all Music majors and minors.

Students choosing the Composition/Theory concentration must complete four (4) semesters of college-level Applied instruction, and must participate in an Upper-Division Hearing Recital in that Applied area, in addition to submitting a composition portfolio.

The Piano Proficiency Exam must be satisfied prior to the approval of the senior portfolio.

#### Required:

MUED 200 - Introduction to Instrumental Music  
     240 - Introduction to Music Technology  
     276 - Beginning Conducting  
 MUTH 120 - Musicianship I  
     130 - Harmony I  
     131 - Musicianship II  
     135 - Musicianship III  
     150 - Composition Forum  
     230 - Harmony II  
     232 - Harmony III  
     250 - Composition I (four hours)  
     300 - Form and Analysis I

320 - Counterpoint  
 330 - Advanced Electronic Music  
 420 - Composition II (six hours)  
 494 - Instrumentation  
 MULT 183/383 - Choral Union (four semesters)  
     295 - Music History I  
     395 - Music History II  
     396 - Music History III  
 MUAP 200 - Recital Lab (six semesters)  
     225 - Upper-Division Hearing  
     490 - Senior Seminar  
     495 - Senior Composition Project  
 Additional Ensembles (six semesters)  
 Applied Music emphasis - 8 hours  
 Piano Proficiency (may require coursework) - 0-4 hours

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### Music Minor

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#### 23-29 hours

A Music minor is offered for students who desire musical training to augment the requirements of another major, such as Religion, Education, Business, or Psychology.

Students pursuing a Music minor must complete the Piano Proficiency Exam and the Rudimentary Music Skills Exam.

#### Required:

MUTH 120 - Musicianship I  
     130 - Harmony I  
     131 - Musicianship II  
     230 - Harmony II  
 MUAP 200 - Recital Lab (four semesters)  
 Choral Union or University Orchestra (two semesters)  
 Eight hours of Applied Music Emphasis  
 Music Ensembles (four semesters)  
 Music elective courses (four hours)  
 Piano Proficiency

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### Typical Courses for Students Majoring in Music

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#### Freshman Year

Musicianship I  
 Class Piano (two hours)  
 Introduction to Fine Arts  
 College Writing I  
 Wellness or Nutrition  
 Choral Union or Orchestra  
 Other Ensembles (two hours)  
 Applied Music (four hours)  
 Harmony I  
 Music Technology  
 History/Philosophy of Education  
 Educational/Developmental Psychology

Christian Formation  
 Math  
**Sophomore Year**  
 College Writing II  
 Harmony II and III  
 Musicianship II and III  
 Class Piano (two hours)  
 Beginning Conducting  
 Fundamentals of Communication  
 Choral Union or Orchestra  
 Other Ensembles (two hours)  
 Applied Music (four hours)  
 20th Century Popular Music  
 General Psychology  
 Western Civilization  
 Music History I

## Department of Physical Sciences

### Faculty

MAX W. REAMS (1967)  
*Professor of Geology; Chair, Department of Physical Sciences*  
 B.A., B.S., 1961, M.S., 1963, University of Kansas  
 Ph.D., 1968, Washington University  
 M.P.C., 2000, Olivet Nazarene University

LARRY G. FERREN (1975)  
*Professor of Chemistry*  
 B.S., 1970, Ph.D., 1974, University of Missouri  
 University of Iowa  
 University of Illinois at Urbana-Champaign

DOUGLAS ARMSTRONG (1985)  
*Professor of Chemistry*  
 B.S., 1963, Indiana University  
 Ph.D., 1968, University of Iowa  
 Massachusetts Institute of Technology

BROCK SCHROEDER (1996)  
*Dean of Academic Support; Associate Professor of Geology;  
 Director of Planetarium*  
 B.A., 1991, Olivet Nazarene University  
 M.A.T., 1999, Olivet Nazarene University  
 Ph.D., 2006, Walden University

CHARLES CARRIGAN (2004)  
*Assistant Professor of Geology and Chemistry*  
 B.S., 1996, Olivet Nazarene University  
 M.S., 2000, Vanderbilt University  
 Ph.D., 2005, University of Michigan

WILLA HARPER (2005)  
*Associate Professor of Chemistry*  
 B.S., 1991, Olivet Nazarene University  
 Ph.D., 2002, Northern Illinois University

PRISCILLA SKALAC (2005)  
*Instructor of Physical Sciences*  
 B.S., 2002, Olivet Nazarene University

M.A.E., 2002, Olivet Nazarene University

KEVIN BREWER (2006)  
*Professor of Geology*

B.S., 1980, University of Nevada, Reno  
 Ph.D., 1994, University of Nevada, Reno

The Department of Physical Sciences exists to provide instruction in Chemistry, Geology, Astronomy, Geography, and general Physical Science. Students develop logical thinking through application of scientific methodology. Harmonious integration of the physical sciences with personal faith is emphasized.

Career opportunities are very good in Chemistry and Geology, specifically:

Chemistry graduates are very successful in the industrial chemicals field, as well as education. Many have gone on to earn Ph.D. degrees.

Geology graduates enter a variety of fields, including consulting, environmental, water resources, engineering, government agencies, petroleum and mineral industries, service industries, missions and education. Crises in energy, water, mineral resources, earth hazards, as well as increased environmental concerns, place geologists in high demand. Olivet's program is a balance of theory, lab skills and techniques, field work and research. Department resources include a rock lab; collections of rocks, minerals and fossils; map and library holdings; many field and lab instruments for gathering geological data; telescopes and planetarium. Sixty percent of Olivet's geology graduates have earned graduate degrees.

The Department of Physical Sciences serves several groups of students:

1. Those interested in Chemistry who plan to enter the workplace directly, go on to graduate school, teach chemistry or gain necessary background for their career or general knowledge.
2. Those choosing Geology as a career choice with entry directly from college, to enter a graduate program, to teach Earth and Space Science, or gain background needed for their own interests or majors.
3. Those choosing Geography as a career choice to enter the workplace or graduate school.
4. Those choosing Forensic Science for a career who will be employed in the field or entering a graduate program.
5. Those choosing Geological Engineering for a career in the field or entering a graduate program.
6. Those majoring in Elementary Education, Nursing, Biology, Engineering and other areas of study.
7. Those satisfying a laboratory General Education requirement (any of the introductory lab courses in the department).

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### Chemistry Major, B.A.

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**36 hours**

**Required Core Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II

301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 320 - Inorganic Chemistry  
 382 - Physical Chemistry: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 495 - Seminar in Chemistry (one hour)

Plus completion of six additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

**To be supported by the following:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 or 351 - Linear Algebra  
 or 361 - Calculus III  
 one year of Physics

**Highly Recommended:**

CHEM 335 - Biochemistry

## Chemistry Major, B.S.

**42-51 hours**

**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: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 495 - Seminar in Chemistry (one hour)

**Plus completion of one of the following concentrations:**

**A. General Concentration**

CHEM 382 - Physical Chemistry: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 320 - Inorganic Chemistry  
 335 - Biochemistry  
 410 - Instrumental Analysis

**To be supported by the following:**

MATH 147 - Calculus I  
 148 - Calculus II  
 361 - Calculus III  
 241 - Statistics  
 or 351 - Linear Algebra  
 or 357 - Differential Equations  
 PHYS 201 - General Physics I  
 202 - General Physics II

**B. Biochemistry Concentration**

BIOL 125 - Biology I  
 320 - Genetics  
 484 - Molecular and Cellular Biology

CHEM 335 - Biochemistry  
 436 - Advanced Biochemistry

**And one of the following courses:**

BIOL 356 - Microbiology  
 or CHEM 382 - Physical Chemistry: Thermodynamics  
 or 392 - Physical Chemistry: Kinetics/Molecular Structure  
 or 410 - Instrumental Analysis

**To be supported by the following:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 or 351 - Linear Algebra  
 or 361 - Calculus III  
 one year of physics

**C. Forensics Concentration**

CHEM 335 - Biochemistry  
 340 - Drug Chemistry  
 375 - Microscopy  
 410 - Instrumental Analysis  
 BIOL 125 - Biology  
 380 - Toxicology

**To be supported by the following:**

CJUS 243 - Introduction to Criminal Justice  
 293 - Criminal Law  
 360 - Criminal Procedure  
 370 - Criminalistics  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 PHYS 201 - General Physics I  
 202 - General Physics II

## Chemistry Minor

**16 hours**

**Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II

And eight additional hours of upper-division Chemistry including no more than two hours of CHEM 390.

## Chemistry Teaching Minor

**24 hours**

**Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 301 - Quantitative Analysis

And 12 additional hours of upper-division Chemistry to include no more than two hours of CHEM 390.

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### Typical Courses for Students Majoring in Chemistry

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**Freshman Year**

General Chemistry I and II  
 Calculus I and II  
 Christian Formation  
 College Writing I  
 Wellness  
 Introduction to Fine Arts

**Sophomore Year**

General Physics I and II  
 Calculus III  
 Quantitative Analysis  
 General Psychology  
 Organic Chemistry I and II  
 College Writing II

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### Geological Sciences Major, B.S.

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**39 hours****Required:**

GEOL 105 - Physical and Historical Geology  
     300 - Paleontology  
     302 - Earth Materials  
     321 - Geomorphology and Earth Hazards  
     330 - Hydrogeology  
     340 - Global Natural Resources  
     357 - Igneous and Metamorphic Petrology  
     360 - GIS/GPS  
     362 - Sedimentology and Stratigraphy  
     366 - Structural Geology and Field Methods  
     385 - Environmental Geochemistry  
     390 - Seminar in Geology  
     395 - Applied Geophysics

**Required Supporting Courses:**

MATH 147 - Calculus I  
     148 - Calculus II  
     241 - Statistics  
 CHEM 103 - General Chemistry I  
     104 - General Chemistry II  
 PHYS 201 - General Physics I  
     202 - General Physics II  
 BIOL 125 - Biology I

Plus 12 hours focused on student's career interest, approved by department chair. Examples of possible interdisciplinary emphases might involve courses related to Archeology, Art, Astronomy, Biology, Chemistry, Computer Science, Engineering, Environmental Science, Geography, Mathematics, Meteorology, Oceanography, Physics, Religion, Technical Missions, or other fields.

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### Geological Sciences Minor

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**16 hours****Required:**

Courses approved by the department chair in accordance with student's needs.

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### Earth and Space Science Teaching Minor

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**24 hours****Recommended:**

GEOL 105 - Physical and Historical Geology  
     130 - Astronomy  
     346 - Tools of Astronomy

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### Typical Courses for Students Majoring in Geological Sciences

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**Freshman Year**

Physical and Historical Geology  
 General Chemistry I, II  
 Calculus I, II  
 Christian Formation  
 College Writing I  
 Wellness or Nutrition

**Sophomore Year**

Structural Geology and Field Methods  
 General Physics  
 Social Science/Fine Arts  
 Hydrogeology  
 Geomorphology  
 College Writing II

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### Geography Major, B.A.

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**46 hours****Required:**

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
     310 - The Earth's Weather  
     321 - Geomorphology and Earth Hazards  
     340 - Global Natural Resources  
     360 - Geographic Information Systems and  
         Global Positioning Systems  
 SOCY 320 - Urban/Rural Sociology  
     364 - Anthropology  
     366 - Global Issues

SSCI 302 - World Regional Geography

**Additional Requirements:**

Select 3 hours from:

GEOG 480 - Research in Geography

## 490 - Internship in Geography

Select 6 hours from:

HIST 360 - History of Russia  
 379 - The Developing World: Latin America  
 379 - The Developing World: Asia  
 379 - The Developing World: Africa

Select 6 hours from:

ECON 345 - Economics of the Public Sector  
 ENVI 395 - Seminar in Environmental Science  
 GEOL 399 - Topics in Geology  
 HIST 213 - World Civilization III  
 232 - American Civilization II

**Required Supporting Courses:**

ECON 110 - Principles of Economics  
 MATH 241 - Statistics  
 or PSYC 331 - Basic Research and Statistics  
 and PSYC 332 - Advanced Research and Statistics

**Geography Minor**

**22 hours**

**Required:**

ECON 308 - Comparative Economic Systems  
 GEOL 121 - Physical Geography  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems

SOCY 364 - Anthropology

SSCI 302 - World Regional Geography

**Plus three hours of electives from:** ECON 345, ENVI 395,  
 GEOL 310, 321, 399, HIST 213, 232, 360, 379, SOCY 320, 366

**Physical Sciences Major, B.S.**

**79 hours**

**Required:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 PHYS 201 - General Physics I  
 202 - General Physics II  
 CSIS 110 - Introduction to Computer Science  
 or 251 - Principles of Programming I

**Plus an additional 45 hours of science or mathematics with  
 a minimum of 24 additional hours in one physical science  
 area of study.**

**Science Education Major, B.S.**

**58-66 hours**

**Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 GEOL 105 - Physical and Historical Geology  
 130 - Astronomy  
 ENVI 310 - Environmental Science/Tech for Teachers  
 PHYS 121 - College Physics I  
 or 201 - General Physics I  
 122 - College Physics II  
 or 202 - General Physics II  
 MATH 131 - College Algebra/Trigonometry  
 or 147 - Calculus I

**Plus the following recommended supporting courses:**

EDUC 214 - Early Adolescent Development  
 325 - Classroom Management  
 ENGL 320 - Reading: Process & Skills

**Plus one of the following concentrations:****A. Biology Concentration**

BIOL 320 - Genetics  
 352 - Advanced Botany  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 361 - Comparative Anatomy  
 455 - Physiology

**B. Chemistry Concentration**

CHEM 301 - Quantitative Analysis  
 311 - Organic Chemistry I  
 312 - Organic Chemistry II  
 320 - Inorganic Chemistry  
 or 385 - Environmental Geochemistry  
 495 - Seminar in Chemistry

**Recommended Supporting Courses:**

MATH 147 - Calculus I  
 148 - Calculus II

**C. Earth/Space Concentration**

GEOL 300 - Paleontology  
 302 - Earth Materials  
 310 - The Earth's Weather  
 345 - Tools of Astronomy  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 362 - Sedimentology/Stratigraphy  
 or 321 - Geomorphology and Earth Hazards  
 or 366 - Structural Geology and Field Methods

**Recommended Supporting Courses:**

MATH 147 - Calculus I



148 - Calculus II

**Plus completion of the professional education courses and General Education courses described in the School of Education information.**

### **Environmental Science Major, B.S.**

**55-61 hours**

**Required:**

ENVI 395 - Seminar in Environmental Science

450 - Internship in Environmental Science

BIOL 125 - Biology I

126 - Biology II

370 - Ecology

380 - Toxicology

CHEM 103 - General Chemistry I

104 - General Chemistry II

GEOLOGY 105 - Physical and Historical Geology

330 - Hydrogeology

360 - Geographic Information Systems and

Global Positioning Systems

385 - Environmental Geochemistry

**In addition, four of the following courses (maximum of two courses from any one department) must be selected:**

BIOL 320 - Genetics

352 - Advanced Botany

356 - Microbiology

360 - Invertebrate Zoology

361 - Comparative Anatomy

CHEM 301 - Quantitative Analysis

311 - Organic Chemistry I

312 - Organic Chemistry II

382 - Physical Chemistry - Thermodynamics

392 - Physical Chemistry - Kinetics/Molecular

410 - Instrumental Methods of Analysis

GEOLOGY 302 - Earth Materials

321 - Geomorphology and Earth Hazards

362 - Sedimentology and Stratigraphy

366 - Structural Geology and Field Methods

395 - Applied Geophysics

ENGN 261 - Static/Mechanics

262 - Dynamics

380 - Thermodynamics

420 - Fluid Mechanics

**Courses taken at AuSable Institute may also count toward additional hours.**

**Required Supporting Courses:**

MATH 147 - Calculus I

148 - Calculus II

241 - Statistics

Physics (1 year)

**Recommended Supporting Courses:**

ECON 110 - Principles of Economics

PSCI 223 - American Government

CSIS 102 - Introduction to Programming

### **Geological Engineering Major, B.S.**

**52 hours**

**Required:**

GEOLOGY 105 - Physical and Historical Geology

302 - Earth Materials

321 - Geomorphology and Earth Hazards

330 - Hydrogeology

340 - Global Natural Resources

360 - Geographic Information Systems and

Global Positioning Systems

362 - Sedimentology and Stratigraphy

366 - Structural Geology and Field Methods

395 - Applied Geophysics

ENGN 170 - Logic and Computational Engineering

250 - Engineering Economics

261 - Statics and Mechanics of Materials

262 - Dynamics

335 - Technical Communication and Experimental Design

420 - Fluid Mechanics

481 - Senior Project Design I

482 - Senior Project Design II

**Required Supporting Courses:**

CHEM 103 - General Chemistry I

104 - General Chemistry II

MATH 147 - Calculus I

148 - Calculus II

241 - Statistics

357 - Differential Equations

361 - Calculus III

PHYS 201 - General Physics I

202 - General Physics II

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# School of Education

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## **James Upchurch, Ed.D., Dean**

The major aim of the School of Education is the preparation of students for effective teaching in preschool, elementary, and secondary schools and to provide in-service opportunities for practitioners to enhance their pedagogical skills. The School of Education is responsible for the coordination of all teacher education programs at the University, both the undergraduate and graduate levels.

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 Teacher Education Unit at Olivet Nazarene University prepares candidates to enter or to continue in the richly diverse teaching profession through offering well-conceived and sound academic programs in a distinctive Christian environment. Preschool-12 preservice certification programs integrate a solid liberal arts core with specialized theoretical/pedagogical/clinical offerings, while graduate degree programs focus on in-service teachers' professional growth and development. All Unit programming is designed to produce graduates who become "Professionals Influencing Lives." Because of the continual effort to coordinate the activities of the School of Education and the academic departments that offer Teacher Education programs, the prospective teacher is encouraged to confer with advisers from both the School of Education and the department of the chosen major field.

## **Department of Education**

### **Faculty**

#### **JAMES UPCHURCH (2004)**

*Dean, School of Education; Professor of Education; Director of Teacher Education*

B.S., 1971, Olivet Nazarene University

M.A., 1975, Saint Xavier University

C.A.S., 1979, Northern Illinois University

Ed.D., 2000, Loyola University, Chicago

#### **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

#### **THOMAS KNOWLES (1996)**

*Professor of Education*

B.A., 1974, Cedarville College

M.A., 1976, Ball State University

Ed.S., 1985, Nova Southeastern University

Ed.D., 1992, University of Sarasota

#### **DALE OSWALT (1997)**

*Professor of Education*

B.A., 1976, Olivet Nazarene University

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

Ed.D., 2000, Nova Southeastern University

#### **H. STANTON TUTTLE (1997)**

*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

#### **JONATHAN BARTLING (2000)**

*Assistant Professor of Education*

B.A., 1999, Olivet Nazarene University

M.S., 2003, Indiana University

Doctoral Study, Capella University

#### **DARCEL BRADY (2002)**

*Associate Professor of Education*

B.A., 1975, Elmhurst College

M.P.A., 1992, Governors State University

Ph.D., 1999, University of Illinois at Chicago

#### **E. WILLIAM SUMMERS (2003)**

*Director of Graduate Programs in Education*

B.A., 1966, Olivet Nazarene University

M.S., 1968, Indiana State University

C.A.S., 1985, Illinois State University

Ed.D., 1999, Northern Illinois University

#### **LINDA ROBINSON (2004)**

*Assistant Professor of Education*

B.A., 1971, Olivet Nazarene University

M.A.E., 1999, Olivet Nazarene University

Ed.D., 2004, Trevecca Nazarene University

#### **MICHELE ANDERS (2006)**

*Associate Professor of Education*

B.A., 1973, Western Illinois University

M.L.I.R., 1981, Michigan State University

Ed.D., 1995, National-Louis University

#### **KELLY BROWN (2006)**

*Associate Professor of Education*

B.A., 1992, Olivet Nazarene University

M.A.E., 1996, Governors State University

Ed.D., 2006, Argosy University

#### **ROXANNE FORGRAVE (2007)**

*Associate Professor of Education*

B.A., 1973, Olivet Nazarene University

M.A., 1987, Olivet Nazarene University

M.A., 2001, Olivet Nazarene University

M.S., 2002, Northern Illinois University

#### **DENA REAMS (2007)**

*Assistant Professor of Education*

B.A., 1989, Olivet Nazarene University

M.A., 1992, Michigan State University

### Teacher Education Department Specialists

*Art* - Bill Greiner

*English* - Sue Williams

*Family/Consumer Sciences* - Diane Richardson

*Mathematics* - Steve Brown

*Music* - Don Reddick

*Natural Science* - Randal Johnson

*Physical Education* - Scott Armstrong

*Social Studies* - Stephen Lowe

*Spanish* - Barbara Martinez

### Outcomes 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 outcomes of teacher education. These outcomes specify qualities considered essential for teachers. The faculty expects that the Teacher Education graduate will be a person who demonstrates:

1. Knowledge of the historical development of the professional and foundational issues and arguments underlying education's practices, as well as understanding of the importance of integrated learning across disciplines.
2. Knowledge of subject-matter content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. Knowledge of human development and motivation, theories of learning, and pedagogy.
4. Effective communication skills, critical and creative thinking abilities, and other skills crucial to reflective decision making.
5. Knowledge and skills in the use and integration of technology appropriate to the candidate's field of study.
6. Practical abilities to implement the skills, techniques, and strategies associated with student learning and effective leadership.
7. Intellectual, social, ethical, and other personal attributes of reflective decision making in professional settings.
8. Commitment to lifelong professional development and general learning.
9. Ability to skillfully accommodate diversity of many kinds in professional practice, including ethnic, racial, economic, and that of the exceptional learners, including the ability to adapt professionally to developments in global society.
10. Ability to foster and maintain collaborative efforts with clientele within institutions and in the community, and commitment to active citizenship in the service of a Christ-centered character.

### 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. Elementary and Early Childhood Education majors are required to take the following courses to satisfy the general education Natural Sciences requirement: BIOL 201 or BIOL 125, PHSC 110, GEOL 140, and ENVI 310.
- b. MATH 111 and MATH 112 - Mathematics for Elementary Teachers I and II are both required to meet the mathematics requirement for elementary and early childhood education majors. A grade of "C-" or better in math is required for all teacher education majors.
- c. PSCI 223 - American Government is required for all Teacher Education programs in the social science general education area.
- d. One three-hour course in domestic multicultural understanding selected from SOCY 280, LIT 315, or COMM 349 and one international culture course selected from HIST 379, MULT 301, PHIL 325, SOCY 364, LIT 315, SOCY 280, or COMM 349 is required for elementary education and early childhood education majors who substitute international culture courses in place of foreign language.
- e. Grades of "C-" or better are required in each of the College Writing courses.

### Elementary School Program Professional Education Courses

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

### Elementary Education Major, B.S.

#### 47 hours

#### Required:

- EDUC 150 - Historical and Philosophical Foundations  
 214 - Early Adolescent Development  
 249 - Educational and Developmental Psychology  
 269 - Children's Literature  
 295 - Instructional Technology  
 300 - Applied Arts for Teachers  
 325 - Classroom Management  
 340 - Elementary/Middle School Language Arts and Social Studies  
 342 - Elementary/Middle School Reading  
 349 - Language Development  
 350 - Elementary/Middle School Mathematics and Science  
 367 - Elem. School Physical Education  
 376 - Teaching Diverse Populations

- 456 - Management/Professional Practices  
484 - Student Teaching in the Elementary School

**Required Supporting Courses:**

HIST 231 - American Civilization I

**Recommended:**

It is recommended that Elementary Education majors take PHED 241-First Aid and Emergency Care. It is also recommended that additional electives be taken to fulfill middle-school endorsements and/or concentrations for lower grades.

**Early Childhood Education Teaching Major, B.S.****44 hours**

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

- EDUC 150 - Historical and Philosophical Foundations  
210 - Instructional Methods of Early Childhood Education  
249 - Educational/Developmental Psychology  
269 - Children's Literature  
295 - Instructional Technology  
300 - Applied Arts for Teachers  
320 - Early Childhood LA/SS  
325 - Classroom Management  
330 - Early Childhood Math/Science  
349 - Language Development  
359 - Teaching Reading to Young Children  
367 - Elementary PE Methods  
376 - Teaching Diverse Populations  
456 - Management/Professional Practices  
482 - Student Teaching for Early Childhood Education

**Required Supporting Courses:**

- FACS 241 - First Aid/Emergency Care  
264 - Child, Family, Community Relations  
360 - Parenting  
or 351 - Sociology of the Family  
PSYC 211 - Child Development  
HIST 231 - American Civilization I

**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 150 - Historical and Philosophical Foundations of Education  
249 - Educational and Developmental Psychology  
295 - Instructional Technology  
376 - Teaching Diverse Populations  
385 - Methods for Middle and Secondary School  
456 - Management/Professional Practices

- 486 - Supervised Student Teaching in the Secondary School

**Subject Matter Specialization**

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

Major	Hours
Art	36
English	40
Family and Consumer Sciences	43-45
Mathematics	36
Science	58-66
Social Sciences	42

See departmental listings for specific requirements. It is strongly recommended that secondary education majors complete a teaching minor in another area and/or meet requirements for endorsements to teach other areas in addition to their major field of study.

**Middle-School Endorsements**

Students majoring in Elementary or Secondary Education may choose to obtain middle school endorsements. These endorsements can generally 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.

**K-12 Programs**

Olivet offers programs that enable students to attain K-12 certifications in music, physical education/health, and Spanish. The professional education courses, in which a "C-" or above is required, include the following:

**Music Teaching Program, K-12: B.S. Professional Education Requirements****24 hours**

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.

- EDUC 150-Historical and Philosophical Foundations of Education  
249 - Educational and Developmental Psychology  
295 - Instructional Technology  
376 - Teaching Diverse Populations  
456 - Management/Professional Practices  
485 - Supervised Student Teaching

**Subject Matter Specialization**

See Department of Music.

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## Physical Education/Health, K-12: B.S. Professional Education Requirements

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### 29 hours

The required professional education courses for physical education/Health follow. A grade of "C-" or above is required in professional education courses for student teaching and graduation.

EDUC 150-Historical and Philosophical Foundations of Education

- 214 - Early Adolescent Development
- 249 - Educational and Developmental Psychology
- 295 - Instructional Technology
- 385 - Middle/Secondary School Methods
- 456 - Management/Professional Practices
- 485 - Supervised Student Teaching

### Subject Matter Specialization

See Department of Exercise/Sports Science

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## Spanish Teaching Major, K-12: B.S. Professional Education Requirements

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### 34 hours

The required professional education courses for Spanish education follow. A grade of "C-" or above is required in professional education courses for student teaching and graduation.

EDUC 150-Historical and Philosophical Foundations of Education

- 214 - Early Adolescent Development
- 249 - Educational and Developmental Psychology
- 295 - Instructional Technology
- 325 - Classroom Management
- 376 - Teaching Diverse Populations in the Regular Classroom
- 386 - Teaching of Spanish, K-12
- 456 - Management/Professional Practices
- 485 - Supervised Student Teaching

### Subject Matter Specialization

See Department of English and Modern Languages

**Master's degree programs in education** are offered through Olivet's School of Graduate and Continuing Studies. These programs are designed for persons seeking initial certification as elementary or secondary teachers as well as for certified teachers seeking advanced study or additional certifications. These programs are described in Chapter 9.

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## Admission to Teacher Education

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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 or 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 Committee, must declare that intention by the end of the sophomore year, and must have, and continue to maintain, a 2.5 grade point average in all college work, and a 2.75 grade point average 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 or her undergraduate career. The student should maintain close contact with his or her adviser in the School 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, acted upon by the Teacher Education Committee, and reported to the Teacher Education faculty. Factors that 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 30 hours of coursework with at least a 2.5 grade point average.
2. Clearance by the Office of Student Development.
3. Grades of "C-" or above in ENGL 108 or 109 - College Writing I.
4. Grade of "C-" or above in MATH 111 (Elementary and Early Childhood Programs) or MATH 103 (Secondary and K-12 Programs).
5. Grades of "C-" or better in these professional education courses: EDUC 150 and 249 for all programs; in addition, PSYC 211 for Early Childhood Program and EDUC 214 for Elementary, Physical Education/Health, Spanish, Art, and Social Sciences programs.
6. Satisfactory recommendations from two faculty members, and a good character reference.
7. Demonstrate predetermined competency level on the state Basic Skills Test.
8. Successfully pass Level I portfolio/interview.
9. Successfully pass a background check.

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 several 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*.

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### Pre-Student Teaching Field Experiences

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Pre-student teaching field 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 K-12 Education majors exceeds 100 clock hours. Secondary and K-12 Spanish Education students meet this requirement through EDUC 249, 376, 385 or 386, and 456. Physical Education students meet this requirement through EDUC 249, 385, 456, PHED 367 and 370. Music Education students do so in EDUC 249, 376, 456, MUED 460, and either MUED 350 or 351.

Elementary education majors must complete a minimum of 140 pre-student teaching clock-hours. Elementary Education majors complete field experiences in EDUC 249, 340, 342, 350, 367, 376, and 456.

Early Childhood Education majors must complete a minimum of 140 pre-student teaching hours in EDUC 210, 249, 320, 330, 359, 367, 376, and 456.

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 School of Education. These records are kept in the student's folder in the School of 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 that includes a field experience must successfully complete the field experience requirements of the course and turn in all required paperwork 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 School of Education office. An unsatisfactory pre-student teaching experience evaluation will result in an incomplete for the course until the field experience is successfully completed and all the required paperwork is submitted for approval.

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### Admission to Student Teaching

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Students should submit applications for student teaching by December 1 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, the completion of all methods courses required in the major, and a passing score on the Illinois Subject-Matter Knowledge test. 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, successfully passing the Level II portfolio/interview, 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 Education and K-12 Education majors, or a grade point average of 2.75 or better in the professional education courses for Elementary and Early Childhood Education majors, are required.

Transfer of student teaching credit earned at another college must have prior approval of the department chair, the Director of Teacher Education, and the Registrar.

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### Student Teaching, Employment, and Coursework

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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 EDUC 456 while student teaching. Supervising teachers in the schools view student teaching as an internship that should demand the total involvement of the beginning teacher. Thus, the student teacher should be free from other responsibilities that 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 Committee for permission to do so.

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### Student Teaching and the Professional Semester

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The requirement of credit hours in student teaching is 12. The semester that 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 456 concurrently with student teaching. All students completing student teaching through Olivet must meet the standards of the University's Teacher Education program entrance and student teaching admission requirements, including passing the Illinois Subject Matter test prior to the first day of student teaching.

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### Student Teaching Placement

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When a student teaching placement is canceled 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 by the student to the supervising teacher according to how close the change is made to the student teaching period. If such change is initiated by the teacher, principal, University supervisor and/or the Director of Teacher Education, the student will be charged the student teaching fees.

A student teacher from Olivet is placed at a site in the 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 or her preference for a site, the final decision for placement will be made by the Director of Teacher Education.

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## Securing a Teaching Credential

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Each public school teacher is required by law to hold a valid certificate issued by the state in which he or she 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, subject matter knowledge, and assessment of professional teaching. Upon completion of the academic program, the student should obtain and complete the appropriate certification forms in the Office of the Registrar. 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 Office of the Registrar, the library, and the School of 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 Office of the Registrar and in the School of Education office. Students may also refer to the *Teacher Education Handbook* for a list of endorsement areas and options they may wish to consider.

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## Placement of Teacher Candidates

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The University maintains a Career Center 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 Career Center receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his or her 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 or she 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 or she may have secured a position for teaching prior to registering.

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## The Curriculum Center Library

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The Curriculum Center Library is located on the lower level of Benner 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.

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## School of Education Office

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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 School of Education office. 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.

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## Title II Certification Pass Rate Data

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ONU's Teacher Education Unit seeks to prepare candidates who will be "Professionals Influencing Lives:" through a strong knowledge foundation; proficiency in curriculum, instruction, and evaluation; a high level of professionalism; and a Christ centered character. The Unit seeks to prepare candidates who view teaching as a noble profession, a lifelong pursuit, and a continual search for excellence.

The U.S. Congress has asked the U.S. Department of Education to require all colleges and universities with teacher education programs to release certification test pass rates of program completers. In most recent Title II data, every Elementary Education major at Olivet who took an academic content area Illinois certification test passed, surpassing the state average in those particular academic areas. Overall, 100 percent of Olivet Teacher Education students passed the academic content and basic skills tests and 98 percent passed the Assessment of Professional Teaching test for State of Illinois certification. Complete Title II information may be obtained through Olivet's Director of Teacher Education.

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## Typical Program of Courses for a Student Majoring in Elementary Education

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### ***Freshman Year***

College Writing I, II  
 Introduction to Fine Arts  
 Instructional Technology  
 American Civilization  
 Christian Formation  
 Early Adolescent Development  
 General Biological Science  
 Wellness or Nutrition  
 Mathematics for Elementary Teachers I, II  
 Historical and Philosophical Foundations of Education

### ***Sophomore Year***

Fundamentals of Communication  
 Studies in Literature  
 American Government  
 Physical Science for Elementary Teachers  
 Education and Developmental Psychology  
 Christian Scripture I  
 Children's Literature  
 Foreign Language I, II

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# School of Professional Studies

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## *Fran Reed, Ph.D., Dean*

The School of Professional Studies includes ten departments: Business, Communication, Computer Science, Engineering, Exercise and Sports Science, Family and Consumer Sciences, General Studies, Military Science, Nursing, and Social Work and Criminal Justice. Building on a strong foundation in the liberal arts and sciences, undergraduate men and women are offered the opportunity for focused preparation within a discipline and/or related disciplines. Multiple programs within the school meet professional accrediting standards and/or licensure requirements. Professors integrate faith with theory and practice to encourage the highest standards of professional preparation, ethical behavior, and the pursuit of excellence in the student's chosen areas of study. The school is also the home of Olivet's nationally ranked and award-winning Army Reserve Officers Training Program (ROTC).

## Department of Business

### 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

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)

*Professor of Accounting*

B.S., 1981, Emporia State University

M.A., 1992, University of Missouri

Ph.D., 2006, Capella University

Certified Public Accountant

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

Doctoral Study, Anderson University

LYNDA ALLEN (2003)

*Associate Professor of Business*

B.S., 1982, Olivet Nazarene University

M.B.A., 1988, Olivet Nazarene University

Doctoral Study, University of Phoenix

DAVID VANCE (2007)

*Professor of Business*

B.B.A., 1982, National University

M.B.A., 1985, National University

Ph.D., 2000, Southern Illinois University

The purpose of the Department of Business, whose programs are accredited by the International Assembly for Collegiate Business Education, is to provide students with both theoretical

knowledge in the foundations of business and 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. For this reason, CMIN 101 - Sharing our Faith is recommended for all students completing any of the Accounting/Business/ Economics programs. Additionally, students will be trained and expected to show proficiency in computer applications within the various fields of business.

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 must earn 128 semester hours to earn a baccalaureate degree with a major in Accounting. However, students interested in sitting for the CPA examination should be aware that 150 semester hours of credit are generally required prior to taking the CPA exam.

The Business Administration major provides students with a basic core curriculum and permits a choice of emphasis from three areas of specialization: management, management information systems, and industrial technology management. The department also offers majors in Economics/ Finance, Marketing, and international business.

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## Accounting Major, B.S.

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### 59 hours

#### Required:

ACCT 110 - Financial Accounting

111 - Managerial Accounting

255 - Intermediate Accounting I

256 - Intermediate Accounting II

365 - Income Taxation

367 - Auditing

BSNS 160 - Principles of Management

170 - Computer Applications in Business

241 - Business Statistics

253 - Principles of Marketing

270 - Principles of Finance

303 - Management Information Systems

351 - Business Law I

352 - Business Law II

490 - Business Policy and Strategy

495 - Seminar in Leadership

ECON 110 - Principles of Economics



**In addition, select two of the following courses:**

ACCT 357 - Cost Accounting  
 461 - Consolidation and Partnerships  
 462 - Governmental and Not-for-Profit Accounting  
 470 - Advanced Income Taxation

**To be supported by:**

MATH 117 - Finite Mathematics  
 or 147 - Calculus I  
 PSYC 101 - Intro to Psychology I

**Business Administration Major, B.S.****53-57 hours****Required Courses:**

BSNS 160 - Principles of Management  
 170 - Computer Applications in Business  
 241 - Business Statistics  
 253 - Principles of Marketing  
 270 - Principles of Finance  
 303 - Management Information Systems  
 351 - Business Law I  
 490 - Policy and Strategy  
 495 - Seminar in Leadership  
 ACCT 110 - Financial Accounting  
 111 - Managerial Accounting  
 ECON 110 - Principles of Economics

**Plus one of the following concentrations:****A. Management Concentration**

BSNS 352 - Business Law II  
 367 - Organizational Behavior

And three courses (at least two in business) from the following:

BSNS 450 - Small Business Management  
 468 - Human Resource Management  
 487 - Field Placement  
 492 and 493 - Students in Free Enterprise I and II  
 COMM 347 - Organizational Communication  
 ECON 311 - Intermediate Microeconomics  
 342 - Intermediate Economics Statistics  
 FACS 455 - Food Systems Management  
 PSYC 324 - Industrial/Organizational Psychology

**Required Supporting Courses for Management Concentration:**

MATH 117 - Finite Mathematics  
 or 147 - Calculus I

**B. Management Information Systems Concentration**

BSNS 425 - Advanced Computer Applications  
 CSIS 131 - Intro to Web Programming  
 245 - Database and Information Systems  
 310 - Systems Analysis and Design  
 435 - Systems Development

**Required Supporting Courses for Management Information Systems Concentration:**

COMM 347 - Organizational Communication  
 MATH 117 - Finite Mathematics  
 or 147 - Calculus I  
 PSYC 101 - Intro to Psychology

**C. Industrial Technology Management Concentration**

This program is part of an articulation agreement for students who have completed an Associate of Applied Science degree with a specialization in air-conditioning/refrigeration, automotive, computer-aided drafting, construction management, electrical technology, emergency management, or welding technology at Kankakee Community College. In addition to the required courses listed above, students must complete the following business courses at Olivet Nazarene University:

BSNS 352 - Business Law II  
 367 - Organizational Behavior  
 425 - Advanced Computer Applications  
 450 - Small Business Management  
 468 - Human Resource Management  
 487 - Field Placement

General education courses to be taken at Olivet for the program include THEO 101, BLIT 303, and THEO 404. Other general education requirements are taken at Kankakee Community College as part of the articulation agreement.

**Recommended Supporting Courses for all Business Administration Majors:**

CMIN 101 - Sharing our Faith  
 ENGL 315 - Business/Technical Writing

**International Business Major, B.S.****47-53 hours****Required Courses:**

BSNS 160 - Principles of Management  
 170 - Computer Applications in Business  
 241 - Business Statistics  
 253 - Principles of Marketing  
 270 - Principles of Finance  
 303 - Management Information Systems  
 351 - Business Law I  
 453 - Global Marketing  
 490 - Policy and Strategy  
 495 - Seminar in Leadership  
 ACCT 110 - Financial Accounting  
 111 - Managerial Accounting  
 ECON 110 - Principles of Economics  
 308 - Comparative Economic Systems  
 365 - International Trade and Finance

Plus participation in the International Business Institute, the Latin American Studies Program International Business Track, the China Studies Program International Business Track, or a foreign travel study program approved by the Department of Business.

**Required Supporting Courses for International Business Majors:**

MATH 117 - Finite Mathematics  
or 147 - Calculus I

PSCI 221 - Foundations of International Relations  
A minor in a foreign language.

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith

ENGL 315 - Business/Technical Writing

**The International Business Institute** is a cooperative overseas program in international economics and business that 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 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, Scandinavia, Eastern Europe, 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 covering ECON 308 - Comparative Economic Systems, ECON 365 - International Trade and Finance, BSNS 453 - Global Marketing, and BSNS 490 - Business Strategy. Program costs vary from year to year. Contact the Business Department for details.

Prerequisites for participation in the IBI include ECON 110 - Principles of Economics, ACCT 110 - Financial Accounting, BSNS 160 - Principles of Management, and BSNS 253 - Principles of Marketing. A minimum cumulative grade point average of 2.75, senior standing, and a satisfactory recommendation of Department of Business faculty are also required.

**The Latin American Studies Program**, sponsored by Council for Christian Colleges and Universities, 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 the Latin American Studies Program include ECON 110, ACCT 110, ACCT 111, BSNS 160, BSNS 253, ECON 308, and ECON 365. For further information, contact the chair of the Department of Business. Sixteen credits are earned for participation in the Latin American Studies Program, six of which apply to the International Business major. The Latin American Studies Program is only offered during the fall semester.

**The China Studies Program** is also sponsored by the Council for Christian Colleges and Universities. It includes Chinese language study, coursework in Chinese history and culture, and topics dealing with international business.

Prerequisites for participation in the China Studies Program include ECON 110, ACCT 110, ACCT 111, BSNS 160, BSNS 253, ECON 308, and ECON 365. Sixteen credits are earned through the China Studies Program, six of which apply to the International Business major.

In the event that these off-campus experiences fail to materialize, students would need to complete equivalent courses by special arrangement with the Department of Business. Substitution of foreign travel study programs sponsored by other organizations would require advanced written approval of the Department of Business.

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## Marketing Major, B.S.

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### 55-63 hours

#### Required Courses:

ACCT 110 - Financial Accounting

ECON 110 - Principles of Economics

BSNS 160 - Principles of Management

170 - Computer Applications

241 - Business Statistics

253 - Principles of Marketing

270 - Principles of Finance

303 - Management Information Systems

351 - Business Law I

390 - Salesmanship

394 - Marketing Management

440 - Marketing Research

453 - Global Marketing

457 - Advertising and Promotions

490 - Business Policy and Strategy

495 - Seminar in Leadership

#### Plus completion of one of the following concentrations:

##### A. Marketing Management Concentration

Select four courses from the following (at least three must be from ACCT, BSNS, or ECON):

ACCT 111 - Managerial Accounting

ART 200 - Intro to Graphics

BSNS 352 - Business Law II

356 - Retail Merchandising

450 - Small Business Management

487 - Field Placement

ECON 342 - Intermediate Economic Statistics

365 - International Trade and Finance

COMM 342 - Persuasion and Media Influence

or 330 - Public Relations

##### B. Commercial Graphics Concentration

ART 200 - Introduction to Graphics

275 - Photoshop

310 - Graphics Advertising

320 - Package Designing

##### C. Communication/PR Concentration

COMM 141 - Introduction to Journalism

271 - Broadcast Writing and Production

330 - Public Relations and Communication

342 - Persuasion and Media Influence

**D. International Marketing Concentration**

12 hours earned through participation in the International Business Institute

**Required supporting course:**

MATH 117 - Finite Math  
or 147 - Calculus I

**Recommended supporting course:**

CMIN 101 - Sharing our Faith

**Economics/Finance Major, B.S.****60 hours****Required:**

ACCT 110 - Financial Accounting  
111 - Managerial Accounting  
BSNS 160 - Principles of Management  
170 - Computer Applications  
241 - Business Statistics  
253 - Principles of Marketing  
270 - Principles of Finance  
303 - Management Information Systems  
351 - Business Law I  
352 - Business Law II  
460 - Intermediate Finance  
490 - Business Policy and Strategy  
495 - Seminar in Leadership  
ECON 110 - Principles of Economics  
311 - Intermediate Microeconomics  
312 - Intermediate Macroeconomics

**And completion of three of the following courses:**

ECON 308 - Comparative Economic Systems  
342 - Intermediate Economic Statistics  
345 - Economics of the Public Sector  
362 - Financial Markets/Institutions  
365 - International Trade/Finance  
473 - Investments

**To be supported by the following:**

MATH 117 - Finite Mathematics  
or 147 - Calculus I

**Recommended supporting course:**

CMIN 101 - Sharing our Faith

**Accounting Minor****17-18 hours****Required:**

ACCT 110 - Financial Accounting  
111 - Managerial Accounting  
255 - Intermediate Accounting

and six to seven additional hours of accounting courses.

**Business Minor****22 hours****Required:**

ACCT 110 - Financial Accounting  
BSNS 160 - Principles of Management  
170 - Computer Applications in Business  
ECON 110 - Principles of Economics  
And nine hours of business electives

**Economics Minor****15 hours****Required:**

ECON 110 - Principles of Economics  
311 - Intermediate Microeconomics  
312 - Intermediate Macroeconomics  
And six hours of upper-division Economics

**Finance Minor****19 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 the following:**

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 the following:**

MATH 117 - Finite Mathematics

**Marketing Minor****18 hours****Required:**

BSNS 170 - Computer Applications  
 253 - Principles of Marketing  
 356 - Retail Merchandising  
 394 - Marketing Management  
 457 - Advertising and Promotions  
 390 - Salesmanship  
 or 453 - Global Marketing

**To be supported by the following:**

MATH 117 - Finite Mathematics

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### Associate of Applied Science - Business Major

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**25 hours**

**Required:**

ACCT 110 - Financial Accounting  
 BSNS 160 - Principles of Management  
     170 - Computer Applications in Business  
     241 - Business Statistics  
     253 - Principles of Marketing  
     270 - Principles of Finance  
     487 - Field Placement (3 hours)

ECON 110 - Principles of Economics

**Plus completion of the Associate of Applied Science  
 General Education requirements as noted in Chapter 2.**

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### Typical Program for a Student Majoring in Business

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*Courses will vary according to the major selected.*

**Freshman Year**

Principles of Management  
 Finite Math or Calculus  
 Principles of Economics  
 College Writing I  
 Christian Formation  
 Wellness or Nutrition  
 Fundamentals of Communication  
 Computer Applications in Business  
 Accounting (Accounting majors)

**Sophomore Year**

Accounting  
 Principles of Marketing  
 Principles of Finance  
 Business Statistics  
 College Writing II  
 Christian Scriptures I  
 Studies in Literature  
 Introduction to Fine Arts  
 Western Civilization

## Department of Communication

### Faculty

JAY MARTINSON (1993)

*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

ELIZABETH PATRICK-TRIPPEL (1994)

*Professor of Communication*

B.A., 1986, Trevecca Nazarene University

M.A., 1987, Auburn University

Ed.D., 2004, Nova Southeastern University

MARK BISHOP (2001)

*Associate Professor of Communication*

B.A., 1993, Olivet Nazarene University

Broadcast Meteorology Certification, 1999, Mississippi State  
 University

M.A., 2004, Governors State University

JERALD D. COHAGAN (2002)

*Assistant Professor of Communication*

B.A., 1979, Northwest Nazarene University

M.A., 2007, Central Washington University

GREGG CHENOWETH (2002)

*Dean, College of Arts and Sciences; Associate Professor of  
 Communication*

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

JOELLEN WERKING-WEEDMAN (2006)

*Assistant Professor of Communication*

B.S., 1999, Milligan College

M.S., 2003, University of Illinois

CARL FLETCHER (2007)

*Assistant Professor of Communication*

B.A., 1992, Olivet Nazarene University

M.A., 1999, Olivet Nazarene University

EMILY LAMB-NORMAND (2007)

*Assistant Professor of Communication*

B.A., 2000, Millikin University

M.S., 2002, Illinois State University

Ph.D. Candidate, University of Nebraska-Lincoln

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; and (2) opportunities to put theory into practice for the purpose of personal, professional and academic growth.

The Department of Communication offers a balance of our discipline's focus on speech (presentations and performances, groups/leadership, and relationships) as well as professional specialization within the areas of corporate communication,

theatre arts, radio broadcasting, television and video production, film studies, and even a hybrid concentration sampling various methods of media production.

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### Communication Studies Major, B.A.

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**36 hours**

**Required:**

- COMM 102 - Performance Studies
  - 103 - Interpersonal Communication
  - 200 - Introduction to Communication Studies
  - 221 - Mass Media and Society
  - 300 - Service Learning
  - 305 - Professional Communication
  - 342 - Persuasion & Media Influence
  - 391 - Communication Ethics
  - 450 - Senior Seminar
  - 457 - Communication Theory
  - 460 - Philosophy of Human Communication
  - 466 - Internship (three hours)

**And six hours from the Department of Communication, excluding COMM 105.**

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### Communication Studies Major, B.S.

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**50-51 hours**

**Required:**

- COMM 102 - Performance Studies
  - 103 - Interpersonal Communication
  - 200 - Introduction to Communication Studies
  - 221 - Mass Media and Society
  - 300 - Service Learning
  - 305 - Professional Communication
  - 342 - Persuasion & Media Influence
  - 391 - Communication Ethics
  - 450 - Senior Seminar
  - 457 - Communication Theory
  - 460 - Philosophy of Human Communication
  - 466 - Internship (three hours)

**AND** one of the following concentrations:

**A: Corporate Communication Concentration**

- COMM 233 - Small Group Communication
  - 330 - Public Relations & Communication
  - 347 - Organizational Communication
  - 466 - Internship (three additional hours)

**and 9 hours selected from the following:**

- BSNS 160 - Principles of Management
- 253 - Principles of Marketing
- 270 - Principles of Finance
- 356 - Retail Merchandising
- 394 - Marketing Management
- 450 - Small Business Management

- 457 - Advertising and Promotions
- COMM 141 - Introduction to Journalism
- 349 - Intercultural Communication
- 399 - Topics: Corporate Communication
- ENGL 315 - Business and Technical Writing

**B: Theatre Concentration**

- COMM 110 - Introduction to Acting
  - 120 - Introduction to Theatre
  - 198/398 - Theatre Practicum (two hours)
  - 320 - Directing
  - 364 - Dramatic Literature/History
  - 399 - Topics: Theatre
- LIT 318 - Shakespeare

**Recommended supporting courses:**

- Elementary Foreign Language I, II

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### Mass Communication Major, B.S.

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**40-58 hours**

**Required:**

- COMM 103 - Interpersonal Communication
  - or 233 - Small Group Communication
- 200 - Introduction to Communication Studies
- 221 - Mass Media and Society
- 300 - Service Learning
- 305 - Professional Communication
- 342 - Persuasion & Media Influence
- 391 - Communication Ethics
- 450 - Senior Seminar
- 459 - Media Theory
- 460 - Philosophy of Human Communication
- 466 - Internship (three hours)

**and 13 - 15 hours selected from the following:**

- ART 275 - Photoshop
- COMM 141 - Introduction to Journalism
  - 170 - Broadcast Announcing
  - 175 - Non-linear Editing
  - 271 - Broadcast Writing & Production I
  - 280 - Writing for TV
  - 466 - Internship (three hours)

ENGL 330 - Visual Literacy

**or completion of one of these concentrations:**

**A: Film Studies Concentration\* - 16 hours for participation in the Los Angeles Film Studies Program and the following courses:**

- COMM 175 - Non-linear Editing
  - 290 - Basic Video Production
  - 372 - Remote TV Production/Editing
- ENGL 330 - Visual Literacy

**And six hours selected from the following:**

- ART 172 - Introduction to Photography

COMM 110 - Introduction to Acting  
 120 - Introduction to Theatre  
 280 - Writing for TV and Video  
 320 - Directing  
 364 - Dramatic Lit/History  
 371 - Studio Production  
 399 - Special Topics in Media or Theatre  
 ENGL 202 - Creative Writing  
 303 - Descriptive English Grammar  
 306 - Advanced Writing  
 LIT 255 - Survey of American Literature  
 318 - Shakespeare

\*Note: a cumulative grade point average of at least 2.75 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. COMM 466 is satisfied by completion of the Film Studies Program.

**Recommended supporting courses:**

Elementary Foreign Language I, II

**B. Radio Concentration**

COMM 170 - Broadcast Announcing  
 271 - Broadcast Writing/Production I  
 274 - Broadcast Writing/Production II  
 277 - Broadcast Practicum (six hours)  
 399 - Topics: Radio  
 466 - Broadcast Internship (three additional hours)

**Required Supporting Courses:**

BSNS 160 - Principles of Management  
 253 - Principles of Marketing  
 394 - Marketing Management  
 457 - Advertising and Promotions

**C. Television and Video Production Concentration**

ART 275 - Photoshop  
 COMM 175 - Non-linear Editing  
 280 - Writing for Television and Video  
 290 - Basic Video Production  
 371 - Studio Production  
 372 - Remote TV Production and Editing  
 466 - Internship (three additional hours)

**And five - six hours selected from the following:**

ART 200 - Introduction to Graphics  
 350 - Digital Production I  
 COMM 141 - Introduction to Journalism  
 295 - Investigative Reporting  
 343 - Advanced Journalism Writing  
 399 - Topics: Media  
 425 - Television News  
 ENGL 330 - Visual Literacy

**D. Media Production Concentration**

COMM 466 - Internship (three additional hours)

**And 23-25 hours selected from the following**

ART 200 - Introduction to Graphics

275 - Photoshop  
 350 - Digital Production I  
 COMM 141 - Introduction to Journalism  
 170 - Broadcast Announcing  
 175 - Non-Linear Editing  
 271 - Broadcast Writing & Production I  
 274 - Broadcast Writing & Production II  
 290 - Basic Video Production  
 345 - Online Journalism  
 372 - Remote TV Production & Editing  
 ENGL 330 - Visual Literacy

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**Journalism Major, B.S.**

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**49 hours**

**Required:**

COMM141 - Introduction to Journalism  
 221 - Mass Media and Society  
 242 - College Publications (two hours)  
 243 - Beat Journalism  
 295 - Investigative Reporting  
 300 - Service Learning  
 305 - Professional Communication  
 344 - Journalism Layout and Design  
 345 - Online Journalism  
 346 - Magazine and Feature Article Writing  
 348 - Journalism in a Democratic Society  
 391 - Communication Ethics  
 400 - Journalistic Editing  
 450 - Senior Seminar  
 460 - Philosophy of Human Communication  
 466 - Journalism Internship (six hours)

**And three hours selected from the following**

COMM 330 - Public Relations  
 420 - Journalistic Opinion  
 425 - Television News

**Recommended supporting course:**

Elementary Foreign Language I, II

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**Theatre Minor**

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**17 hours**

**Required:**

COMM 110 - Introduction to Acting  
 120 - Introduction to Theatre  
 198 - Theatre Practicum (1 hour)  
 320 - Directing  
 364 - Dramatic Literature/History  
 398 - Theatre Practicum (1 hour)  
 399 - Topics in Theatre  
 or LIT 318 - Shakespeare

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## Communication Studies Minor

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**16 hours**

**Required:**

COMM 102 - Performance Studies  
 103 - Interpersonal Communication  
 or 233 - Small Group Communication  
 200 - Introduction to Communication Studies  
 221 - Mass Media and Society  
 342 - Persuasion and Media Influence

And three hours of electives in upper-division Communication courses.

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## Mass Communication Minor

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**16 hours**

**Required:**

COMM 103 - Interpersonal Communication  
 or 233 - Small Group Communication  
 200 - Introduction to Communication Studies  
 221 - Mass Media and Society  
 459 - Media Theory

And six hours of communication coursework in Journalism, Radio, or Television/Radio Production.

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## Communication Teaching Minor

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**24 hours**

As approved by the department chair. The student must include coursework from at least three of the following areas: Public Speaking, Interpersonal Communication, Oral Interpretation, and Small-Group Communication.

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## Typical Courses Recommended for Communication Majors

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Courses will vary according to the specific concentration.

**Freshman Year**

Introduction to Communication Studies  
 Fundamentals of Communication  
 College Writing I  
 General Psychology  
 Christian Formation  
 Laboratory Science  
 Wellness or Nutrition  
 Basic Video Production  
 Broadcast Announcing  
 Non-linear Editing

**Sophomore Year**

Mass Media and Society  
 Introduction to Journalism

Foreign Language  
 Interpersonal Communication  
 Introduction to Theatre  
 Creative Writing  
 College Writing II  
 Service Learning  
 Performance Studies

## Department of Computer Science

### Faculty

LARRY D. VAIL (1981)

*Professor of Computer Science; Chair Department of Computer Science*

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 Department of Computer Science at Olivet Nazarene University exists to prepare 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 B.A. and B.S. degrees in Computer Science and Information Systems. B.A. degrees require fewer hours in the department but recommend a minor or second major to provide breadth and a related application area. B.S. degrees require more hours in the department for increased depth and technical focus within computing. Computer Science degrees are designed for those who plan to design, develop, or maintain computer system software. Information Systems degrees are for those who plan to develop and manage computer information systems in government, business, industry, or other organizations. For graduation, students majoring in any of the four degrees are required to attain a 2.0 grade point average in departmental courses.

The Computer Science Department, in cooperation with the Engineering Department, offers an interdepartmental B.S. degree in Computer Engineering. In addition, the Associate of Applied Science in Information Technology is available. Minors in Computer Science, Information Systems, and Information Technology also provide a range of options to support a variety of student goals. Another option is the B.S. in Business Administration with a concentration in Management Information Systems found in the Business Department. Education students should also investigate the education endorsements in programming and technology found in the School of Education.

Computer Science faculty offices and computer labs are located in Weber Center. The labs are an integral part of the campus network ONUnet, which provides access to campus and departmental servers, and the Internet. Campus housing is also

connected to ONUnet services. Department memberships in the Oracle Academy (OA) and Microsoft Developers Network Academic Alliance (MSDNAA) provide opportunities for student access to leading industry software. Students may participate in scholarly activities sponsored by the Association for Computing Machinery (ACM), the Consortium for Computing Sciences in Colleges (CCSC), and the Association of Colleges in the Chicago Area (ACCA).

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### Computer Science Major, B.A.

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#### 39 hours

##### Required:

CSIS 110 - Introduction to Computer Science  
 201 - Seminar I  
 245 - Database and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration and Theory  
 401 - Seminar II

##### Plus additional required Computer Science courses:

CSIS 210 - Discrete Mathematics  
 252 - Principles of Programming II  
 366 - Computer Organization and Design  
 381 - Systems Programming  
 457 - Software Engineering  
 460 - Operating Systems  
 or 475 - Theory of Computation

Plus 3 additional CSIS hours

##### Required Supporting Courses:

MATH 147 - Calculus I  
 MATH 241 - Statistics

##### Recommended supporting courses - one or more of the following:

ENGL 315 - Business and Technical Writing  
 BSNS 367 - Organizational Behavior  
 COMM 347 - Organizational Communication

*A departmentally approved minor or second major is also highly recommended.*

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### Computer Science Major, B.S.

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#### 48 hours

##### Required:

CSIS 110 - Introduction to Computer Science  
 201 - Seminar I  
 245 - Database and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration and Theory  
 401 - Seminar II

##### Plus additional required Computer Science courses:

CSIS 210 - Discrete Mathematics  
 252 - Principles of Programming II  
 255 - Systems Administration

366 - Computer Organization and Design  
 381 - Systems Programming  
 457 - Software Engineering  
 460 - Operating Systems  
 475 - Theory of Computation  
 491 - Research Problems

Plus 3 additional CSIS hours

##### Required Supporting Courses:

ENGN 270 - Digital Systems  
 MATH 147 - Calculus I  
 241 - Statistics  
 351 - Linear Algebra

Plus one of the following Physical Sciences:

CHEM 101 - Intro to Chemistry  
 103 - General Chemistry I  
 PHYS 121 - College Physics I  
 201 - General Physics I

##### Recommended supporting courses -- one or more of the following:

ENGL 315 - Business and Technical Writing  
 BSNS 367 - Organizational Behavior  
 COMM 347 - Organizational Communication

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### Information Systems Major, B.A.

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#### 38 hours

##### Required:

CSIS 110 - Introduction to Computer Science  
 201 - Seminar I  
 245 - Database and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration and Theory  
 401 - Seminar II

##### Plus additional required Computer Science courses:

CSIS 131 - Introduction to Web Programming  
 255 - System Administration  
 303 - Management Information Systems  
 310 - Systems Analysis and Design  
 340 - Human Computer Interface  
 435 - Systems Development

Plus 3 additional CSIS hours

##### Required Supporting Courses:

MATH 117 - Finite Math  
 or 147 - Calculus I  
 241 - Statistics  
 or BSNS 241 Business Statistics

Plus one of the following:

ENGL 315 - Business and Technical Writing  
 BSNS 367 - Organizational Behavior  
 COMM 347 - Organizational Communication



A departmentally approved minor or second major is also highly recommended.

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### Information Systems Major, B.S.

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**47 hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 201 - Seminar I  
 245 - Database and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration and Theory  
 401 - Seminar II

**Plus additional required Computer Science courses:**

CSIS 131 - Introduction to Web Programming  
 252 - Principles of Programming II  
 255 - System Administration  
 303 - Management Information Systems  
 310 - Systems Analysis and Design  
 340 - Human Computer Interface  
 435 - Systems Development  
 445 - Advanced Databases and Administration  
 490 - Field Experience

Plus 3 additional CSIS hours

**Required Supporting Courses:**

ACCT 110 - Financial Accounting  
 BSNS 160 - Principles of Management  
 MATH 117 - Finite Math  
     or 147 - Calculus I  
 MATH 241 - Statistics  
     or BSNS 241 Business Statistics  
 PSYC 323 - Human Diversity  
     or 324 - Industrial/Organizational Psychology

*Plus one of the following:*

ENGL 315 - Business and Technical Writing  
 BSNS 367 - Organizational Behavior  
 COMM 347 - Organizational Communication

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### Computer Engineering Major, B.S.

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**53 hours**

**Required:**

CSIS 251 - Principles of Programming I  
 252 - Principles of Programming II  
 326 - Network Administration and Theory  
 366 - Computer Organization and Design  
 381 - Systems Programming  
 457 - Software Engineering  
 460 - Operating Systems  
 ENGN 101 - Engineering Design I  
 102 - Engineering Design II  
 270 - Digital Systems

300 - Electric Circuit Analysis  
 310 - Circuits and Signal Processing  
 335 - Technical Communication and Experimental Design  
 340 - Digital Electronic Circuits  
 481 - Senior Project Design I  
 482 - Senior Project Design II

*Plus one of the following:*

ENGN 311 - Communication Systems  
 346 - Analog Electronics

**Required Supporting Courses:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 357 - Differential Equations  
 361 - Calculus III  
 PHYS 201 - General Physics I  
 202 - General Physics II

*Plus*

CSIS 210 - Discrete Mathematics  
 or MATH 351 - Linear Algebra and 354 - Numerical Analysis

**Recommended Supporting Courses:**

ENGN 250 - Engineering Economics  
 CSIS 245 - Database and Information Systems

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### Computer Science Minor

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**20 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 201 - Seminar I  
 251 - Principles of Programming I  
 252 - Principles of Programming II

And an additional 9 CSIS hours

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### Information Systems Minor

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**22 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 112 - Technology Today  
 131 - Introduction to Web Programming  
 201 - Seminar I  
 245 - Database and Information Systems  
 310 - Systems Analysis and Design  
 340 - Human Computer Interface  
 435 - Systems Development

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### Information Technology Minor

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**22 ½ hours**

**Required:**

CSIS 110 - Introduction to Computer Science  
 112 - Technology Today  
 131 - Introduction to Web Programming  
 201 - Seminar I  
 255 - System Administration  
 310 - Systems Analysis and Design  
 326 - Network Administration and Theory  
 427 - Security Administration

## Associate of Applied Science - Information Technology Major

**22½ - 25½ hours****Required:**

CSIS 110 - Introduction to Computer Science  
 112 - Technology Today  
 131 - Introduction to Web Programming  
 255 - System Administration  
 310 - Systems Analysis and Design  
 490 - Field Experience (3 hours)

Plus one of the following:

CSIS 245 - Database Management and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration

And one of the following (without repeating above selection):

CSIS 245 - Database Management and Information Systems  
 251 - Principles of Programming I  
 326 - Network Administration  
 303 - Management Information Systems

BSNS 170 - Computer Applications in Business  
 and BSNS 425 - Advanced Computer Applications

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

## Department of Engineering

**Faculty**

IVOR G. NEWSHAM (1972)

*Professor of Physics; Chair, Department of Engineering*

B.A., 1968 Northwest Nazarene University

Ph.D., 1972, Washington State University

MICHAEL R. MORGAN (1997)

*Associate Professor of Engineering*

B.S., 1981, Kansas State University

M.S., 1982 Kansas State University

Washington University, St. Louis

JOSEPH SCHROEDER (2001)

*Associate Professor of Engineering*

B.S., 1991, University of Illinois

M.S., 1994, Michigan State University

Ph.D., 2006, Michigan State University

RODNEY KORTHALS (2003)

*Associate Professor of Engineering*

B.S., 1984, South Dakota State University

M.S., 1987, University of Illinois at Urbana-Champaign

Ph.D., 1991, University of Illinois at Urbana-Champaign

The Department of Engineering and Physics 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. The Bachelor of Science degree program in Engineering with a Mechanical or Electrical concentration is accredited by the Engineering Accreditation Commission of the American Board of Engineering and Technology (ABET).

**Long-Term Program Education Objectives:**

- 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 accept employment in a wide variety of engineering and professional assignments and will demonstrate life-long learning.
- Our graduates will be able to determine the underlying needs or root causes of problems and will be able to formulate problem statements aimed at solving them.
- Our graduates will apply basic engineering sciences and technology to solve problems and to design engineering solutions for assigned challenges in industry and society.
- Our graduates will demonstrate competence when writing for and presenting to clients, corporate management, and the public.
- Our graduates will support the future improvement of the program in a variety of formal and informal ways including student referrals, campus visits to speak to students, equipment or money gifts, and/or periodic evaluation.

**Engineering Program Outcomes:**

*The B.S. graduate in Engineering should have:*

1. An ability to apply knowledge of mathematics, science, and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. An ability to function on multi-disciplinary teams
5. An ability to identify, formulate, and solve engineering problems
6. An understanding of professional and ethical responsibility
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary issues

11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. A solid Christian character expressed in service to church, campus, and community

**Admission to Senior Design Project:**

Students should complete application for the Senior Design Project by March 1 of the semester prior to the school year in which they expect to complete a senior design project. Prerequisites to the Senior Design Project involve the submission of a written plan for the completion of all coursework by May or December of the following year, a 2.0 overall GPA, and the approval of the Engineering faculty.

**Engineering Major, B.S.****60 hours****Required:**

ENGN 101 - Engineering Design I  
 102 - Engineering Design II  
 170 - Logic and Computational Engineering  
 250 - Engineering Economics  
 261 - Statics and Mechanics of Materials  
 262 - Dynamics  
 270 - Digital Systems  
 300 - Electric Circuit Analysis  
 335 - Technical Communication and Experimental Design  
 351 - Material Science  
 371 - Automatic Controls  
 380 - Thermodynamics  
 420 - Fluid Mechanics  
 481 - Senior Project Design I  
 482 - Senior Project Design II

**And one of the following concentrations:****A. Mechanical**

ENGN 353 - Vibration Analysis  
 356 - Computer Aided Engineering  
 385 - Heat Transfer  
 412 - Machine Synthesis

**B. Electrical**

ENGN 310 - Circuits and Signal Processing  
 311 - Communications Systems  
 340 - Digital Electronic Circuits  
 346 - Analog Electronics

**Required Supporting Courses:**

CHEM 103 - General Chemistry I  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 357 - Differential Equations  
 361 - Calculus III  
 PHYS 201 - General Physics I  
 202 - General Physics II

**Computer Engineering Major, B.S.****53 hours****Required:**

CSIS 251 - Principles of Programming I  
 252 - Principles of Programming II  
 326 - Network Administration and Theory  
 366 - Computer Organization and Design  
 381 - Systems Programming  
 457 - Software Engineering  
 460 - Operating Systems  
 ENGN 101 - Engineering Design I  
 102 - Engineering Design II  
 270 - Digital Systems  
 300 - Electric Circuit Analysis  
 310 - Circuits and Signal Processing  
 335 - Technical Communication and Experimental Design  
 340 - Digital Electronic Circuits  
 481 - Senior Project Design I  
 482 - Senior Project Design II

**Plus one of the following:**

ENGN 311 - Communication Systems  
 346 - Analog Electronics

**Required Supporting Courses:**

MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 357 - Differential Equations  
 361 - Calculus III  
 PHYS 201 - General Physics I  
 202 - General Physics II

**Plus**

CSIS 210 - Discrete Mathematics  
 or MATH 351 - Linear Algebra and 354 - Numerical Analysis

**Recommended Supporting Courses:**

ENGN 250 - Engineering Economics  
 CSIS 245 - Database and Information Systems

**Geological Engineering Major, B.S.****52 hours****Required:**

GEOL 105 - Physical and Historical Geology  
 302 - Earth Materials  
 321 - Geomorphology and Earth Hazards  
 330 - Hydrogeology  
 340 - Global Natural Resources  
 360 - Geographic Information Systems and  
 Global Positioning Systems  
 362 - Sedimentology and Stratigraphy  
 366 - Structural Geology and Field Methods

395 - Applied Geophysics  
 ENGN 170 - Logic and Computational Engineering  
 250 - Engineering Economics  
 261 - Statics and Mechanics of Materials  
 262 - Dynamics  
 335 - Technical Communication and Experimental Design  
 420 - Fluid Mechanics  
 481 - Senior Project Design I  
 482 - Senior Project Design II

**Required Supporting Courses:**

CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 MATH 147 - Calculus I  
 148 - Calculus II  
 241 - Statistics  
 357 - Differential Equations  
 361 - Calculus III  
 PHYS 201 - General Physics I  
 202 - General Physics II

## Department of Exercise and Sports Science

**Faculty**

SCOTT ARMSTRONG (2007)  
*Professor; Chair, Department of Exercise and Sports Science; Associate Athletic Director*

B.A., 1973, Malone College  
 M.Ed., 1985, Ashland University  
 Ph.D, 1992, Kent State University

RALPH HODGE (1979)  
*Assistant Professor of Exercise and Sports Science*

B.A., 1976, Olivet Nazarene University  
 M.A.E., 1996, Olivet Nazarene University

RITCHIE RICHARDSON (1991)  
*Assistant Professor of Exercise and Sports Science*

B.A., 1984, Lincoln Memorial University  
 M.A.T., 1992, Olivet Nazarene University

JEFFREY SCHIMMELPFENNIG (1996)  
*Assistant Professor of Exercise and Sports Science; Director of Athletics*

B.S., 1986, Olivet Nazarene University  
 M.B.A., 1991, Olivet Nazarene University

DOUG PORTER (1998)  
*Assistant Professor of Exercise and Sports Science*

B.A., 1977, Wheaton College  
 M.S., 1985, North Texas State University

BRENDA P. WILLIAMS (1998)  
*Assistant Professor of Exercise and Sports Science*

B.S., 1977, University of Alabama  
 M.A.E., 1979, University of Alabama-Birmingham

WILLIAM BAHR (1999)  
*Assistant Professor of Exercise and Sports Science*

B.S., 1996, Olivet Nazarene University  
 M.B.A., 2002, Olivet Nazarene University

GARY NEWSOME (2000)  
*Assistant Professor of Exercise and Sports Science*

B.S., 1974, Olivet Nazarene University  
 M.S., 1982, Chicago State University

BRIAN HYMA (2001)  
*Assistant Professor of Exercise and Sports Science; Director of Athletic Training Education Program*

B.S., 1993, Liberty University  
 M.A., 1999, Western Michigan University

NATHAN BROWN (2007)  
*Assistant Professor of Exercise and Sports Science*

B.A., 2000, Mid America Nazarene University  
 M.A.T., 2003, Olivet Nazarene University  
 M.B.A., 2007, Olivet Nazarene University

APRIL KAMBA (2007)  
*Assistant Professor of Exercise and Sports Science, Athletic Training Clinical Coordinator*

B.S., 2001, Eastern Illinois University  
 M.S., 2002, Eastern Illinois University

J. TODD REID (2007)  
*Assistant Professor of Exercise and Sports Science*

B.S., 1993, Mount Vernon Nazarene University  
 M.S., 1996, United States Sports Academy

**Athletics Staff**

TIM ANNIS, M.A., Certified Athletic Trainer

JAY BOHNER, M.A.E.

OBIE COOMER, Ed.S.

WILLIAM GEASA, JR., M.A., Certified Athletic Trainer

DUSTIN HADA, M.A.T.

MICHAEL MCDOWELL, B.A.

CARLA SCHIMMELPFENNIG, M.A.

MARC SHANER, M.A.T.

DAN VOUDRIE, M.A.T.

CHARLES STEPHEN WILT, M.S.

The Department of Exercise and Sports Science 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 a certified athletic trainer, a career in the sports management or recreation related fields. The diverse curricular offerings of the department, integrated with several supporting courses from other disciplines, give 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.

Internships are designed to extend the student's learning experience by working in an organization that is appropriate for the student's career interest. Internships require the approval of the department head and students are under the direct supervision of a member of the Department of Exercise and Sports Science. Completion of all core requirements and senior standing are required for internship placement. All 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. For more detailed information on programs and career opportunities, contact the Chair of the Exercise and Sports Science Department.

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### Exercise Science Major, B.S.

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#### 34 hours

##### Required:

PHED 126 - Nutrition, 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  
 EXSS 147 - Introduction to Athletic Training  
 205 - Therapeutic Modalities  
 372 - Therapeutic Exercise and Rehabilitation  
 425 - Fitness Assessment and Exercise Prescription  
 430 - Internship  
 472 - Kinesiology

##### Required Supporting Courses:

BIOL 125 - General Biology I  
 126 - General Biology II  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 FACS 331 - Topics in Nutrition (six hours)  
 MATH 147 - Calculus I  
 241 - Statistics  
 PSYC 101 - Introduction to Psychology  
 211 - Child Psychology  
 or 212 - Adolescent/Adult Development  
 PHYS 121 - College Physics I  
 and 122 - College Physics II  
 or PHYS 201 - General Physics I  
 and 202 - General Physics II

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### Physical Education/Health Teaching Major, B.S.

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#### 58 hours

##### Required:

PHED 126 - Nutrition, Health, and Fitness  
 169 - Survey Anatomy/Physiology  
 210 - Teaching Rhythms and Aerobics  
 211 - Teaching Basic Aquatic Skills  
 219 - Theory of Coaching  
 241 - First Aid and Emergency Care  
 242 - Foundation of Health Education  
 243 - Personal and Community Health  
 260 - Individual Sports Skills  
 270 - Team Sports Skills  
 274 - Outdoor Education  
 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  
 367 - Elementary PE Methods  
 370 - Adaptive Physical Education  
 375 - Community Health Programs  
 410 - Curriculum and Evaluation in Health Education  
 472 - Kinesiology

##### Required Supporting Course:

EDUC 214 - Early Adolescent Development

##### Recommended Electives:

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  
 EDUC 325 - Classroom Management

**Plus completion of the required professional education and general education courses prescribed by the School of Education for teacher education programs.**

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### Athletic Training Major, B.S.

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#### 56 hours

##### Required:

PHED 126 - Nutrition in Health/Fitness  
 190 - Wellness  
 246 - Human Anatomy and Physiology I  
 247 - Human Anatomy and Physiology II  
 360 - Exercise Physiology  
 EXSS 147 - Introduction to Athletic Training  
 183 - Preventing Athletic Injuries  
 205 - Therapeutic Modalities  
 215 - Lower Extremity Joint Assessment  
 241 - First Aid and Emergency Care  
 275 - Upper Extremity Joint Assessment  
 280 - Athletic Training Clinical I  
 281 - Athletic Training Clinical II  
 320 - Sports Psychology  
 349 - Organization and Administration of Athletic Training  
 362 - General Medical Conditions  
 372 - Therapeutic Exercise and Rehabilitation  
 380 - Athletic Training Clinical III  
 381 - Athletic Training Clinical IV  
 472 - Kinesiology  
 480 - Athletic Training Clinical V  
 481 - Athletic Training Clinical VI  
 495 - Senior Seminar in Athletic Training

**Required Supporting Courses:**

BIOL 211 - Medical Terminology

PSYC 101 - Intro to Psychology

212 - Adolescent and Adult Development

**Recommended Supporting Courses:**

FACS 331 - Topics in Nutrition (six hours)

PSYC 331 - Basic Research &amp; Statistics

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). All Athletic Training major graduates are eligible to sit for the National Athletic Trainers' Association Board of Certification examination as a curriculum candidate.

Students pursuing an Athletic Training major will submit a formal application for admission into the athletic training education program during the spring semester of their freshman year. Transfer students shall be required to complete an advanced placement application and be held to the same admission requirements. All transferred courses and credits must be approved by the Registrar, department chair, and program director.

Prerequisites for admission into the ATEP include the completion of the ATEP admission application and satisfactory completion of EXSS 147, 183, 241, PHED 190, and BIOL 211. A minimum of 50 observational hours under an approved ATEP certified athletic trainer, overall grade point average of 2.5 or better, grade point average of 2.75 or better within the major, and the completion of a technical standards evaluation are required for all candidates. The ATEP selection committee will review all materials and must approve the candidate for admission.

The Athletic Training curriculum utilizes a learning-over-time model and is based on educational competencies developed by the National Athletic Trainers' Association Education Council. Included in the model are a sequencing of formal courses and clinical rotations. Once admitted, students will participate in a variety of athletic training clinical experiences with Olivet athletics, area medical practitioners, rehabilitation clinics, and local high schools. Prior to clinical rotations, students are required to update their ATEP annual physicals, blood-borne pathogen training, TB vaccination, CPR/AED certification, and a signed consent or waiver for Hepatitis B vaccination. Transportation to all clinical affiliate rotations is the responsibility of the student. Clinical rotations are demanding and require a minimum of 100 hours every semester. Students with simultaneous non-academic obligations of employment or intercollegiate athletics must petition to the program director for permission to do so.

Students seeking athletic training state licensure or certification following graduation are encouraged to complete individual state application criteria not included in the ATEP curricular requirements. For further information, contact the program director.

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**Sports Management Major, B.S.**

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**35 hours****Required:**

EXSS 129 - Principles of Sports Management

300 - Promoting and Marketing of Athletics

320 - Sports Psychology

350 - Sports Law

440 - Internship in Sports Management

450 - Sports Facility Planning and Management

471 - Organization and Administration of Athletics

477 - Sports Management Seminar

**Required Supporting Courses:**

ACCT 110 - Financial Accounting

ART 200 - Intro to Graphics

275 - Photoshop

BSNS 160 - Principles of Management

170 - Computer Applications in Business

241 - Business Statistics

253 - Principles of Marketing

367 - Organizational Behavior

457 - Advertising and Promotions

ECON 110 - Principles of Economics

MATH 117 - Finite Mathematics

PSYC 101 - Introduction to Psychology

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**Recreation and Leisure Studies Major, B.S.**

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**52 hours****Required:**

PHED 126 - Nutrition, Health and Fitness

210 - Teaching Rhythms and Aerobics

211 - Teaching Aquatics Skills

241 - First Aid and Emergency Care

260 - Individual Sports Skills

270 - Team Sports Skills

274 - Outdoor Education

315 - Drug/Chemical Use and Abuse

370 - Adaptive Physical Education

EXSS 129 - Principles of Sports Management

210 - Intro to Recreation and Leisure

229 - Recreation Sports Management

300 - Promoting and Marketing of Athletics

320 - Sports Psychology

350 - Sports Law

450 - Sports Facility Planning and Management

471 - Organization and Administration of Athletics

496 - Practicum in Athletics/Coaching/Recreation (3 hours)

**Required Supporting Courses:**

ART 200 - Intro to Graphics

275 - Photoshop

BSNS 170 - Computer Applications in Business

253 - Principles of Marketing

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**Physical Education Teaching Minor**

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**25 hours****Required:**

PHED 169 - Survey of Anatomy/Physiology

- 210 - Teaching Rhythms and Aerobics
- 211 - Teaching Basic Aquatic Skills
- 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
- 472 - Kinesiology

**To be supported by the following:**

EDUC 385 - Methods for Middle/Secondary Schools

**Health Education Teaching Minor**

**24 hours**

**Required:**

- PHED 126 - Nutrition, Health, and Fitness
  - 241 - First Aid and Emergency Care
  - 242 - Foundation of Health Education
  - 243 - Personal and Community Health
  - 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 126 - Nutrition, Health, and Fitness
  - 228 - Principles of Weight Training/Conditioning
  - 246 - Human Anatomy and Physiology I
  - 247 - Human Anatomy and Physiology II
  - 360 - Physiology of Exercise
- EXSS 425 - Fitness Assessment and Exercise Prescription
  - 430 - Internship in Exercise Science
  - 472 - Kinesiology

**Recommended Supporting Course:**

FACS 331 - Topics in Nutrition

**Sports Management Minor**

**22 hours**

**Required:**

- EXSS 129 - Principles of Sports Management
  - 300 - Promoting and Marketing Athletes
  - 320 - Sports Psychology
  - 350 - Sports Law
  - 450 - Sports Facility/Planning
  - 471 - Organization/Administration of Athletics

**Athletic Coaching Minor**

**30 hours**

This is an approved IHSA program for ACEP accreditation.

**Required:**

- PHED 169 - Survey of Anatomy/Physiology
  - 228 - Principles of Weight Training and Conditioning
  - 241 - First Aid and Emergency Care
  - 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 (3 hours)

**Plus four additional hours selected from the following:**

- PHED 219 - Theory of Coaching
  - 221 - Coaching Basketball
  - 222 - Coaching Track and Field
  - 223 - Coaching Baseball/Softball
  - 224 - Coaching Football
  - 231 - Coaching Volleyball
  - 232 - Coaching Soccer

**Associate of Applied Science - Recreation Administration Major**

**24 hours**

**Required:**

- EXSS 129 - Principles of Sports Management
  - 210 - Intro to Recreation/Leisure
  - 229 - Recreation Sports Management
  - 300 - Promoting/Marketing of Athletics
  - 496 - Practicum in Recreation
- BSNS 170 - Computer Applications in Business
  - 253 - Principles of Marketing
- PHED 274 - Outdoor Education

**Plus completion of the Associate of Applied Science General Education requirements as noted in Chapter 2.**

**Typical Courses for Students Majoring in Exercise and Sports Science Programs**

**Freshman Year**

- Wellness
- College Writing I
- Christian Formation
- Introduction to Fine Arts
- Nutrition, Health, and Fitness
- First Aid/Emergency Care
- Sports Management
- Mathematics

Athletic Training  
Historical/Philosophical Foundations of Education

### **Sophomore Year**

Anatomy and Physiology  
Educational Psychology  
Individual Sports Skills  
Team Sports Skills  
Literature  
College Writing II  
Foundations of Health Education  
Personal and Community Health  
Teaching Rhythms and Aerobics  
Recommended courses vary by major

## **Department of Family and Consumer Sciences**

### **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.E., 1985, Olivet Nazarene University  
Ed.D., 2000, Nova Southeastern University

CATHERINE ANSTROM (2000)  
*Associate Professor of Family and Consumer Sciences*  
B.S., 1978, Eastern Illinois University  
M.B.A., 1995, Olivet Nazarene University  
M.S., 2005, Rosalind Franklin University of Medicine and  
Science  
Doctoral Study, Capella University  
Registered and Licensed Dietitian

HEATHER GIBBS (2005)  
*Assistant Professor of Family and Consumer Sciences*  
B.S., 1999, Olivet Nazarene University  
M.S., 2003, University of Kansas  
Registered and Licensed Dietitian

The Department of Family and Consumer Sciences offers several majors. These include Dietetics, Child Development, Fashion Merchandising, Housing and Environmental Design, Family and Consumer Sciences, and Family and Consumer Sciences Education.

Each area of specialization prepares graduates to pursue professional careers in family and consumer sciences in such fields as education, business, extension services, research, kitchen and bath design, 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.

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### **Family and Consumer Sciences Major, B.S.**

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#### **36 hours**

#### **Required:**

FACS 101 - Orientation to Family and Consumer Sciences  
126 - Nutrition in Health/Fitness  
252 - Consumer Economics  
262 - Child Developmental Psychology  
or 263 - Adolescent and Adult Psychology  
or 351 - Sociology of the Family  
312 - Professional Image/Dress  
455 - Food Systems Management  
or 355 - Management of Family Resources  
487 - Field Placement (5 hours)  
498 - Professionalism, Issues and Actions

Plus 15 additional hours approved by the department chair.

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### **Family and Consumer Sciences Teaching Major, B.S.**

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#### **43-45 hours**

#### **Required:**

FACS 101 - Orientation to Family and Consumer Sciences  
111 - Textiles and Design  
112 - Principles of Clothing Construction  
126 - Nutrition, Health, and Fitness  
134 - Food Safety and Sanitation  
140 - Interior Design  
200 - Lifespan Development  
230 - Food Preparation  
252 - Consumer Economics  
312 - Professional Image and Dress  
351 - Sociology of the Family  
355 - Management of Family Resources  
360 - Parenting  
498 - Professionalism, Issues, and Actions

**And completion of at least one concentration for state certification requirements—two concentrations are recommended:**

#### **A. Clothing & Textiles Teaching Designation**

FACS 356 - Retail Merchandising  
FACS 112 - Principles of Clothing Construction II  
or 315 - Historical Dress and World Cultures  
or 413 - Principles of Pattern Design  
or 415 - Tailoring

#### **Recommended Supporting Course**

FACS 496 - Projects in Visual Merchandising

#### **B. Living Environments Teaching Designation**

Two courses from:

FACS 245 - Architectural Drafting



- 341 - Kitchen and Bath Design
- 343 - Heritage of Interiors
- 344 - Contemporary Design
- 345 - Residential Design Studio

### C. Foods and Nutrition Teaching Designation

- FACS 231 - Food Science
- 337 - Quantity Foods

#### **Required Supporting Courses:**

- CHEM 101 - Introduction to Chemistry
- BIOL 169 - Survey of Human Anatomy and Physiology

**and completion of the required professional education and general education courses as prescribed by the School of Education for all teacher education candidates.**

#### **Recommended Supporting Courses**

- EDUC 214 - Early Adolescent Development
- 325 - Classroom Management
- ENGL 320 Reading: Process & Skills
- SOCY 305 - Human Sexuality

## Dietetics Major, B.S.

### **40-41 hours**

#### **Required:**

- FACS 101 - Orientation to Family and Consumer Sciences
  - 126 - Nutrition, Health, and Fitness
  - 134 - Food Safety/Sanitation Management
  - 230 - Food Preparation
  - 231 - Food Science
  - 232 - Nutrition Assessment
  - 330 - Community Nutrition
  - 335 - The 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 the following:**

- BIOL 246 - Human Anatomy and Physiology I
  - 247 - Human Anatomy and Physiology II
  - 335 - Biochemistry
  - 356 - Microbiology
- CHEM 103 - General Chemistry I
  - 104 - General Chemistry II
  - 311 - Organic Chemistry I
- ACCT 110 - Financial Accounting
- BSNS 160 - Principles of Management
  - 241 - Business Statistics
  - or PSYC 331 - Basic Research/Statistics
  - 253 - Principles of Marketing
- PSYC 101 - Introduction to Psychology

- SOCY 120 - Introduction to Sociology

#### **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 Dietetics Association (ADA)- approved undergraduate degree in dietetics, complete an ADA-accredited dietetic internship or ADA approved preprofessional 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, 120 S. Riverside Plaza Suite 2000, Chicago, IL 60606-6995, (800) 877-1600, [www.eatright.org](http://www.eatright.org).

## Child Development Major, B.S.

### **59 hours**

#### **Required:**

- FACS 101 - Orientation to Family and Consumer Sciences
  - 126 - Nutrition, Health, and Fitness
  - 134 - Food Safety/Sanitation
  - 230 - Food Preparation
  - 241 - First Aid/Emergency Care
  - 252 - Consumer Economics
  - 262 - Child Development
  - 264 - Child, Family, and Community Relations
  - 265 - Infant and Toddler Care
  - 351 - Sociology of the Family
  - 355 - Management of Family Resources
  - 360 - Parenting
  - 362 - Marriage and Family
  - 480 - Administration of Human Services
  - 487 - Field Placement (3 hours)
  - 498 - Professionalism, Issues, and Actions
- EDUC 210 - Instructional Methods Early Childhood
  - 249 - Educational/Developmental Psychology
  - 300 - Applied Arts for Teachers
  - 349 - Language Development
  - 359 - Teaching Reading to Young Children
  - 367 - Elementary School Physical Education
  - 376 - Teaching Diverse Populations

## Fashion Merchandising Major, B.S.

### **31 hours**

#### **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 (five hours)
- 496 - Projects (one hour)
- 498 - Professionalism, Issues, and Actions

**Required Supporting Courses:**

- BSNS 160 - Principles of Management
- 170 - Computer Application in Business

ACCT 110 - Financial Accounting

ECON 110 - Principles of Economics

**Recommended Supporting Courses:**

- COMM 347 - Organizational Communication

It is strongly recommended that Fashion Merchandising majors complete one of the following Business minors: Business, Management, Marketing, or Finance.

**Housing and Environmental Design Major, B.S.****43 hours****Required:**

- FACS 101 - Orientation to Family and Consumer Sciences
- 111 - Textiles and Design
- 140 - Interior Design
- 245 - Architectural Drafting I
- 246 - Architectural Drafting II
- 312 - Professional Image/Dress
- 341 - Kitchen and Bath Design
- 343 - Heritage of Interiors
- 344 - Contemporary Design
- 345 - Residential Design Studio
- 356 - Retail Merchandising
- 440 - Nonresidential Design Studio
- 487 - Field Placement (five hours)
- 496 - Projects (one hour)
- 498 - Professionalism, Issues and Actions

**Required Supporting Courses:**

- ART 103 - Drawing Studio I
- 281 - History of Western Art I
- or 282 - History of Western Art II
- 300 - Perspective and Rendering

**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****26 hours****Required:**

- FACS 111 - Textiles and Design
- or 112 - Principles of Clothing Construction (three hours)
- 126 - Nutrition, Health, and Fitness
- 140 - Interior Design
- or 343 - Heritage of Interiors
- 252 - Consumer Economics

**Plus EDUC 385 and nine additional hours in one of the following endorsement areas:**

Clothing and Textiles; Living Environments; Foods and Nutrition.

**Fashion Merchandising Minor****19 hours****Required:**

- 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****Required:**

- FACS 111 - Textiles
- 140 - Interior Design
- 245 - Architectural Drafting I

**Plus nine hours from the following:**

- FACS 246 - Architectural Drafting II
- 341 - Kitchen and Bath Design
- 343 - Heritage of Interiors
- 344 - Contemporary Interiors
- 345 - Residential Design Studio
- 440 - Nonresidential Design Studio
- 496 - Projects

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## Hospitality Minor

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**23 hours**

**Required:**

FACS 126 - Nutrition, Health, and Fitness  
 134 - Food Safety and Sanitation  
 230 - Food Preparation  
 250 - Hospitality Industry  
 260 - Lodging Operations  
 312 - Professional Image and Dress  
 337 - Quantity Foods  
 455 - Food Systems Management

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## Associate of Applied Science - Child Development Major

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**27 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Science  
 134 - Food Safety and Sanitation  
 241 - First Aid and Emergency Care  
 230 - Food Preparation  
 262 - Child Growth and Development  
 264 - Child, Family, Community Relations  
 265 - Infant and Toddler Care  
 487 - Field Placement (three hours)  
 EDUC 210 - Instructional Methods in Early Childhood Education  
 249 - Education and Developmental Psychology

**Plus completion of the Associate of Applied Science  
 General Education requirements as noted in Chapter 2.**

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## Associate of Applied Science - Hospitality Management Major

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**25-26 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Science  
 134 - Food Safety and Sanitation  
 230 - Food Preparation  
 250 - Hospitality Industry Supervision  
 260 - Lodging Operations  
 312 - Professional image and Dress  
 487 - Field Placement (3 hours)  
 496 - Projects in Family/Consumer Science  
 BSNS 160 - Principles of Management  
 170 - Computer Applications in Business

**Plus completion of the Associate of Applied Science  
 General Education requirements as noted in Chapter 2.**

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## Typical Courses for Students Majoring in Family and Consumer Sciences

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*Courses will vary according to major concentration.*

**Freshman Year**

Orientation to Family and Consumer Sciences  
 Textiles and Design  
 College Writing I  
 Christian Formation  
 Interior Design  
 Principles of Clothing Construction  
 Nutrition, Health, and Fitness  
 Chemistry  
 Food Safety and Sanitation  
 Food Preparation

**Sophomore Year**

Principles of Management  
 Food Science  
 Introduction to Fine Arts  
 History, Social Science  
 Developmental Psychology  
 Christian Scriptures I  
 College Writing II

## Department of General Studies

### Faculty

SUE RATTIN (1990)

*Director of Learning Development; Chair, Department of General Studies*

B.A., 1970, Olivet Nazarene University

M.A., 1976, Pacific Lutheran University

Ph.D., 2001, University of Illinois

CONNIE MURPHY (2000)

*Assistant Director of Learning Development*

B.A., 1979, Fairmont State College

M.A.E., 2000, Olivet Nazarene University

KYLE IRELAND, (2007)

*Instructor*

B.A., 2002, Olivet Nazarene University

M.A.T., 2006, Olivet Nazarene University

The Department of General Studies provides a variety of services to support the academic success of undergraduate students at Olivet Nazarene University

1. Courses are provided for students needing to develop their learning skills
2. The Learning Development and Assistance Center (LDAC) is available to provide English, Mathematics, and Microcomputer labs
3. Supplemental course instruction is offered for several general education courses
4. A peer tutoring program assists students desiring individual tutoring

5. Students with documented disability may receive reasonable accommodations, such as tutors, note takers, and extended time on exams through the LDAC. Arrangements for accommodations must be made through the Director of the LDAC.
6. All freshman students are required to participate in Olivet's freshman experience, which includes completing GNST 110 - Freshman Seminar: Connections. The Department of General Studies works closely with the Dean of Academic Support in coordinating the freshman experience.
7. In addition, the Department of General Studies has worked with other academic departments in the development of an Associate of Applied Science (AAS) degree detailed in Chapter 2 of the Catalog. Specific program requirements are provided in the Department of Business, Department of Computer Science, Department of Exercise and Sports Science, and the Department of Family and Consumer Science.

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## General Studies Major, B.S.

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Though not administered by the Department of General Studies Olivet Nazarene University does offer a General Studies major, which allows students to select courses from several departments that will contribute to their life goal.

Most students will find a concentration of work in the departmental majors 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 of no fewer than 60 semester hours of courses related to the student's declared life objective selected from more than one department of the University. Normally, this declaration is made 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 vocational purpose and reasons for believing that such a degree program will best meet his or her 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 and to develop a plan of studies. The Bachelor of Science degree will be awarded to students completing a General Studies major. Once the student has been accepted as a candidate for this major, he or she must work very closely with the committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

## Department of Military Science

The purpose of the Department of Military Science is to prepare and commission the future officer leadership of the United States Army. Upon successful completion of all university and departmental requirements, each cadet is awarded a baccalaureate degree in a field of study as well as a commission

as a second lieutenant in the United States Army, Army Reserve, or Army National Guard. Cadre leadership provides training designed to develop the traits essential to achieving a high degree of success in both the military and civilian pursuits.

The military science curriculum consists of two, two-year courses of study (i.e., basic and advanced programs). The Basic Course of study consists of eight semester hours taken during the freshman and sophomore years. Students who are unable to complete the on-campus Basic Course may attend the Army's Leader Training Course, an intensive 28-day summer camp between their sophomore and junior years. In consultation with the registrar, the department chair may waive all or part of the Basic Course requirements based on prior military experience or Junior ROTC experience.

Once students have satisfactorily completed the Basic Course of study, they may apply for enrollment in the Advanced Course of study. Students must be U.S. citizens to contract into the Advanced Course of study. If selected for enrollment, the student signs a contract with the United States government in which he or 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 as specified by the Secretary of the Army. The Advanced Course requires four semester-length courses, plus attendance at the National Advanced Leadership Course, a 32-day advanced training camp at Fort Lewis, Washington, during the summer following the junior year. Students must also satisfactorily complete an approved military history course.

Army ROTC offers two-, three-, and four-year scholarships that pay full tuition and mandatory fees. Students can apply at any time from their junior year in high school to the second semester of their sophomore year in college. All scholarship students also earn \$300-\$500 monthly stipend while in school, and an annual allowance of \$900 for books and miscellaneous fees. In addition, qualified non-scholarship cadets are eligible for a tuition reduction if participating in ROTC. Students should contact the department chair and ONU's financial aid department to discuss complete benefit packages.

### Faculty

JASON H. CREEK, (2005)

*Professor of Military Science; Chair, Department of Military Science; Major*

B.A., 1999, Western Illinois University

MICHAEL MAYNARD, (2005)

*Associate Professor of Military Science; Master Sergeant*

B.S., 2001, Park University

JAMES R. CARMEAN, (2007)

*Professor of Military Science; Lieutenant Colonel*

B.A., 1981, Trenton State College

## Department of Nursing

### Faculty

BONNIE BEARDSLEY (2005)

*Professor of Nursing; Chair, Department of Nursing*

B.S., 1993, Olivet Nazarene University

M.S.N., 1996, Lewis University

Ph.D., 2003, Walden University

LINDA GREENSTREET (1981)

*Associate Professor of Nursing*

B.S., 1979, Olivet Nazarene University

M.S.N., 1984, Governors State University

SUSAN 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

Doctoral Study, Nova Southeastern University

LINDA DAVISON (1984)

*Professor of Nursing*

Diploma, 1971, J.F. Burnham School of Nursing

B.S.N., 1979, Governors State University

M.S.N., 1983, Governors State University

M.B.A., 1989, Olivet Nazarene University

Ed.D., 2006, Nova Southeastern University

PAUL L. DILLINGER (1989)

*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

Psy.D., 2003, Adler School of Professional Psychology

LISA EVOY (1996)

*Professor of Nursing*

B.S.N., 1982, Lewis University

M.S.N., 1988, Lewis University

Ed.D., 2001, Nova Southeastern University

ROSALIE TUTTLE (2005)

*Assistant Professor of Nursing*

B.S.N., 1974, University of Texas

M.S.N., 1978, Texas Women's University

Doctoral Study, Capella University

SUSAN DAY (2006)

*Assistant Professor of Nursing*

B.S.N., 2003, Aurora University

M.S.N., 2006, Walden University

PATRICIA KERSHAW (2006)

*Assistant Professor of Nursing*

B.S., 1994, Olivet Nazarene University

M.S.N., 2001, Lewis University

PATRICIA NIELSEN (2006)

*Assistant Professor of Nursing*

B.S.N., 1995, Indiana Wesleyan University

M.S.N., 2005, Valparaiso University

F.N.P., 2006, Valparaiso University

JACQUELINE TULLEY (2007)

*Associate Professor of Nursing*

B.S.N., 1982, Lewis University

M.S.N., 1990, Loyola University

A.C.N.P., 2001, Loyola University

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of

service to God and humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life long learning and leadership. Students develop critical thinking abilities as practitioners, client educators, research utilizers, change agents, and patient advocates in a variety of settings.

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 and is accredited by 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-BSN completion track. The RN-BSN completion track, which is described in Chapter 9 of this *Catalog*, is exclusively for registered nurses who have graduated from an associate degree nursing program or a diploma nursing program.

Nursing majors graduating from Olivet Nazarene University receive a Bachelor of Science in Nursing 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, while addressing clients as individuals, families, and communities.

Admission requirements for the Nursing major include completion of all prerequisite courses, a satisfactory score on the Test of Essential Academic Skills (TEAS), and a cumulative G.P.A. of 2.75 on a 4.0 scale. Students must submit evidence of good health in accordance with Illinois Department of Health regulations for health-care agency personnel, and students must complete a criminal background check. The Department of Nursing will make reasonable accommodation for those students who have special health problems or disabilities when such accommodation is possible as determined by the Department.

Transfer students are accepted after all qualified Olivet students have been placed. Students wishing to transfer must meet the same nursing admission 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. A cumulative grade point average of 2.75 must be maintained to progress in nursing courses. Students enrolled in the nursing program may not transfer nursing courses without prior approval of the progression committee of the Department of Nursing.

Students may not repeat more than one nursing course which has a lab and/or clinical. Students may not enroll in any nursing course more than two times.

Graduation requirements include passing the NCLEX-RN Predictor Exam at the required level listed in the Department of Nursing Student Handbook.

Students are required to complete ATI assessments in selected courses as outlined in the Department of Nursing Student Handbook.

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## Nursing Major, B.S.N.

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### 61 hours

#### Required:

NURS 200 - Introduction to Healthcare Professions  
 305 - Fundamentals of Nursing I  
 306 - Health Assessment  
 315 - Fundamentals of Nursing II  
 325 - Pharmacology for Nursing  
 340 - Transcultural Family Nursing  
 342 - Mental Health Nursing  
 378 - Childbearing Family Health  
 388 - Gerontology and Palliative Care  
 395 - Intro to Community Health  
 405 - Adult Health Nursing  
 415 - Child Health Nursing  
 430 - Basic Public Health Science  
 441 - Advanced Adult Health  
 450 - The Global Community  
 455 - Leadership in Nursing  
 466 - Nursing Research

#### To be supported by the following:

BIOL 125 - Biology I  
 246 - Human Anatomy and Physiology I  
 247 - Human Anatomy and Physiology II  
 330 - Pathophysiology  
 356 - Microbiology  
 CHEM 101 - Intro to Chemistry  
 or 103 - General Chemistry  
 FACS 126 - Nutrition, Health and Fitness  
 MATH 120 - Intro to Statistics  
 PSYC 200 - Lifespan Development  
 SOCY 120 - Introduction to Sociology

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## Typical Program of Courses for a Student Majoring in Nursing

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### Freshman Year

College Writing I  
 Intro to Chemistry/General Chemistry  
 Christian Formation  
 Fundamentals of Communication  
 Introduction to Sociology  
 Biology I  
 Nutrition, Health and Fitness  
 Lifespan Development  
 Introduction to Fine Arts  
 Foreign Language I, II

### Sophomore Year

College Writing II  
 Human Anatomy and Physiology I, II  
 Microbiology  
 Studies in Literature  
 Introduction to Statistics  
 International Culture  
 Christian Scriptures I  
 Western Civilization  
 Introduction to Healthcare Professions

### Junior Year

Christian Scriptures II  
 Fundamentals of Nursing I, II  
 Health Assessment  
 Pharmacology for Nurses  
 Pathophysiology  
 Transcultural Family Nursing  
 Mental Health Nursing  
 Childbearing Family Health  
 Gerontology and Palliative Care  
 Introduction to Community Health

### Senior Year

Adult Health Nursing  
 Child Health Nursing  
 Nursing Research  
 Basic Public Health Science  
 Advanced Adult Health (Capstone)  
 Global Community  
 Leadership in Nursing  
 Christian Faith

## Degree Completion Track for Registered Nurses

The RN-BSN 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. RN-BSN students are encouraged to contact the School of Graduate and Continuing Studies for information. See also Chapter 9 of this *Catalog*.

## Department of Social Work and Criminal Justice

### Faculty

HOUSTON THOMPSON (2006)  
*Associate Professor of Social Work; Chair, Department of Social Work and Criminal Justice; Director, Social Work Program*  
 B.A., 1980, MidAmerica Nazarene University  
 M.C.M., 1997, Olivet Nazarene University  
 M.S.W., 1999, Spalding University  
 Ed.D., 2007, Trevecca Nazarene University

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

BRIAN WOODWORTH (2006)

*Associate Professor of Criminal Justice*

B.S., 1996, Olivet Nazarene University

J.D., 1999, Thomas M. Cooley Law School

The Department of Social Work and Criminal Justice operates within the School of Professional Studies. Its mission is to prepare students for a life of service to others through God's call into the social work and criminal justice fields. The goal is to prepare students to work in a variety of social work and criminal justice work settings while living their Christian faith. The department offers two distinct majors: social work and criminal justice. Students may also choose a minor in either of these fields.

The Social Work major consists of 38 credit hours of core social work courses, plus 20 hours of required supporting course work. Students are prepared for generalist, not specialist, social work practice. This means emphasis is placed on developing foundational social work skills that are needed in a wide variety of professional social work environments. Utilizing the person-in-environment (ecological) and strengths-based perspectives, students learn about social work with individuals, families, groups, organizations, and communities.

Students must formally apply for the social work major after they have completed 45 credit hours of undergraduate work. In order to be accepted into the major, an applicant must have a 2.3 cumulative grade point average or higher, complete an application packet, provide two character references, and interview with the social work program faculty members.

The social work major carries with it substantial applied learning components in specific courses, as well as a required 450-hour field placement program during the student's final semester of her or his senior year at ONU. The field placement program involves professionally supervised exposure to social work practice in a variety of agency environments. Decisions about where to serve the field placement components are made by the ONU Social Work Program Field Education Director in partnership with the social work student.

The degree conferred, upon successful completion of all requirements, is a Bachelor of Social Work (BSW). The B.S.W. degree prepares students for professional employment in a variety of social work settings as well as for advanced standing admission to many Master of Social Work (MSW) programs. The social work program is accredited by the Council of Social Work Education (CSWE).

The Criminal Justice major consists of 40 hours of core coursework, plus 9 hours of required supporting courses. Social problems, deviant behavior, crime, public safety, and methods of social control are all emphasized in this major. The major seeks to balance theoretical concepts with practical experience. Students will be exposed to a variety of community, legal and police environments.

Seniors are required to successfully complete a 270-hour field placement program in one of four criminal justice fields: police, probation, corrections, or law. Students who successfully complete the criminal justice major will receive the Bachelor of Science (B.S.) degree. This degree is excellent preparation for

careers in law enforcement, probation, the courts, and corrections.

Both majors within the Department of Social Work and Criminal Justice share the same purposes: 1) to increase the student's overall awareness of and sensitivity to the diversity, complexity, and sometimes hazardous nature of social life; and 2) to encourage application of Christian and professional values and ethics in serving human needs throughout society

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## Social Work Major, B.S.W.

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### 38 hours

#### Required:

SOWK 200 - Introduction to Social Work

213 - Human Behavior and Social Environment I

214 - Human Behavior and Social Environment II

310 - Social Work Practice I

311 - Social Work Practice II

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 the following:

BIOL 169 - Survey of Anatomy/Physiology

ECON 345 - Economics of the Public Sector

PSYC 101 - Introduction to Psychology

SOCY 120 - Introduction to Sociology

320 - Urban/Rural Sociology

331 - Basic Research/Statistics

#### Recommended Additional Courses:

SOWK 330 - Social Work with the Aging

360 - Child Welfare Services

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## Criminal Justice Major, B.S.

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### 40 hours

#### Required:

CJUS 243 - Introduction to Criminal Justice

273 - Criminology

293 - Criminal Law

316 - Corrections

325 - Police and Society

331 - Basic Research and Statistics

360 - Criminal Procedure

394 - Juvenile Justice

400 - Field Placement I

**Plus nine hours from the following courses or additional courses approved by the program coordinator for the Criminal Justice major:**

BSNS 351 - Business Law I

CHEM 390 - Topics in Chemistry (Forensic)  
 CJUS 370 - Criminalistics  
     405 - Field Placement II  
     440 - Special Topics in Criminal Justice  
     499 - Independent Study  
 ENGL 315 - Business and Technical Writing  
 HIST 430 - American Society/Intellectual History  
 MATH 241 - Statistics  
 PHIL 201 - Introduction to Philosophy  
     301 - Logic  
 PSCI 344 - American Public Policy  
     447 - American Constitutional Law  
 PSYC 321 - Social Psychology  
     361 - Theories of Personality  
 SOCY 270 - Social Problems  
     280 - Ethnic Relations  
     315 - Drugs in Society  
     332 - Advanced Research and Statistics  
 SOWK 200 - Introduction to Social Work  
     360 - Child Welfare Services  
     365 - Crisis Intervention

**Required Supporting Courses:**

SOCY 120 - Introduction to Sociology  
 PSCI 101 - Introduction to Political Science  
     or 223 - American Government  
 PSYC 101 - Introduction to Psychology

**Note: 22 hours of the required major courses must be upper-division. No more than nine hours of the required Criminal Justice courses may be transferred. CJUS 331 and CJUS 400 must be completed at ONU.**

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### Social Work Minor

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**19 hours**

**Required:**

SOCY 120 - Introduction to Sociology  
 SOWK 200 - Introduction to Social Work  
     330 - Social Work with the Aging  
     360 - Child Welfare Services  
     365 - Crisis Intervention

**And one of the following courses:**

CJUS 243 - Introduction to Criminal Justice  
 SOCY 305 - Human Sexuality  
     315 - Drugs in Society  
     320 - Urban/Rural Sociology  
     351 - Sociology of the Family  
     374 - The World Food Problem

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### Criminal Justice Minor

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**18 hours**

**Required:**

CJUS 243 - Introduction to Criminal Justice  
     273 - Criminology  
     293 - Criminal Law  
     394 - Juvenile Justice

Plus six hours of upper-division Criminal Justice courses approved by the program coordinator. A maximum of nine hours may be transferred from other institutions toward the Criminal Justice minor.

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### Typical Courses for Students Majoring in Social Work or Criminal Justice

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*Courses will vary according to major concentration.*

**Freshman Year**

Introduction to Sociology  
 College Writing I  
 Introduction to Psychology  
 Christian Formation  
 Western Civilization  
 Wellness or Nutrition  
 Anatomy and Physiology  
 Introduction to Social Work

**Sophomore Year**

College Writing II  
 Fundamentals of Communication  
 Studies in Literature  
 American Government  
 Social Problems  
 Human Behavior/Social Environment I, II  
 Introduction to Criminal Justice  
 Ethnic Relations  
 Criminal Law  
 Criminology



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# School of Theology and Christian Ministry

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## **Carl Leth, Ph.D., Dean**

The mission of the School of Theology and Christian Ministry is to educate for ministry within the Wesleyan-Arminian tradition, preparing clergy and laity for service to church and community, and facilitating their personal spiritual development.

The School 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 School 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 School of Theology and Christian Ministry intentionally designs programs to meet the ordination requirements of that denomination.

The School, in cooperation with the School of Graduate and Continuing 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 school are practical as well as theoretical in scope and relate to the mission of both the School and the University.

### Students will

1. Be able to engage in interpretation and exegesis of the foundational 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.

## **Departments of Biblical Literature, Christian Education and Theology**

### Faculty

#### **CARL LETH (2003)**

*Dean, School of Theology and Christian Ministry, Professor of Theology;*

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th. M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

#### **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

#### **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

Postdoctoral Study, 1990, Harvard University

#### **ROBERT BRANSON (1992)**

*Professor of Biblical Literature*

A.B., 1963, Southern Nazarene University

B.D., 1966, Nazarene Theological Seminary

Th.M., 1969, Midwest Baptist Theological Seminary

Ph.D., 1976, Boston University

#### **LARRY MURPHY (1992)**

*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

#### **RON DALTON (1993)**

*Professor of Christian Ministry*

B.A., 1975, Trevecca Nazarene University

M.Div., 1979, Nazarene Theological Seminary

D.Min., 1984, Vanderbilt University

#### **DAVID WINE (1995)**

*Associate Professor of Christian Education*

B.A., 1972, Olivet Nazarene University

M.A., 1977, The Ohio State University

Doctoral Study, Trinity Evangelical Divinity School

#### **MICHAEL W. BENSON (2002)**

*University Chaplain*

B.A., 1978, Southern Nazarene University

M.Div., 1983, Nazarene Theological Seminary  
D.Min., 2001, Asbury Theological Seminary

LEON BLANCHETTE (2003)

*Assistant Professor of Christian Education*

B.A., 1992, Trevecca Nazarene University  
M.A., 1995, Trevecca Nazarene University  
Doctoral Study, Southern Baptist Theological Seminary

KEVIN MELLISH (2004)

*Assistant Professor of Biblical Literature*

B.A., 1990, Olivet Nazarene University  
M.Div., 1995, Nazarene Theological Seminary  
M.A.R., 2005, Claremont Graduate University  
Ph.D., 2006 Claremont Graduate University

TIMOTHY MERCER (2004)

*Associate Professor of Christian Ministry*

B.A., 1971, Olivet Nazarene University  
M.Div., 1975, Nazarene Theological Seminary  
M.A., 1991, Asbury Theological Seminary

KEVIN LOWERY (2004)

*Associate Professor of Theology*

B.A., 1987, Frostburg State University  
M.Div., 1993, Asbury Theological Seminary  
Ph.D., 2004, University of Notre Dame

MARK HOLCOMB (2004)

*Assistant Professor of Christian Education*

B.A., 1981, Olivet Nazarene University  
M.R.E., 1985, Nazarene Theological Seminary

MARK R. QUANSTROM (2005)

*Professor of Theology*

B.A., 1977, Olivet Nazarene University  
M.Div., 1982, Nazarene Theological Seminary  
Ph.D., 2000, St. Louis University

JAMES EDWARD ELLIS (2006)

*Assistant Professor of Biblical Literature*

B.A., 1986, Stetson University  
M.Div., 1991, Asbury Theological Seminary  
M.Th., 1999, Emory University  
Ph.D., 2005, Baylor University

STEPHEN T. FRANKLIN (2007)

*Director of Graduate Studies, Professor of Theology*

B.A., 1965, North Park College  
M.A., 1966, University of Chicago (Philosophy)  
M.A., 1971, University of Chicago (Christian Theology)  
Ph.D., 1977, University of Chicago

305 - Old Testament Introduction  
310 - New Testament Introduction  
330 - New Testament Greek Exegesis

Plus nine hours of upper-division Old Testament and six hours of upper-division New Testament

**Required Supporting Courses:**

PHIL 201 - Introduction to Philosophy  
351 - Ancient and Medieval Philosophy  
THEO 310 - Christian Theology I  
320 - Christian Theology II  
351 - History of Christianity I

Plus BLIT 233 and 234 - Elementary Greek I, II to satisfy the general education foreign language requirement.

**Biblical Studies Minor**

**21 hours**

**Required:**

BLIT 250 - Biblical Hermeneutics  
305 - Old Testament Introduction  
310 - New Testament Introduction

And 12 additional hours of upper-division Biblical Literature approved by the Dean of the School of Theology and Christian Ministry.

**Greek Minor**

**14 hours**

**Required:**

BLIT 233 - Elementary Greek I  
234 - Elementary Greek II

And six additional hours of upper-division Greek.

**Biblical Languages Minor**

**19 hours**

**Required:**

BLIT 233 - Elementary Greek I  
234 - Elementary Greek II  
243 - Hebrew I  
244 - Hebrew II

And three hours of upper-division Greek or Hebrew

**Biblical Studies Major, B.A.**

**35 hours**

**Required:**

BLIT 243 - Hebrew I  
244 - Hebrew II  
250 - Biblical Hermeneutics

**Christian Education Major, B.S.**

**60 hours**

**Required:**

CHED 115 - Christian Education  
240 - Spiritual Formation  
290 - Community Ministry Experience I

301 - Principles/Methods for Christian Education  
 305 - Church in Missions  
 306 - Cross-Cultural Ministry  
 385 - Ministry Conference  
 390 - Community Ministry Experience II  
 490 - Summer Ministry Experience  
 CMIN 116 - Fund of Christian Ministry  
 PHIL 201 - Introduction to Philosophy  
 THEO 310 - Christian Theology I  
 320 - Christian Theology II  
 462 - Doctrine of Holiness  
 or 472 - History, Missions, and Polity  
 BLIT 250 - Biblical Hermeneutics  
 305 - Old Testament Introduction  
 310 - New Testament Introduction  
 Plus three hours of upper-division Old Testament and three hours of upper-division New Testament  
 Plus 9 additional hours of Christian Education.

**Required Supporting Courses:**

SOCY 351 - Sociology of the Family  
 PSYC 211 - Child Development  
 or 212 - Adolescent/Adult Development  
 BLIT 233 and 234 - Elementary Greek I, II  
 or BLIT 243 and 244 - Hebrew I, II

Students interested in a Youth Ministry concentration should include CHED 200, CHED 370, and CHED 325 as part of the approved Christian education electives. Students interested in a Children's Ministry concentration should include CHED 210 and CHED 300 as part of the approved Christian Education electives. Non-Nazarene students may substitute THEO 473 for THEO 472.

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**Youth Ministry Major, B.S.**

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**72 hours**

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

**Required:**

CHED 200 - Foundations of Youth Ministry  
 240 - Spiritual Formation  
 290 - Community Ministry Experience I  
 370 - Issues in Youth Ministry  
 385 - Ministry Conference  
 390 - Community Ministry Experience II  
 490 - Integrated Summer Ministry

**Plus six hours of Christian Education selected from the following:**

CHED 115 - Christian Education  
 301 - Principles/Methods of Christian Education  
 325 - Small Groups  
 366 - Contemporary Ministries  
 CMIN 116 - Fundamentals of Christian Ministry

305 - Church in Mission  
 306 - Cross-Cultural Ministry  
 350 - Preaching and Worship  
 494 - Pastoral Care/Counseling  
 PHIL 201 - Introduction to Philosophy  
 THEO 310 - Christian Theology I  
 320 - Christian Theology II  
 351 - History of Christianity I  
 352 or 357 - History of Christianity II or III  
 462 - Doctrine of Holiness  
 472 - History, Mission, and Polity of the Church of the Nazarene  
 BLIT 250 - Biblical Hermeneutics  
 305 - Old Testament Introduction  
 310 - New Testament Introduction

Plus three upper-division hours of Old Testament and three upper-division hours of New Testament

**Required Supporting Courses:**

PSYC 212 - Adolescent and Adult Development  
 SOCY 351 - Sociology of the Family  
 BLIT 233 and 234 - Elementary Greek I, II  
 or BLIT 243 and 244 - Hebrew I, II

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**Children's Ministry Major, B.S.**

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**72 hours**

This major has been approved by the Course of Study Advisory Committee to meet educational requirements for ordination as an elder/deacon in the Church of the Nazarene.

**Required:**

CHED 115 - Christian Education  
 210 - Foundations of Children's Ministry  
 240 - Spiritual Formation  
 290 - Community Ministry Experience I  
 300 - Issues in Children's Ministry  
 301 - Principles and Methods of Christian Education  
 or 325 - Small Group Ministry  
 385 - Ministry Conference  
 390 - Community Ministry Experience II  
 490 - Integrated Summer Ministry  
 CMIN 116 - Fundamentals of Christian Ministry  
 305 - Church in Mission  
 306 - Cross-Cultural Ministry  
 350 - Preaching and Worship  
 494 - Pastoral Care/Counseling  
 PHIL 201 - Introduction to Philosophy  
 THEO 310 - Christian Theology I  
 320 - Christian Theology II  
 351 - History of Christianity I  
 352 or 357 - History of Christianity II or III  
 462 - Doctrine of Holiness  
 472 - History, Mission, and Polity of the Church of the Nazarene

BLIT 250 - Biblical Hermeneutics  
 305 - Old Testament Introduction  
 310 - New Testament Introduction

Plus three upper-division hours of Old Testament and three upper-division hours of New Testament

**Required supporting courses:**

BLIT 233 and 234 - Elementary Greek I, II  
 or BLIT 243 and 244 - Hebrew I, II  
 PSYC 211 - Child Development  
 SOCY 351 - Sociology of the Family

**Christian Education Minor**

**17 hours**

**Required:**

CHED 115 - Christian Education  
 240 - Spiritual Formation  
 290 - Community Ministry Experience  
 301 - Principles and Methods of Christian Education  
 385 - Ministry Conference

Plus six upper-division hours of Christian Education

**Youth Ministry Minor**

**17 hours**

**Required:**

CHED 200 - Foundations of Youth Ministry  
 240 - Spiritual Formation  
 290 - Community Ministry Experience  
 325 - Small Groups  
 370 - Issues in Youth Ministry  
 385 - Ministry Conference

And three additional hours of Christian Education

**Children's Ministry Minor**

**17 hours**

**Required:**

CHED 115 - Christian Education  
 210 - Foundations of Children's Ministry  
 240 - Spiritual Formation  
 290 - Community Ministry Experience I  
 300 - Issues in Children's Ministry  
 301 - Principles and Methods for Christian Education  
 or 325 - Small-Group Ministry  
 385 - Ministry Conference

**Pastoral Ministry Major, B.S.**

**71 hours**

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 250 - Biblical Hermeneutics  
 305 - Old Testament Introduction  
 310 - New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303.

CMIN 101 - Sharing our Faith

116 - Fundamentals of Christian Ministry  
 205 - Community Ministry Experience  
 305 - The Church in Mission  
 306 - Cross-Cultural Ministry  
 350 - Preaching and Worship  
 401 - Advanced Homiletics  
 452 - Minister as Leader and Administrator  
 494 - Pastoral Care/Counseling  
 496 - Field Training

PHIL 201 - Introduction to Philosophy

THEO 310 - Christian Theology I

320 - Christian Theology II  
 351 - History of Christianity I  
 352 - History of Christianity II  
 or 357 - History of Christianity III  
 462 - Doctrine of Holiness

472 - History, Missions, and Polity of the Church of the Nazarene

CHED 115 - Christian Education

240 - Spiritual Formation

Plus three additional hours of upper-division Philosophy or Theology.

**Required Supporting Courses:**

BLIT 233 and 234 - Elementary Greek I, II  
 or BLIT 243 and 244 - Hebrew I, II

**Highly Recommended Courses:**

Three additional hours of upper-division Philosophy or Theology

**Religious Studies Major, B.A.**

**42 hours**

BLIT 250 - Biblical Hermeneutics  
 305 - Old Testament Introduction  
 310 - New Testament Introduction

Plus three hours of upper-division Old Testament and three hours of upper-division New Testament, excluding BLIT 303

THEO 310 - Christian Theology I

320 - Christian Theology II  
 351 - History of Christianity I  
 352 or 357 - History of Christianity II or III

PHIL 201 - Introduction to Philosophy

**Plus 12 additional upper-division hours from the School of Theology and Christian Ministry**

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### Philosophy and Religion Major, B.A.

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**45 hours**

BLIT 250 - Biblical Hermeneutics  
     305 - Old Testament Introduction  
     310 - New Testament Introduction  
 THEO 310 - Christian Theology I  
     320 - Christian Theology II  
     351 - History of Christianity I  
     352 or 357 - History of Christianity II or III  
     or PHIL 325 - World Religions  
 PHIL 201 - Introduction to Philosophy  
**and 12 upper-division hours of electives in Philosophy or Theology**  
**Plus nine additional upper-division hours in Theology, Biblical Literature, or additional Philosophy**

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### Intercultural Studies Major, B.A.

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**32 hours**

**Required:**  
 BLIT 250 - Biblical Hermeneutics  
     305 - Old Testament Introduction  
     310 - New Testament Introduction  
 CHED 115 - Christian Education  
 CMIN 116 - Fundamentals of Christian Ministry  
     290 - Cross-Cultural Ministry Experience  
     or 390 - Cross-Cultural Field Experience  
     306 - Cross-Cultural Ministry  
     450 - Missiological Foundations  
 PHIL 325 - World Religions  
 THEO 310 - Christian Theology I  
     320 - Christian Theology II  
**Required Supporting Courses:**  
 COMM 349 - Intercultural Communications  
     or PSCI 221 - Foundations of International Relations  
 SOCY 280 - Ethnic Relations  
     364 - Cultural Anthropology  
     381 - Sociology of Religion  
**Recommended Courses:**  
 CMIN 101 Sharing Our Faith  
     380 - Introduction to Missionary Service  
 THEO 462 - Doctrine of Holiness  
     472 - History, Missions, and Polity of the Church of the Nazarene  
     or 473 - Christian Institutions

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### Ministerial Missions Major, B.S.

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**61 hours**

**Required:**  
 BLIT 250 - Biblical Hermeneutics  
     305 - Old Testament Introduction  
     310 - New Testament Introduction  
 CHED 115 - Christian Education  
     240 - Spiritual Formation  
 CMIN 116 - Fundamentals of Christian Ministry  
     305 - The Church in Mission  
     306 - Cross-Cultural Ministry  
     350 - Preaching and Worship  
     450 - Missiological Foundations  
     494 - Pastoral Care/Counseling  
 PHIL 201 - Introduction to Philosophy  
     325 - World Religions  
 THEO 310 - Christian Theology I  
     320 - Christian Theology II  
     351 - History of Christianity I  
     352 - History of Christianity II  
     or 357 - History of Christianity III  
     462 - Doctrine of Holiness  
     472 - History, Missions, and Polity of the Church of the Nazarene  
     or 473 - Christian Institutions  
**Plus 4 hours practical field experience:**  
 CMIN 290 - Cross-Cultural Ministry Experience  
     390 - Cross-Cultural Field Experience  
**Required Supporting Courses:**  
 COMM 349 - Intercultural Communication  
 SOCY 364 - Cultural Anthropology  
     280 - Ethnic Relations  
     or PSCI 221 - Foundations of International Relations  
     381 - Sociology of Religion  
**Recommended Course:**  
 CMIN 380 - Introduction to Missionary Service

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### Religion Minor

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**18 hours**

**Required:**  
 BLIT 250 - Biblical Hermeneutics  
     305 - Old Testament Introduction  
     310 - New Testament Introduction  
 THEO 351, 352, or 357 - History of Christianity  
**And six additional upper-division hours from the School of Theology and Christian Ministry.**

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## Philosophy Minor

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**15 hours**

**Required:**

Philosophy - 15 hours from the courses offered

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Spiritual Formation  
Studies in Literature  
Biblical Hermeneutics  
Old Testament Introduction

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## Missions/Intercultural Studies Minor

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**20 hours**

**Required:**

CHED 115 - Christian Education  
CMIN 116 - Fundamentals of Christian Ministry  
306 - Cross-Cultural Ministry  
450 - Missiological Foundations

**Plus two hours selected from the following:**

CMIN 290 - Cross-Cultural Ministry Experience  
390 - Cross-Cultural Field Experience

**And six hours supporting courses from:**

SOCY 280 - Ethnic Relations  
SOCY 364 - Anthropology  
COMM 349 - Intercultural Communication  
or PSCI 221 - International Relations  
SOCY 381 - Sociology of Religion  
or PHIL 325 - World Religions

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith  
380 - Introduction to Missionary Service  
THEO 462 - Doctrine of Holiness  
472 - History, Missions, and Polity of the Church of the Nazarene  
or 473 - Christian Institutions

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## Typical Program for Students Majoring in the School of Theology and Christian Ministry

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**Freshman Year**

Sharing Our Faith  
Christian Formation  
Fundamentals of Christian Ministry  
College Writing I  
Christian Education  
Wellness or Nutrition  
Introduction to Fine Arts

**Sophomore Year**

College Writing II  
Psychology or Sociology  
Introduction to Philosophy  
Fundamentals of Communication  
Elementary Greek/Hebrew  
Western Civilization

## Chapter 8

# Course Descriptions - Traditional Undergraduate

### Course Numbering System

The number of the course designates the level or classification a student must have to take the course. Some courses have prerequisites that 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

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### Accounting

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#### **ACCT 110 — Financial Accounting. 4 hours.**

An introduction to the theory, concepts, and principles that 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, enabling 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. 3 hours.**

This course is an in-depth analysis of the “whys” as well as the “how-tos” 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; and accounting for cash, receivables, inventory, property and equipment, and intangible assets. Prerequisite: ACCT 111.

#### **ACCT 256 — Intermediate Accounting II. 3 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 basic and diluted earnings per share; accounting for investments; accounting for income taxes; pensions; leases; the statement of cash flows. 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 111 and junior standing, or permission of instructor.

#### **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. Prerequisites: 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. Prerequisites: 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 are 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.

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## Art

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**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 that 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, understanding of the elements of art, and color theory.

**ART 125 — 3-D Design. 3 hours.**

Examines the composition and plasticity of 3-D 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, BandW 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 BandW picture story presentation and color slide presentation. Photo-creating class sessions will be devoted to still life and portraiture.

**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, 123, 125.

**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, or permission of 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, 204.

**ART 220 — Drawing and Painting Composition. 3 hours.**

Focuses on research approaches, theory, techniques, and materials relating to drawing, illustration, and painting. Students are encouraged to think and solve compositional problems in a creative manner. Prerequisite: ART 231.

**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, 204.

**ART 270 — Basic Darkroom Techniques. 3 hours.**

Introduces students to the fundamental concepts of the traditional black and white darkroom. Essential information on current films and papers will be practically demonstrated through assignments which challenge the creativity of each student on an individual level. Prerequisite: ART 172.

**ART 274 — 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 270, 275.

**ART 275 — Photoshop. 3 hours.**

This is the second level graphics course concentrating on the software Photoshop. This course explores photography, manipulations, and graphics, and creates a wide range of experiences. Students will learn to use and understand the various components of this program. Prerequisite: ART 200.

**ART 281 — 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 282 — 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.

**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, 200 or permission of the instructor.

**ART 302 — Ceramics: Wheel Construction. 3 hours.**

Experience on the potter's wheel (the electric and kickwheel). 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 three hours credit. Prerequisites: ART 201, 302.

**ART 307 — Drawing: Studies in Composition. 3 hours.**

Focuses on various techniques in drawing, emphasizing the importance of composition. Finished drawings and studies for future paintings will be completed. Prerequisite: ART 220.

**ART 310 — Graphic Advertising I. 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, 275.

**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 and 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 339 — Painting: Studies in Composition. 3 hours.**

A complimentary course to ART 307. Paintings will be created from the studies done in the previous course, focusing on the importance of composition. Color theory will be discussed. Prerequisite: ART 307.

**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 multilayered 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, 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 offices of Media and Technical Support, University 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 375 — History of Nonwestern Art. 3 hours.**

A comparative study of the art forms of non-Westernbased 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 376 — Studio Photography. 3 hours.**

This advanced course brings the world of photography indoors. Emphasizes creativity through the complete control of photographic technique. Practical applications of lighting styles will be explored using a digital platform and real-world assignments. Students will also be challenged with advanced illustration techniques.

**ART 379 — Advanced Darkroom Techniques. 3 hours.**

Intended for student who have a working knowledge of a black and white darkroom. Individual artistic creativity will be challenged through an introduction of special techniques such as photogram, high-contrast images, reticulation, multiple printing, and the Sabattier effect. Infrared photography will also be explored. Prerequisite: ART 270.

**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 photojournalism will be discussed as important visual communications that recorded history. Later developments in the evolution of photography, from the School of Paris in the 1890s to the Steiglitz School in America to the era of photograms and photomontage in the modern period will permit the student to understand photography as an important art form.

**ART 391 — Graphic Advertising II. 3 hours.**

An advanced course in layout and advertising design. Students will produce projects which delve deeper into the theories of advertising and design layout. Prerequisite: ART 310.

**ART 408 — Advanced Drawing Seminar. 3 hours.**

An intensive study of individual styles and characteristics in drawing. Designed to bring students to the highest level possible in skills using various media. An intensive look at composition on the cognitive level of art in color theory applications. Prerequisite: ART 339.

**ART 433 — Advanced Painting Seminar. 3 hours.**

An intensive study of individual styles and characteristics in painting. Designed to challenge the students to transform their drawing compositions and studies into full-scale paintings. Emphasizes the importance of proper planning and problem-solving and their application to practical techniques. Prerequisite: ART 408.

**ART 450 — Post-Production I. 3 hours.**

Explores interactive media and Web design. Students are expected to create their own interactive CD/Web page to seek employment. Prerequisites: ART 350, 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 CDs, 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 site 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. 3 hours.**

Advanced study of photographic issues. Discusses aesthetic, criticism, and current imagery as well as photography's relationship to other media. Photojournalism, portraiture, and portfolio work will be included. Prerequisite: ART 270.

**ART 476 — Advanced Photography. 3 hours.**

An advanced course in photographic media which is intended to give both an overview and an advanced proficiency in the various practices that know produce and employ photographic imagery. The students' creativity will be challenged through the utilization of specific photographic techniques. Prerequisite: ART 379.

**ART 495 — Senior Career Preparation. 3 hours.**

Designed for the senior art student in preparation for the job search and the senior exhibition. The senior artist will develop his or her exhibition, an artist statement, and a resume, and will research job opportunities in his or her area of interest. Students will also begin the task of learning interviewing techniques and documenting their work for both themselves and the department's permanent collection of portfolios.

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## Biblical Literature

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**BLIT 202 — Christian Scriptures 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. Prerequisite: THEO 101.

**BLIT 233 — Elementary Greek I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, reading, and translation of Koine Greek.

**BLIT 234 — Elementary Greek II. 4 hours.**

A continuation of BLIT 233.

**BLIT 243 — Elementary Hebrew I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, reading and translation of Biblical Hebrew.

**BLIT 244 — Elementary Hebrew II. 4 hours.**

A continuation of BLIT 243 with an emphasis on reading and exegeting the Biblical text.

**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 include a discussion of Biblical translations. Required for all majors within the School of Theology and Christian Ministry. Along with BLIT 310, this course will be taken in place of BLIT 303 as a general education requirement.

**BLIT 303 — Christian Scriptures II. 3 hours.**

This course is a continuation of Christian Scriptures I, with the focus on the New Testament. Attention will be given to an overview of the New Testament, to serious engagement with selected passages of Scripture, and to the contemporary interpretation (including theological and moral reflection) of these texts as part of the canon of the Christian church. Prerequisite: BLIT 202.

**BLIT 305 — Old Testament Introduction. 3 hours.**

An introductory course designed to examine the content of and methods for studying the Old Testament. This course introduces the student to critical issues in and resources for Old Testament studies and exposes the student to the various contexts (critical, religious, historical, social, etc.) in which the Old Testament texts were written. Attention is given to the history of the development of the discipline and to the issues and approaches which are currently being discussed. An overview of the content of the books of the Old Testament as well as some examination of the major theological themes of the Old Testament are included. Prerequisite: BLIT 250.

**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. Includes an overview of the process of formation for the canon of the New Testament. Prerequisite: BLIT 250.

**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, 234. May be repeated for credit as topic varies.

**BLIT 339 — Readings in Greek. 1-3 hours.**

A course that continues to develop and refine skills in the reading and study of selected Greek texts. Selections may include texts from the New Testament, the early Church, and/or ancient philosophers. Prerequisite: BLIT 233, 234, and 330. May be repeated with a different subtitle.

**BLIT 341 — Biblical Hebrew Exegesis. 3 hours.**

This course will be a continuation of grammar study and translation with attention given to developing exegetical skills in the study of Biblical Hebrew. Translation and exegetical exercises will be based on selections of individual texts or a particular book within the Hebrew Bible. At the instructor's discretion, attention may be given to the study of Biblical Aramic during the semester. Course may be repeated under a different subtitle. Prerequisite: BLIT 243, BLIT 244.

**BLIT 349 — Readings in Hebrew. 1-3 hours.**

This is a course that continues to develop and refine skills in the reading and study of selected Hebrew texts. Selections will include texts from the Pentateuch, the Historical Books, the Prophetic corpus, and Wisdom and Psalm Literature. At the instructor's discretion, students may be allowed to translate selected Aramic texts from the books of Ezra and Daniel. Prerequisite: BLIT 243, BLIT 244, BLIT 341.

**BLIT 356 — Psalms and Wisdom Literature. 3 hours.**

A survey of Hebrew poetry and wisdom literature in English translation. A study of selected Psalms and portions of Job, Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: BLIT 250, BLIT 305. 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, and Obadiah. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 380 — Old Testament Prophets II. 3 hours.**

A study of the background, contents, and teachings of Jeremiah, Lamentations, Joel, Nahum, Habakkuk, and Zephaniah. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 381 — Exilic and Post-Exilic Prophecy and Community. 3 hours.**

This course will study the structure, content and theological ideas of the prophetic writings from the exilic/post-exilic period: Isaiah 40-66, Ezekiel, Haggai, Zechariah, and Malachi. Attention will also be devoted to the study of the historical, political and religious context of the second-temple community, the biblical and apocryphal literature of this period, and the religious and intellectual trends which contributed to the development of the Hebrew text and the Jewish faith. Prerequisite: BLIT 250, BLIT 305.

**BLIT 400 — Gospels: Mark and Matthew. 3 hours.**

This course is a study of the Gospels of Mark and Matthew. Utilizing a variety of critical methods, students will study each of

these gospels in its literary and historical context and compare the two gospels. The goal will be to gain a better understanding of what each of these gospels says about the man named Jesus and the beginning of the Christian faith and community. Prerequisites: BLIT 250, BLIT 310.

**BLIT 410 — The Deuteronomistic History. 3 hours.**

This course will examine the basic structure, content, themes, and theology of the historical books of the Old Testament, including the books of Deuteronomy, Joshua, Judges, Samuel, Kings, and Chronicles. Attention will also be given to the critical study of the compositional history of the Deuteronomistic History (DtrH). Selections of the principle scholarly works in the discussion on the development and purpose of the Deuteronomistic History, beginning with Martin Noth and continuing up to the recent period, will be examined. Prerequisite: BLIT 250, BLIT 305.

**BLIT 420 — Apocalyptic Literature and the Book of Revelation. 3 hours.**

An exegetical study of the Book of Revelation. Special attention will be given to Revelation as seen within the literary and historical context of Jewish apocalyptic. Apocalyptic literature in both non-canonical and canonical Jewish writings will be surveyed. Major theological themes of apocalyptic literature and the Book of Revelation will be addressed. Prerequisites: BLIT 250, BLIT 310.

**BLIT 445 — Old Testament Theology. 3 hours.**

This course will examine the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony of God and his revelatory and reconciling work in the world. It will examine the history of the discipline, which will include noting various methods of doing biblical theology such as: themes and ideas, history of salvation, literary approaches, cultural and sociological methods, and the Bible as canon. It will also concentrate on an in-depth study of major theological themes of the Old Testament such as: covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future; as well as a reflective analyses of the theological role of the scripture for today amid various and shifting cultural concerns. Prerequisite: BLIT 250, BLIT 305.

**BLIT 450 — New Testament Theology. 3 hours.**

An investigation of major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Prerequisites: BLIT 250, BLIT 310.

**BLIT 467 — Pauline Epistles I. 3 hours.**

An Exegetical study of Romans, 1 and 2 Thessalonians, Colossians, Philemon, and the Pastoral Epistles with the background provided in Acts. Offered alternate years. Prerequisite: BLIT 250, BLIT 310.

**BLIT 468 — Pauline Epistles II. 3 hours.**

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians, and Philippians with the background provided in Acts. Prerequisite: BLIT 250, BLIT 310. Offered alternate years.

**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. Prerequisite: BLIT 250, BLIT 305. Offered alternate years.

**BLIT 474 — Johannine Literature. 3 hours.**

An exegetical study of the gospel and epistles of John and the Revelation in English translation. Prerequisite: BLIT 250, BLIT 310. Offered alternate years.

**BLIT 475 — Luke-Acts. 3 hours.**

An exegetical study of the gospel of Luke and the Book of Acts. Special attention will be given to the history and current state of Lukan studies, critical issues surrounding both Luke and Acts, and major theological themes. Issues relating to the continuity of Luke and Acts will be explored. Prerequisites: BLIT 250, BLIT 310.

**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 250, BLIT 310.

**BLIT 600-699 — Graduate Level Courses.**

Open to some seniors. See the coordinator of Graduate Studies in religion.

## Biology

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**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 169 — Survey of Anatomy and Physiology. 4 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 organ systems will be studied. Relevant clinical applications will be included. Three lecture periods and one laboratory period.

**BIOL 201 — General Biological Science. 3 hours.**

A survey course focusing on information, topics, and experiences derived from the biological sciences. The course systematically builds a sequential scientific information base derived from chemical/molecular, genetic, cellular, tissue/organ, organism, and population/ecological areas. Contemporary topics in biology, biomedicine, evolution, stem cell use, risk assessment, human disease, cancer, and environmental stewardship are also studied. Laboratory experiences are designed to augment and extend the lecture experience. When possible, human connections are emphasized so as to encourage students to see their role in the magnificent scheme of life. Thus, the primary goal is to help the student learn and connect basic biological content with a larger, more integrated perspective. Preferred prerequisite: PHSC 102.

**BIOL 211 — Medical Terminology. 2 hours.**

A specialized course designed to familiarize the student with the unique terminology related to specialized fields of medicine.

**BIOL 246 — Human Anatomy and Physiology I. 4 hours.**

The first of a two-semester sequence. Both courses consider the morphology and physiology of the human body using the organ systems approach with emphasis on the "connectedness" of human structure and function. BIOL 246 focuses on tissues, skin, skeleton, articulations, muscle, nervous, and sensory systems. Three lecture periods and one laboratory period per week.

**BIOL 247 — Human Anatomy and Physiology II. 4 hours.**

The second of a two-semester sequence. It considers circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems of the human body. Three lecture periods and one laboratory period.

**BIOL 320 — Genetics. 4 hours.**

An introductory study of the principles and mechanisms of heredity. This includes the study of transmission of inherited traits in individuals and populations, the study of chromosomes and their variations and the molecular and biochemical understanding of the genetic material. The gene is examined at several levels: its structure, function, organization, mutation, and regulation. Modern concepts such as recombinant DNA technology, genomics, and gene manipulation are also addressed. Assignment of genetics problems occurs throughout the course. Three lecture periods, one laboratory period, and one problem-solving session. Prerequisites: BIOL 125, BIOL 126, or consent of the instructor.

**BIOL 330 — Pathophysiology. 3 hours.**

A study of the concepts and applications of Pathophysiology for pre-health care professionals. A systems approach based on a previous knowledge of normal physiological homeostatic mechanisms. Disease as a loss of the steady state is emphasized and therapeutic approaches are discussed as mechanisms that act to restore and maintain the steady state. Prerequisites: BIOL 246, BIOL 247, and BIOL 356.

**BIOL 335 — Biochemistry. 4 hours.**

This course is the study of 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. Many major concepts and methods are also incorporated into the laboratory experience. Additional coverage of proteins, enzyme structure and function, DNA, and RNA is included. Three lecture periods and one laboratory period. Prerequisites: BIOL 125 or 126, CHEM 104, or consent of instructor.

**BIOL 352 — Advanced Botany. 4 hours.**

An integrative approach to advanced topics in the study of plants with emphasis on physiology, taxonomy, anatomy, and ecology. Prerequisites: BIOL 125, 126. Three lecture periods and one laboratory period per week.

**BIOL 354 — Developmental Biology. 4 hours.**

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. Prerequisites: BIOL 125, 126. Recommended prerequisite: BIOL 320. Three lecture periods and one laboratory period per week.

**BIOL 356 — Microbiology. 4 hours.**

An introduction to 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, 126, or equivalent, four hours of chemistry. Three lecture periods and two laboratory periods per week.

**BIOL 359 — Immunology. 4 hours.**

Examines the molecular and cellular responses to infection and disease. Antibody structure, mechanisms of antibody formation, and the consequences of antibody interaction with antigen are studied. Cell-mediated and humoral immunity, histocompatibility, tumor immunology, immunodeficiencies, allergies, and autoimmune disease mechanisms are evaluated within the framework of a normal functioning immune system. Prerequisites: BIOL 125, 320, 356. Three lecture periods and one laboratory period.

**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. Three lecture periods and one laboratory period.

**BIOL 361 — Comparative Anatomy. 4 hours.**

A study of functional and comparative morphology of vertebrate organs and organ systems. The primary emphasis will be on comprehensive laboratory dissections. Prerequisites: BIOL 125, 126. Corequisite: BIOL 320. Three lecture periods and one laboratory period.

**BIOL 370 — Ecology. 4 hours.**

The relationships between organisms and their environment at the individual, population, and ecosystem levels. Laboratories emphasize concepts, research, and field work in local habitats. Prerequisites: BIOL 125, 126. Three lecture periods and one laboratory period.

**BIOL 380 — Toxicology. 4 hours.**

The science of poisons, including fundamental principles, classification of toxicants, and target organ toxicity. The course uses pharmacologic principles as the foundation for understanding toxicology. The course will address a range of topics, including historical aspects, risk assessment and management, environmental toxicology, clinical toxicology, and regulatory concerns. Prerequisites: BIOL 125 or 126, CHEM 104. Three lecture periods and one laboratory period.

**BIOL 430 — Neurobiology. 4 hours.**

A study of the general principles of neural function, covering some invertebrates as well as some vertebrates, describing

neuroscience at all levels from molecules to behavior.

Prerequisites: BIOL 246 or 455.

**BIOL 440 — Advanced Genetics. 4 hours.**

An advanced study of genetics on the molecular and biochemical levels. This includes structure, function, organization, regulation and the repair of the genetic material, in prokaryotes and eukaryotes. The laboratory involves cloning and manipulating a bacterial gene utilizing various recombinant DNA techniques. Prerequisites: BIOL 320, CHEM 311. Three lecture periods and one laboratory period.

**BIOL 455 — Physiology. 4 hours.**

The study of physiological and homeostatic principles. The concepts of chemistry and physics are the framework applied to comprehend basic physiological mechanisms. Prerequisites: BIOL 125, CHEM 104, one year of physics, or consent of instructor. Three lecture periods and one laboratory period.

**BIOL 484 — Molecular and Cell Biology. 4 hours.**

Examines the fundamental molecular nature of life. Acquainting students with basic biochemical and genetic mechanisms, it uses this information base to explore the details of cellular structure and function from a molecular orientation. Understanding each element of a normally functioning cell is the goal. From gene regulation to protein expression and function, to internal cellular architecture and molecular signaling, the relationships between different interacting components are emphasized. The goal is to lead students to an appreciation of the overwhelming complexity of life and the simultaneous simplicity inherent in living cells. The social aspects of cells are also examined with the goal of understanding how different cell types interact successfully in the multicellular context of tissues, organs, and whole organism. Prerequisites: BIOL 125, 126, 320 and 335. Three lecture periods and one laboratory period.

**BIOL 487 — Field Experience. 4 hours.**

Options include AuSable Institute Field Station courses, other field station courses, and supervised internships. Intent is to provide biology/zoology experience and course work not available on campus. All options must be academically rigorous, have clear application to one's ONU degree program, and must be approved by Biology department.

**BIOL 490 — Research in Biology. 1 to 4 hours.**

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 four hours.

**BIOL 495 — Seminar in Biology. 1/2 hour.**

Four semesters is required of all majors in Biology. This seminar provides for the discussion of biological developments and topics of current interest. Related topics such as bioethics and social concerns of specific biological advances are often discussed. Student presentations are an integral part of this course. Credit not to accumulate more than two hours.

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**Business**


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**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 computer and business applications software. Students will be required to show competency in the following areas: key terminology and basic Windows operations; spreadsheets; word processing; presentation software; Internet navigation and research and other current topics. The primary focus is on business applications to prepare students in each of the functional areas of marketing, finance, economics, and accounting. Business casework and problem solving will be emphasized. This course is a prerequisite for all other Business courses except BSNS 160.

**BSNS 241 — Business Statistics. 3 hours.**

An introduction to descriptive and inferential statistical methods with an emphasis on the evaluation of business problems using computer technology. Topics include graphical descriptive techniques, measures of central tendency and dispersion, sampling, probability, discrete and continuous probability distributions, statistical inferences about the mean including estimation and hypothesis testing, and simple linear regression. Prerequisite: MATH 117 and BSNS 170.

**BSNS 252 — Consumer Economics. 3 hours.**

Same as FACS 252.

**BSNS 253 — Principles of Marketing. 3 hours.**

An overview study of marketing that 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 techniques used by corporate financial managers. The course provides students with the ability to provide answers to three important questions: 1) What investments should a firm take on? 2) How does a firm finance its investments? 3) How does a firm manage its day-to-day operations? Topics include financial statement analysis, time value of money concepts, capital budgeting and financial forecasting, capital structure and risk analysis, and asset management.

**BSNS 303 — Management Information Systems. 3 hours.**

This course is an overview of the design, implementation and use of computer based information systems within a business organization. The course will focus on the management of information in helping an organization reach its goals. The course stresses the importance of recognizing the IT functional area as consisting of resources that need to be properly managed and integrated with the other functional areas of the organization. The

course analyzes how IT can be used to support business operations, management and decision making.

**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 commercial paper.

**BSNS 352 — Business Law II. 3 hours.**

A study of the law of agency. 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, and training of sales representatives; and problems in allocation of sales effort, supervision, and control. Prerequisite BSNS 253.

**BSNS 394 — Marketing Management. 3 hours.**

A study of marketing theory that 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, 253, 270.

**BSNS 425 — Advanced Computer Applications. 3 hours.**

Two thirds of the course emphasize advanced EXCEL spreadsheet techniques and tools to solve complex business problems in accounting, finance, marketing, and economics. Particular attention will be given to working with large complex spreadsheets and modeling. The remaining third of the course focuses on building intermediate skills in the ACCESS database systems.

**BSNS 440 — Marketing Research. 3 hours.**

Marketing research methods, role of marketing research information as a tool in management decision-making. Emphasis is on current marketing research theory and literature as well as practical application. The class conducts a hands-on marketing research activity working with a real world client. Extensive use of statistical methods is included, utilizing the Statistical Package for the Social Sciences (SPSS). 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 smallbusiness venture. Procedures for raising capital, realtime development of a business plan, and seminar format will be used to create a hands-on environment. Prerequisites: BSNS 160, 170, 253, and 270 and ACCT 110.

**BSNS 453 — Global Marketing. 3 hours.**

The theory and practice of contemporary global marketing management. The context or environment of international marketing management is covered along with the task of marketing within a variety of national and cultural markets. Major topic areas included in this course are" the global marketing environment; global market research, including market entry and product planning; and marketing strategy in a global context. Several projects will involve students in global marketing research and analysis as well as case studies.

**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 integrated marketing communications theory, literature, concepts, and research with in-depth treatment of all elements of the promotion mix-advertising, sale promotions, point-of-purchase communication, direct marketing communications, public relations and sponsorship marketing, and personal selling. There will also be treatment of e-commerce and evaluation of media. Designing a comprehensive, integrated advertising and promotions campaign is also required. Prerequisites: BSNS 241, 253, 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 110.

**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 an 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 clockhours 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 that meets departmental specifications; and (4) location supportive to faculty on-site evaluation. Approval of the

chair of the Department of Business is required. Prerequisites: Second-semester junior or senior standing, and approval of the department chair.

**BSNS 490 — Business Policy and Strategy. 3 hours.**

A capstone seminar course designed to help the student integrate and apply the skills and knowledge gained throughout the whole of his or her academic studies in business. Emphasis will be placed on current practitioner literature and real world examples. Each student will participate in a team-based company research project and write a comprehensive individual case analysis. Students must have senior standing and have had all other courses in their major track (prior completion or concurrent enrollment). Prerequisites: Senior standing, approval of the instructor.

**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 nonprofit organization. Students will also compete in SIFE regional and national competitions. Students must take BSNS 492 and 493 consecutively. Credit for BSNS 492 can be earned only upon successful completion of BSNS 492 and 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.

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## Chemistry

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**CHEM 101 — Introduction to Chemistry. 4 hours.**

A beginning chemistry course for students with limited background 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: two units of high school mathematics. Three lecture periods and one 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. Three lecture periods and one 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. Three lecture periods and one 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. Three lecture periods and two 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. Three lecture periods and two laboratory periods.

**CHEM 312 — Organic Chemistry II. 5 hours.**

A continuation of CHEM 311, covering the remaining important classes of organic compounds. Required for a major in Chemistry. Prerequisite: CHEM 311. Three lecture periods and two laboratory periods.

**CHEM 320 — Inorganic Chemistry. 3 hours.**

A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisite: CHEM 311. Offered in alternate years. Three lecture periods.

**CHEM 335 — Biochemistry. 4 hours.**

Same as BIOL 335.

**CHEM 340 — Drug Chemistry. 3 hours.**

From the viewpoint of organic chemistry, this course is a study of how the human body acts upon drug molecules, and how they act upon the body. The structures of various organic drug molecules are presented and discussed in relation to their pharmacological activities, many of which are common "drugs of abuse." For the latter, the organic chemical structures of several drugs of intervention against addiction are presented and discussed, along with a discussion of how they achieve the intervention. Prerequisite: CHEM 311. CHEM 312 is recommended. Offered in alternate years. Three lecture periods.

**CHEM 375 — Optical and Electron Microscopy. 3 hours.**

Same as GEOL 375.

**CHEM 382 — Physical Chemistry-Thermodynamics. 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. 4 hours.**

Same as GEOL 385.

**CHEM 390 — Topics in Chemistry. 1-2 hours.**

Selected topics in chemistry to provide opportunities for study in more specialized areas. Often offered in cooperation with other ACCA colleges. Previous topics have included medicinal chemistry, green chemistry, nanochemistry, forensic chemistry, and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

**CHEM 392 — Physical Chemistry-Kinetics and Molecular Structure. 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. Prerequisites: 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. Two lecture periods and two laboratory periods.

**CHEM 436 — Advanced Biochemistry. 4 hours.**

A more detailed treatment of the concepts established in CHEM 335 with an emphasis on metabolism and the metabolic basis of diseases. This course also includes a detailed look at nucleic acid chemistry and the role of nucleic acids in protein synthesis. Aspects of control of biochemical processes are investigated in biochemical pathways. Lab uses chemical principles and equipment to investigate biochemical molecules. Prerequisite: CHEM 335 or consent of the instructor. Offered in alternate years. Three lecture periods and one laboratory period.

**CHEM 495 — Seminar in Chemistry. ½ hour.**

Students give presentations in class and at student symposia, and are encouraged to publish in journals such as the American Journal of Undergraduate Research. Guest speakers give presentations on their industrial, academic, or governmental research. This course may be repeated for additional credit. Chemistry majors are required to take two semesters of seminar. Prerequisite or corequisite: CHEM 312.

**Christian Education****CHED 115 — Foundations of 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, and 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 frameworks 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 210 — Foundations of Children's Ministry. 3 hours.**

An examination of the theological, developmental, sociological, and historical framework which shape evangelical children and family ministries. Includes the reaching and teaching of children and their families through the local, district and general church. Administrative issues will also be discussed. Students will begin the formation of a philosophy of children and family ministry.

**CHED 240 — Spiritual Formation. 3 hours.**

A course designed to enhance the personal spiritual growth of the minister. The understanding and development of issues of integrity and 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. Prerequisite: THEO 101, CMIN 116.

**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 includes 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 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 300 — Issues in Children's Ministry. 3 hours.**

An exploration of the skills, strategies, challenges, and resources relevant to children and family ministry. Issues such as weekday programs, worship, storytelling techniques, discipling, outreach, counseling children and parents, retreats, bus ministry, puppet ministry, and recruiting and equipping a team of leaders will be addressed. Prerequisite: CHED 210.

**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 305 — The Church in Mission. 3 hours.**

Same as CMIN 305.

**CMIN 306 — Cross-Cultural Ministry. 3 hours.**

Same as CMIN 306.

**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 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 will be addressed. The course will be flexible enough to include new ministries as they develop in the life of the Church.

**CHED 367 — Materials and Methods for Recreation. 2 hours.**

Same as PHED 367. Prerequisites: CHED 115, PSYC 101, 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

**CHED 385 — Ministry Conference. 1 hour.**

Includes participation in one of the national youth workers conferences. Preconference reading and group work occur 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 includes 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 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 the student's 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.

## 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 187, 387 — Supervised Worship Practicum. ½-1 hour.**

Students are exposed to opportunities for leadership and participation in chapel worship settings while gaining an overview of the theological, Biblical, and spiritual issues in leading congregational worship. Special emphasis will be placed on training students to design, plan, and lead worship services appreciating various styles of worship. Participation in chapel worship services is required.

**CMIN 205 — Community Ministry Experience I. 1 hours.**

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, para-church organization, or appropriate ministry setting. Assessment of students includes that 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. Prerequisite: CMIN 116

**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 that 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; and developing awareness of, respect for, and flexibility in the face of cultural differences. Prerequisites: CMIN 101, CMIN 116. Pass/Fail grading.

**CMIN 305 — The Church in Mission. 3 hours.**

A study of the mission and ministry of the Church. The study will concern itself with both the global and particular (congregational) mission and concerns of the Church and how that mission is to be lived out (practical theology). The emphasis will be on the health and faithfulness of the congregation. An introduction to contemporary Church research, methodologies, and methods are

also to be included, especially emphasizing the church's task of evangelism.

**CMIN 306 — Cross-Cultural Ministry. 3 hours.**

A study of the theory and practice of cross-cultural ministry within the contexts of a single predominant culture and of multiple cultures. This will also include ways of reformulating and presenting the Christian message in culturally specific ways. Courses will include an introduction to world religions.

**CMIN 350 — 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 the 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 and THEO 310.

**CMIN 380 — Introduction to Missionary Service. 1 hour.**

A 16-hour, weekend seminar introducing prospective missionary candidates to missionary service in the Church of the Nazarene. The course is conducted by personnel from the Church of the Nazarene's World Mission division one weekend a year, beginning Thursday evening through Sunday morning. Topics covered include the stages of becoming a missionary, missionary life, and cross-cultural orientation. Pass/ Fail grading.

**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's World Mission, or another missionary organization. A minimum of 80 hours of actual ministry time is required for two credits; 120 hours of ministry for three credits.

**CMIN 401 — Advanced Homiletics. 3 hours.**

This course addresses homiletics within the larger context of classic Christian worship. Emphasis is given to preaching the various literary genres of Scripture, which also include the wider variety and function of homiletical forms (designs). Students preach original sermons in class and outside of class. Prerequisite: CMIN 350.

**CMIN 425 — Urban Ministry. 3 hours.**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations provide a dynamic context for the various learning activities in this course. The class is offered during the first summer session, with the class experience and trips to Chicago occurring over one week and an additional week spent at the Shepherd Community in Indianapolis. Additional fees apply.

**CMIN 450 — Missiological Foundation. 3 hours.**

This course is designed to explore issues related to global world missions. The course will include a biblical theology for missions, a brief history of modern missions, the key definitions for modern missiology, and a study of current mission philosophies and strategies. Prerequisite: CMIN 306

**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 prerequisites: CMIN 305.

**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, premarital 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. 3 hours.**

Prerequisite: Completion of junior year, approval by the supervisor of Field Placements, and the following courses: BLIT 250, CMIN 101, CMIN 116, CMIN 205, CMIN 350, THEO 310, THEO 351.

**CMIN 499 — Topics in Christian Ministry. 3 hours.**

A study of significant areas of contemporary and enduring interest in the field of Christian ministry, such as Images of Ministry in Church History, Women in Ministry, Leadership of the Church for the Unchurched, etc. Offered alternate years. Prerequisite: CMIN 305

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## Communication

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**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 105 — Fundamentals of Communication. 3 hours.**

This course, through the methods of public speaking, interpersonal communication, and small group communication, will enable the general education student to perform orally in various kinds of situations. Primary focus will be given to oral presentation skills, while integrating both theory and practice in interpersonal and small group communication skills. The course will also emphasize the importance of critical listening, audience adaptation, and responsible research.

**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 scene work. 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 and historical and literary aspects. Major project includes production work on the current school play. Offered in alternate years.

**COMM 141— 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.

**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 175 — Nonlinear Editing. 3 hours.**

An introduction to advanced editing with a nonlinear editing system. Students will integrate character generator, graphics, digital effects, and music. The principles of storytelling and visual continuity will be stressed. Students will have special projects tailored to their specific interests, which then can be used as a professional demonstration reel.

**COMM 198, 398 — Dramatic Practicum. 1 hour.**

Credit will be granted to persons who make major contributions to a theatrical production on campus. Participation may include acting, assistant directing, lighting, set design/construction, etc. Up to four 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 four working hours per week.

**COMM 200 — Introduction to Communication Studies. 1 hour.**

An introduction to speech communication literature, to 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 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 105.

**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 242 — College Publication Practicum. 1 hour.**

The emphasis is on the development of skills in news writing, editing, and layout and design for the student literary magazine, newspaper or yearbook. Practicum may be repeated up to six

credit hours, but only two hours are required for the journalism concentration. Each practicum hour will require approximately four 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 243 — Beat Journalism. 3 hours.**

Newsroom simulation. Students are assigned weekly news stories on various beats on campus and in the community. Advanced reporting and writing techniques will be emphasized. Prerequisite: COMM 141.

**COMM 271 — Broadcast Writing and 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 and 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. Will use 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 six credit hours. Each practicum hour will require approximately four working hours per week. Corequisite: COMM 170, 271, or 274.

**COMM 280 — Writing for Television and Video. 3 hours.**

A survey of television and video script formats. Each student will not only study script formats, but will also be required to write original scripts in these areas.

**COMM 290 — Basic Video Production. 4 hours.**

This production and post-production course will train students in the fundamentals of camera work, general lighting, and linear editing, with special emphasis placed on shooting and editing video projects. Each student will be part of their own production team that works on several projects. Upon completion, students will possess a working video vocabulary and be prepared for more advanced courses.

**COMM 295 — Investigative Reporting. 3 hours.**

Sometimes called "depth reporting," students implement research techniques using computer sources and public records to develop deeper, richer, longer stories on more complex issues than routine news. Prerequisite: COMM 141.

**COMM 300 — Service Learning. 1 hour.**

Each major within the department will utilize the student's particular communication skills in the context of service to the off-campus community. Typical service learning experiences may include helping a nonprofit organization with a special project (i.e., video, brochures, fundraising, dramatic presentations, etc.). A minimum of 30 clock-hours must be spent on the particular project. Each service learning project must be approved and supervised by the student's adviser.

**COMM 305 — Professional Communication. 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 informative 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 105.

**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 Department of Communication's annual "Night of Performance." Prerequisites: COMM 120, 364. 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 342 — Persuasion and Media Influence. 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 105.

**COMM 344 — Journalism Layout and Design. 3 hours.**

Students organize, edit and lay out all elements of a newspaper including stories, headlines and photographs. The course will examine technical as well as philosophical issues in editing and design.

**COMM 345 — Online Journalism. 3 hours.**

Students publish online by creating a Webzine or online news magazine. Emphases include writing in the unique Web style and "layering" story-relevant media components such as video, audio, photos, interactive tables, etc. Prerequisite: COMM 141 or permission of instructor.

**COMM 346 — Magazine and Feature Article Writing. 3 hours.**

A study of various magazine formats and nonfiction article types will precede intensive feature writing assignments. Students will be encouraged to submit articles to various markets. Prerequisite: COMM 141 or approval of instructor. Offered in alternate years.

**COMM 347 — Organizational Communication. 3 hours.**

The purpose of this course is to examine and develop some proficiency in the skills that 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 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 364 — Dramatic Literature/History. 3 hours.**  
Survey course examining representative plays from each period of the theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period. Prerequisite: LIT 205.

**COMM 371 — Studio Production. 3 hours.**  
Students organize, write, produce, and direct an in-studio program. Students acquire familiarity with all positions, including camera, lighting, audio, and floor-directing. Prerequisite: COMM 290 or permission of instructor.

**COMM 372 — Remote TV Productions and Editing. 3 hours.**  
Focuses on projects in a non-studio environment using portable video equipment. Provides practical experience in remote shooting. Projects include shooting commercials, press conferences, sports events, dramas, and music videos. Students will also learn how to edit their projects on a digital linear editing system. Prerequisite: COMM 290.

**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 105.

**COMM 399 — Special Topics in Communication. 3 hours.**  
Each "Special Topics" course will explore in-depth one particular topic within one of the major areas of study: Radio, Journalism, Theatre, Corporate Communication, Television and Video Production, and Film Studies. "Special Topics" courses will rotate among these six areas of study.

**COMM 400 — Journalistic Editing. 3 hours.**  
Primary attention is given to editing copy for accuracy, grammar, punctuation, and AP style. Layout, photos, tables, online formats, and legal concerns are also considered. Prerequisite: COMM 344 or permission of instructor.

**COMM 420 — Journalistic Opinion Writing. 3 hours.**  
Study and practice in how news media influence public opinion. Emphasis on writing editorials and editing opinion pages. Prerequisite: COMM 141.

**COMM 425 — Television News. 3 hours.**  
An in-depth study of television news. From reporting a breaking story to scripting and composing the shot, students will learn key elements of the TV news business. Producing and reporting will be the key factors, along with the daily newsroom routine.

**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 105.

**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 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 460 — Philosophy of Human Communication. 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. Prerequisites: A total of at least 15 hours completed in the major, or approval of instructor. Offered in alternate years.

**COMM 466 — Communication Internship. 1–6 hours.**  
The student will intern under the supervision of a professional in an off-campus organization. The internship must be served in an area appropriate to the student's course of study. 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.

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## Computer Science

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**CSIS 110 — Introduction to Computer Science. 4 hours.**  
Provides a broad coverage of topics in computer science and its applications. Investigates the capabilities of computer technology. Includes a significant introductory experience in programming. Also includes introductions to professional ethics and careers. Includes lab.

**CSIS 112 — Technology Today. 2 hours.**  
Study of a variety of technologies that are commonly found in entertainment, computer, navigation, and communication systems. Will also emphasize applications of these technologies and comparison of alternatives for informed selection. Example topics could include GPS, cell phones, digital cameras, MP3 players, DVD drives, and data security.

**CSIS 131 — Introduction to Web Programming. 3 hours.**  
Introduction to programming for the world wide web. Uses a variety of tools for editing, debugging, and testing web programs.

Emphasizes programming languages commonly used for both browser side and server side scripting. Includes lab.

**CSIS 201 — Seminar I. ½ hour.**

This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to submit an approved curriculum plan. Prerequisite: CSIS 110 or CSIS 131.

**CSIS 210 — Discrete Mathematics. 3 hours.**

Same as MATH 210. Prerequisite: MATH 147 and CSIS 110, CSIS 131, or CSIS 251.

**CSIS 245 — Database and Information Systems. 4 hours.**

Study of database management systems and their application to information systems. Includes database design, access, and update using a relational database management system. Includes lab. Offered alternate years. Prerequisite: CSIS 110 or CSIS 131.

**CSIS 251 — Principles of Programming I. 4 hours.**

Study and practice of current programming methodology and style. Programs are written in the JAVA programming language. Covers programming concepts including primitive data types, control-flow structures including recursion, definition and use of methods and objects, inheritance and scope of identifiers, sequential files, and array data structures. Includes lab. Prerequisite: CSIS 110, CSIS 131, or consent of instructor.

**CSIS 252 — Principles of Programming II. 3 hours.**

Continuation of CSIS 251 with increased emphasis on data abstraction and JAVA class design. Covers implementations and applications of common collection data types including stacks, queues, lists, trees, and graphs. Introduction to algorithm analysis and computational complexity for comparison and selection of alternative implementations. Includes lab. Prerequisite: CSIS 251.

**CSIS 255 — System Administration. 3 hours.**

Study of hardware and software installation, setup, configuration, and administration for computer systems. Includes basic coverage of Windows and Unix services. Also includes system security planning and administration. Will be carried out in an experimental lab environment.

**CSIS 303 — Management information Systems. 3 hours.**

Same as BSNS 303.

**CSIS 310 — Systems Analysis and Design. 3 hours.**

Study of the analysis, design, and management of computer information systems development or modification. Focuses on the improvement and control of business processes using information systems. May be taken instead of CSIS 457 but not in addition to it. Offered alternate years. Prerequisite: CSIS 131 or CSIS 251.

**CSIS 326 — Network Administration and Theory. 4 hours.**

Study of computer networks. Focuses on networking hardware and software including switches, routers, and network interface cards. Also includes both wired and wireless network communication media. The layered model of network communication provides structure for the discussion of the many protocols and services. Lab focuses on installation, setup, configuration, and administration of network devices and server

based services such as DHCP, DNS, X.500, NFS, web server. Includes lab. Offered alternate years. Prerequisite: CSIS 251 or CSIS 255.

**CSIS 340 — Human Computer Interface. 3 hours.**

Study of the properties of high quality user interfaces. Emphasizes graphical user interfaces and components such as menus, forms, and reports. Relates psychological theories of human perception and cognition that contribute to the design of efficient human computer interfaces. Offered alternate years. Prerequisite: CSIS 131 or CSIS 251.

**CSIS 354 — Numerical Analysis. 3 hours.**

Same as MATH 354. Prerequisite: MATH 351, MATH 361, and three hours of CSIS.

**CSIS 366 — Computer Organization and Design. 4 hours.**

Study of computer organization and design. Includes digital logic, processor organization, memory system organization, input/output system organization, and an introduction to assembly language programming. Compares alternative organizations and designs of each major sub-system. Includes lab. Offered alternate years. Prerequisite: CSIS 252.

**CSIS 381 — Systems Programming. 3 hours.**

Deals with development of system programs. These are typically utilities dealing with operating system data or programming language support. They are usually written with fairly low-level languages such as C/C++, which have access to system APIs. Example utilities with the operating system 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. Offered alternate years. Prerequisite: CSIS 252.

**CSIS 401 — Seminar II. ½ hour.**

This course brings in alumni to discuss work experience, deals with professional issues, discusses codes of conduct, and helps to integrate the computer science curriculum. Students are required to report on their capstone experience. Prerequisite: permission of the instructor.

**CSIS 427 — Security Administration. 3 hours.**

Study of the security planning and administration of a computer network. Includes security update application, malware protection, intrusion detection, firewall organization and policy management. Focuses on a multi-layer approach to network security. Offered alternate years. Prerequisite: CSIS 326

**CSIS 435 — Systems Development. 3 hours.**

Study and practice of application system development. Requires participation in at least one group project implementing a system for actual use. May be repeated as topics vary, but may apply only once toward the major or minor. Includes lab. Prerequisite: CSIS 310 or CSIS 457.

**CSIS 445 — Advanced Databases and Administration. 3 hours.**

Continuation of CSIS 245 and covers advanced topics including Web databases, distributed databases, concurrency, optimization, and advanced administration. Offered in alternate years. Prerequisite: CSIS 245.

**CSIS 457 — Software Engineering. 3 hours.**

Study of the software engineering process by analyzing, designing, developing, documenting, and testing a significant semester length software project. Emphasizes object-oriented analysis, design, and programming. May be taken instead of CSIS 310 but not in addition to it. Offered alternate years. Prerequisite: CSIS 326 and Junior/Senior standing or permission of instructor.

**CSIS 460 — Operating Systems. 3 hours.**

Emphasizes the kernel including bootstrap, loader, debug facilities, I/O subsystem, and command shell. Also covers process scheduling, resource allocation and management, and spooling. Offered alternate years. Prerequisite: CSIS 366 and CSIS 381.

**CSIS 475 — Theory of Computation. 3 hours.**

Study of the theory of computation. Emphasizes formal language theory including finite automata, Turing machines, and context-free grammars. Also includes decidability and computational complexity. Offered alternate years. Prerequisites: CSIS 210 and CSIS 252.

**CSIS 480 — Topics of Computer Science. 3 hours.**

Selected topics of interest in computer science. Provides flexibility and responsiveness in a dynamic and rapidly changing field. Prerequisite: permission 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 setting. The program is under the joint planning and supervision of the business involved and the department faculty. Prerequisite: consent of the faculty advisor monitoring the work.

**CSIS 491 — Research Problems in Computer Science. 3 hours.**

The student will be assigned to a faculty advisor for the project. The student will choose an area of interest for the project along with the advisor. Periodic progress reports and a final report describing the project must be completed. Prerequisite: consent of the project faculty advisor.

## Criminal Justice

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**CJUS 243 — Introduction to Criminal Justice. 3 hours.**

This introductory course examines the American criminal justice system from the commission of a crime to the release of the offender in the community. The focus of the course will be on the three main components of the system: law enforcement, the courts, and corrections. The nature and relationships of the various criminal justice agencies will be explored in detail, as well as major theoretical concepts, models, and perspectives.

**CJUS 273 — Criminology. 3 hours.**

The focus of this course is on the causation of crime and delinquency. Classical, biological, psychological, and sociological theories of crime causation will be explored, as well as violent, property, white-collar, organized, and public order crimes. An examination will also be made of the extent and measurement of crime, delinquency, and victimization. Prerequisite: CJUS 243.

**CJUS 293 — Criminal Law. 3 hours.**

An examination of the historical, constitutional, and legal principles applicable to substantive criminal law. This course will focus on an analysis of the definition of criminal law, elements of the major crimes, general principles of criminal responsibility, punishment, and the conditions or circumstances that may excuse an individual from criminal liability or mitigate the punishment. Legal reasoning, research, and case analysis will also be examined as well as the limitations of the criminal law. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 316 — Corrections. 3 hours.**

This course is an examination of the people, systems, practices, policies, and problems of the correctional community, at the local, state, and federal levels. This course will include an analysis of the historical development of corrections, including community attitudes and resources, treatment programs, trends, and changes in the field, based on the philosophies of state and national governments. Various sentencing options, including the death penalty, will also be examined. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 325 — Police and Society. 3 hours.**

This course will examine the philosophy, history, and agencies of law enforcement at the local, state, and federal levels. An analysis of the role and responsibilities of law enforcement in a democratic society will be investigated, as well as such contemporary issues as corruption and brutality. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 331 — Basic Research and Statistics. 4 hours.**

Same as PSYC 331.

**CJUS 360 — Criminal Procedure. 3 hours.**

An examination of the historical, constitutional, and legal principles applicable to criminal procedure. This course will focus on the procedural aspects of the criminal law pertaining to police powers in connection with the laws of arrest, search and seizure, the exclusionary rule, civil liberties, eavesdropping, confessions, and related decision-making factors. Analysis of such precedent cases as *Miranda v. Arizona*, *Terry v. Ohio*, and *Escobedo v. Illinois* will also be pursued. Prerequisite: CJUS 243 or permission of the instructor.

**CJUS 370 — Criminalistics. 3 hours.**

This course focuses on crime scene investigation and evidence handling, from the initial crime scene assessment to the courtroom. The course begins with evidence gathering, and continues with an investigation into drugs, hairs and fibers, paints, patterns, fingerprints, firearms, blood and body fluids, and DNA. The course finishes with a look into forensic pathology, anthropology, entomology and engineering. Throughout the course, students will demonstrate proper handling procedure and experiment with laboratory techniques of identification. This class will include lecture and laboratory sessions. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 394 — Juvenile Justice. 3 hours.**

This course focuses on the role of delinquent minors in the juvenile and criminal justice systems. This involves an examination of theories of juvenile delinquency and an examination of the problems of juveniles: family issues, economic issues, school issues, risk and protective factors in delinquency, juvenile rights and responsibilities, drugs, and

gangs. Institutions and programs that serve juveniles will also be examined. Prerequisite: CJUS 243 or permission of instructor.

**CJUS 400 — Field Placement I. 6 hours.**

Limited to Criminal Justice majors in the senior year. Students are required to serve 270 hours of field experience in police, probation, correctional, or other criminal justice oriented agencies. The Criminal Justice Program Coordinator must approve specific placements.

**CJUS 405 — Field Placement II. 3-6 hours.**

This course must be taken during the senior year and is limited to Criminal Justice majors. Students will be required to serve 135–270 hours of field experience in police, probation, correctional, or other criminal justice-oriented agencies. The Criminal Justice field coordinator reserves the right to affirm or deny specific placements. This course will be taken after or in conjunction with CJUS 400. Prerequisite: senior status and permission of adviser.

**CJUS 440 — Special Topics in Criminal Justice. 3 hours.**

Contents of this course will vary as instructors present different developments, problems, issues, and controversies in the field of criminal justice. This course will only be offered periodically. Prerequisite: CJUS 243 or permission of instructor.

## Economics

**ECON 110 — Principles of Economics. 3 hours.**

An introduction to economic reasoning and analysis, with special emphasis on the market process as a system of social coordination. This course will address microeconomic topics such as opportunity cost, and comparative advantage as well as the macroeconomic issues of inflation, unemployment, and monetary and fiscal policy.

**ECON 241 — Business Statistics. 3 hours.**

Same as BSNS 241. Prerequisite: MATH 117.

**ECON 308 — Comparative Economic Systems. 3 hours.**

An examination of the alternative forms of economic organization that 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 110.

**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 110.

**ECON 342 — Intermediate Economic Statistics. 3 hours.**

Building upon the foundation provided by ECON 241 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: 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, and 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 110, BSNS 270.

**ECON 365 — International Trade and Finance. 3 hours.**

An exploration of the effects that 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 110, BSNS 270.

**ECON 473 — Investments. 3 hours.**

Same as BSNS 473.

## Education

**EDUC 150 — Historical and Philosophical Foundations of Education. 3 hours.**

An introduction to the organization, development, and critical issues of American education. This course studies education in light of historical, philosophical, multicultural, technological, and theoretical models and how each has impacted today's educational thought. Through analysis of research findings and current trends in education, students will study education as a profession. As a part of the course, students will become familiar with the Teacher Education program at Olivet and complete a multiethnic life experience.

**EDUC 151 — Introduction to Education. 1 hour.**

An introduction to Olivet's Teacher Education program, designed for transfer students who enter with credit in History and Philosophy of Education. Includes information concerning writing of lesson plans, writing in APA format, and other pertinent experiences needed in the transition to Olivet's Teacher Education program.



**EDUC 210 — Instructional Methods of Early Childhood Education. 3 hours.**

Participants in this course are presented an overview of the educational and developmentally appropriate needs of young children. A study of the types of instructional methods for children ages birth through preschool including activity/learning centers, individualization, educational play, media, and their utilization in extending the child's understanding of art, music, literature, prereading instruction, mathematics, natural and social sciences. A further emphasis is placed on organization of balanced daily programs, planning, materials for instruction, assessment, parent communication, classroom environment, and bilingualism. Includes a field experience. Prerequisite: admission to the teacher education program or permission of the Director of Teacher Education.

**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 and provides study on multicultural issues that have an impact on the education of early adolescents. Students will also gain an understanding of the middle school concept, including purpose, curriculum, and special programs. All student presentations must include a technology component. For education majors only. To qualify for middle-school endorsements, a grade of "C-" or better is required.

**EDUC 220 — Early Childhood Field Experience. 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 150 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 field experiences. Includes a field experience in a diverse school setting.

**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 preschool age through the elementary and middle school grade levels. Emphasis placed on diversity and technology integration and several assignments. Prerequisite: admission to the Teacher Education program or permission of the Director of Teacher Education.

**EDUC 295 — Instructional Technology. 1 hour.**

An introduction to the theory and principles of the use and integration of technologies in classroom instruction in diverse settings. Through projects, each student will demonstrate an understanding of the operation and integration of multiple technologies in the teaching and learning process. Prerequisite: "C-" or better in EDUC 150 or permission of the Director of Teacher Education.

**EDUC 300 — Applied Arts for Teachers. 2 hours.**

A course for general Elementary and Early Childhood Education majors. The teacher candidate will gain an understanding of the educational, communicative, and aesthetic value of drama, music, and visual art and the role fine arts plays in the elementary and early childhood classroom. Prerequisite: admission to Teacher Education or permission of 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 balanced literacy approach interrelated with social studies will be developed. A thematic unit approach will enhance understanding of integrating listening, speaking, and reading and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self worth, geography, history, and biographical appreciation. Includes a field experience in a primary classroom. Prerequisite: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 325 — Classroom Management. 1 hour.**

Effective teachers have classrooms that are caring, thought-provoking, challenging, and exciting. They have this because they begin with classroom management procedures. This course will explore theories and applications of effective teaching and classroom management. Emphasis will include dealing with diverse classrooms including, but not limited to students with exceptionalities, students with behavior disorders, and students of multiethnic background. Prerequisite: admission to teacher education or permission of the instructor.

**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 field experience in a diverse classroom. Prerequisite: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 340 — Curriculum and Instruction for Elementary and Middle School Language Arts and Social Studies. 3 hours.**

A study of the methods of teaching the language arts from a balanced literacy approach interrelated with the social studies. A thematic unit approach will enhance understanding of integrating the language arts skills with the basic social heritage concepts of multiculturalism (cultural diversity), values, citizenship, self-worth, and geographical/historical/biographical appreciation. Students will be expected to include technology components into the thematic unit as well as the required group presentations.

Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 342 — Curriculum and Instruction for 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 grade nine. Emphases are placed on emergent literacy, word recognition, vocabulary development, comprehension, content areas, study skills and assessment. Candidates will gain understanding of the developmental reading needs of various cultures of bilingual children and instruction for various ability levels of readers. The course will be founded on an integrated and balanced literacy approach using reading strategies and technology. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 349 — Language Development. 2 hours.**

This course will focus on how humans acquire and develop language, major functions of brain development that relate to speech and language, issues concerning teaching students with bilingual and cultural differences. American dialects, speech and communicative disorders, fostering language through home connections, and choice of appropriate instructional and technological strategies for language of various American populations. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 350 — Curriculum and Instruction for Elementary and Middle School Math and 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 field experience. Prerequisites: admission to Teacher Education or permission of the Director of Teacher Education.

**EDUC 359 — Teaching Reading to Young Children. 3 hours.**

This course is designed specifically for candidates preparing to teach preschool through grade three. The teacher's role in nurturing emergent literacy, including both reading and writing, will be developed as well as use of appropriate technology and instructional strategies in young readers. 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 reading experiences. Other areas to be covered will include classroom environment, thinking about print and writing, shared reading, literature-based reading, language experience, phonemic awareness and phonics instruction vocabulary, comprehension, balanced literacy, basal reading, assessment, and creating books. Includes a field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 367 — Methods and Materials in Physical Education for the Elementary School. 2 hours.**

Same as PHED 367. Includes a field experience.

**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 exceptionality (including, but not limited to, students with learning disabilities), differences in

approaches to learning styles, multiple intelligences and performance modes, cultural differences, 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 field experience. Prerequisite: admission to Teacher Education or permission of Director of Teacher Education.

**EDUC 385 — Middle/Secondary School Methods. 5 hours.**

This course is an introduction to the wide array of educational and developmental psychology concepts, theories, principles and strategies and how their relationship impacts the pedagogical techniques teachers will implement in the classroom of the 21st century. Included in the curriculum is accommodating students with exceptionalities, at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and integration of curriculum. General teaching methods geared to middle and secondary teaching strategies is the focus of this course. In addition, teaching methods are considered, for specific content areas (Art, English, Mathematics, Social Sciences, Science, and Family and Consumer Sciences). Candidates will complete a field experience in conjunction with this course. Students who are candidates for certification K-12 will be accommodated in this course by adapting teaching strategies and lesson plans at all grade levels.

**EDUC 386 — Teaching of Spanish, K-12. 6 hours.**

This course is designed to introduce and refine a Spanish Major's skills in the areas of motivation, behavior management, course, and unit- and lesson-planning. Characteristics and issues associated with teaching students of all grades will be addressed throughout the course. Focuses on developing underlying theories and practices in human growth and development, educational theories in teaching pedagogy, and cognitive processes. Included in the content are components of teaching students with exceptionalities, multiple learning styles and preferences, and diverse populations. A large segment of the course is dedicated to forming content lesson plans, matching objectives to state standards, and interdisciplinary unit plans formed with students of various disciplines. Oral presentations including technological components will complete the presentations of the unit plans. Written examinations will comprise assessment of textbook readings and weekly online discussion questions will be an integral part of class participation. Includes a field experience. Prerequisite: admission to Teacher Education.

**EDUC 400–414 — Student Interest Field Experience. 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 field experience 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 — Preschool**

**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 or permission of the Director of Teacher Education.

**EDUC 456 — Management and Professional Practices in Education. 2 hours.**

Designed to refine students' skills as effective practitioners of instructional experiences in today's schools. It emphasizes the teacher as a reflective practitioner, classroom management skills, and collaborative relationships. Taken concurrently with student teaching. Includes a field experience.

**EDUC 460 — General Music Methods. 3-4 hours.**

Same as MUED 460. Includes a field experience.

**EDUC 481 — Paraprofessional Field Experience. 4 hours.**

Students will spend half days for eight weeks working with a teacher as a paraprofessional under supervision of a University supervisor.

**EDUC 482 — Student Teaching for Early Childhood Education. 12 hours.**

Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, 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 456.

**EDUC 484 — Supervised Student Teaching in the Elementary School. 12 hours.**

Prerequisites: Senior standing, pass the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee and appropriate methods courses. Taken concurrently with EDUC 456.

**EDUC 485 — Supervised Student Teaching: All Grades. 12 hours.**

Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.

**EDUC 486 — Supervised Student Teaching in the Secondary School. 12 hours.**

Prerequisites: Senior standing, passing the Illinois Subject-Matter Knowledge test, approval by the Teacher Education Faculty Committee, and appropriate methods courses. Taken concurrently with EDUC 456.

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## Engineering

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**ENGN 101 — Engineering Design. 3 hours.**

An introduction to the engineering profession and engineering design process. Principles of professionalism, teamwork, technical graphics, and engineering drawings. Use of computer-aided analytical and graphical design tools, such as MatLab, Excel, and Pro-Engineer. Design projects in digital systems, materials science, and mechanics of materials.

**ENGN 102 — Engineering Design II. 3 hours.**

Continuation of ENGN 101. Advanced use of computer-aided analytical and graphical design tools. Design projects in fluid mechanics, vibrations, electric circuits, signal processing, and thermodynamics. Exploration of engineering careers and industries.

**ENGN 170 — Logic and Computational Engineering. 3 hours.**

Introduce fundamentals of computers (binary number systems and Boolean logic) and computer programming (e.g. C++). Apply elementary engineering numerical analysis to engineering problems, including data acquisition and control (e.g., LabVIEW and USB data acquisition boards).

**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 261 — Statics and Mechanics of Materials. 3 hours.**

Introduction to fundamental mechanics applications of vector calculus; analysis of force systems; equilibrium of two- and three-dimensional systems; trusses, frames, friction; introduction to virtual work; centroids and area moments of inertia; relationship between internal stresses and deformations produced by external forces acting on simple elastic structures; normal and shear stresses and deformations produced by tensile, compressive, torsional, and bending loading of members; states of stress and failure; deflection of beams; elastic strain energy and impact loading; analysis of composites; stability and buckling of columns. Prerequisite: PHYS 201.

**ENGN 262 — Dynamics. 3 hours.**

Introduction to engineering dynamics; kinematics and kinetics of three-dimensional motion of particles, systems of particles, and rigid bodies; translating and rotating reference frames, space mechanics; work-energy, impulse-momentum, and impact

problems; introduction to vibrations; topics in matrix algebra, MATLAB applications, numerical methods, and dynamic system modeling and design. Prerequisite: ENGN 261.

**ENGN 270 — Digital Systems. 3 hours.**

Design of digital circuits with digital integrated circuit components and microcontrollers. Apply binary arithmetic and codes, and Boolean function simplification to logic gate circuits. Analyze and synthesize combinational circuits. Apply, program and synthesize microcontroller circuits to simplify sequential circuits and complex control logic. Laboratory experience. Corequisite: PHYS 202. Prerequisite: ENGN 170 or CSIS 251.

**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. Prerequisite: PHYS 202; Corequisite: MATH 357.

**ENGN 310 — Circuits and Signal Processing. 3 hours.**

Model and solve circuits systems using Linear Time Invariant (LTI) models of networks and electronic systems including feedback in the time and frequency domains. Apply mathematical programming tools (e.g. Matlab) to analyze circuits and signals. Introduce discrete-time systems, signals and sampling issues. Use convolution, Fourier series and integrals, and Z-transforms to analyze and design analog and discrete filters. Prerequisite: ENGN 300, MATH 357, 361.

**ENGN 311 — Communication Systems. 4 hours.**

Use Fourier Transforms, power spectrum, and correlation to analyze communications signals. Introduce the different forms of Amplitude Modulation (AM), Frequency Modulation (FM) and Phase Modulation (PM). Introduce digital signal transmission and switching technologies and the use of error-identification and error-correcting codes. Present and use probability distribution functions to evaluate a noise source and a communication designed system to remove that noise. Laboratory. 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 Electronics. 3 hours.**

Review of Boolean logic. Study device characteristics and logic implementations with diodes, transistors, and advanced gates. Develop microcontroller applications of advanced digital systems using software, computer interrupts and serial communications. Learn about advanced logic design with hardware description language (HDL), field programmable gate arrays (FPGAs) and application-specific integrated circuits (ASICs). Prerequisite: ENGN 270, 300, MATH 357, 361.

**ENGN 346 — Analog Electronics. 4 hours.**

Study transistors characteristics and use of transistors as amplifiers. Perform feedback and advanced amplifier design and

analysis. Design and analyze linear and non-linear analog circuit applications including filters, oscillators, phase-locked loops, and waveform generators. Laboratory.

**ENGN 351 — Material Science. 4 hours.**

Structure, properties, and processing of metallic, polymeric, ceramic, composite and semiconductor materials. Perfect and imperfect solids; phase equilibria; transformation, kinetics; mechanical behavior; material degradation. Prerequisites: PHYS 201, CHEM 103, ENGN 261.

**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 262, MATH 357, 361.

**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 101, 102, 261, MATH 357, 361.

**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: ENGN 262, 300, MATH 357 361.

**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, 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 262, MATH 357, 361.

**ENGN 412 — Machine Synthesis. 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 262, MATH 357, 361.

**ENGN 420 — Fluid Mechanics. 3 hours.**

Fluid properties; fluid statics, continuity, momentum, and energy principles, laminar and turbulent flow, boundary layers, dimensional analysis and similarity, closed conduit flow, open channel flow, turbomachinery. Prerequisite: ENGN 262.

**ENGN 481 — Senior Design Project I. 2 hours.**

Part one of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company

or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Project/System Requirements Review in class, Design Review 1 for faculty and a Project Proposal Report. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the Fundamentals of Engineering Exam. Prerequisite: Admission to Senior Design Project.

**ENGN 482 — Senior Design Project II. 2 hours.**

Part two of the capstone engineering experience. Student teams or individuals solve a real-world problem for a local company or organization. Students work under the supervision of a company or organization contact and meet regularly with instructor. Students keep a design journal and are responsible to meet the following deliverables: Design Review 2 (Prototype Review) in class, Design Review 3 (Implementation Review) for faculty, and a Design Report, including design documentation. This course also prepares students for the engineering profession or graduate school with several seminar topics and a review for the state Fundamentals of Engineering Exam, which is taken in April. Prerequisite: ENGN 481.

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## English

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**ENGL 108 — College Writing. 4 hours.**

First-year course that emphasizes college-level writing with sources. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with summary and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of C- or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 16-19. Three classroom periods; two writing lab periods.

**ENGL 109 — College Writing I. 3 hours.**

First-year course that emphasizes writing with sources. Promotes the development of writing skills and critical thinking about written and visual texts. Begins with summary and progresses to an argumentative synthesis paper with emphasis on thesis development, organization, and evidence. Students become familiar with MLA documentation. Students must complete the course with a grade of C- or above to enroll in ENGL 209/210. Prerequisite: ACT English score of 20 or above.

**ENGL 120 — Introduction to Theatre. 3 hours.**

Same as COMM 120.

**ENGL 202 — Introduction to 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. Prerequisite: C- or above in ENGL 108/109.

**ENGL 209 — College Writing II. 3 hours.**

Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in MLA style. Emphasizes writing in the disciplines. Prerequisite: C- or above in ENGL 108/109.

**ENGL 210 — College Writing II. 3 hours.**

Writing course designed to build on the skills demonstrated in ENGL 108/109. Focuses on the process of inquiry and emphasizes research, evaluation, analysis, synthesis, and documentation sources in APA style. Emphasizes writing in the disciplines. Prerequisite: C- or above in ENGL 108/109.

**ENGL 141 — Introduction to Journalism. 3 hours.**

Same as COMM 141.

**ENGL 301 — Understanding Language. 3 hours.**

A study of language as a means of communication, its purposes, and uses in society. Emphasis is on sounds, word formation, language meaning, and language varieties. Prerequisite: ENGL 209 or 210.

**ENGL 303 — Descriptive English Grammar. 3 hours.**

A study of grammar and its acquisition. Attention given to traditional, structural, transformational-generative, and cognitive grammars. Central to the course is the analysis of sentence structure, the study of usage, and the grammar for English language learners. Prerequisite: ENGL 209 or 210.

**ENGL 306 — Advanced Writing. 3 hours.**

Examination of one's writing process, voice, style, and skills that reflect awareness of language, logic, organization, and usage. Activities include personal, imaginative, and informational writing in a non-graded workshop environment. Students also complete specific writing assignments in their major disciplines. Prerequisite: ENGL 209 or 210.

**ENGL 315 — Business and Technical Writing. 3 hours.**

A course in analytical writing with specific application to various types of communication in business and organizations. Work will be case-oriented with an emphasis on the development of writing styles and strategies to meet situations in practical communication. Includes a 30-hour practicum. Prerequisite: ENGL 209 or 210.

**ENGL 320 — Reading: Process and Skills. 2 hours.**

Introduction to the principles and processes of reading. Emphasizes methods of reading instruction and assessment appropriate to middle and secondary education. Attention given to reading instruction to meet the needs of diverse learners. Offered in alternate spring semesters. Prerequisites: C- or above in ENGL 108 or 109.

**ENGL 321 — Teaching Reading through Young Adult Literature. 2 hours.**

Designed to teach reading strategies and assessment techniques through the genre of young adult literature. Introduces the genre of texts targeted for adolescent/young adult readers. Prepares teachers of middle and secondary English language arts to develop reader-centered approaches and multicultural curricula for teaching and learning in a diverse society. Offered in alternate fall semesters. Prerequisite: ENGL 320 or consent of the instructor.

**ENGL 329 — Writing Fiction and Poetry. 3 hours.**

Continued instruction and guided workshop in the writing of poetry and fiction. Students develop works in fiction and poetry through the study of professional models and involvement in the writing process. Student are required to submit writing to the University literary magazine and other markets for possible publication. Prerequisite: ENGL 202.

**ENGL 330 — Visual Literacy. 2 hours.**

A study concerned with helping students develop an informed and critical understanding of the nature of visual media, the techniques used in visual representation, and the impact of these techniques on the individual and society. Emphasis is on the interpretation of visual text, such as photographs, paintings, graphics, television, video, and film. Prerequisite: "C-" or above in ENGL 108/109.

**ENGL 346 — Magazine and Feature Article Writing. 3 hours.**  
Same as COMM 346.**ENGL 450 — Professional Portfolio Preparation. 1 hour.**

A capstone course for both tracks of the writing minor. Emphasizes professional considerations in beginning a career that requires writing expertise. Students develop a portfolio of work from writing experiences to help market their skills.

**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 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.

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**English As A Second Language**


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**ESL 350 — Theoretical Foundations of Teaching ESL. 3 hours.**

A study of the major theories and principles of language learning and teaching. Attention is given to the comparison and contrast of first and second language acquisition, the processes of second language acquisition, and the pragmatic functions of language. Prerequisite: ENGL 209 or 210.

**ESL 360 — Methods and Materials for Teaching ESL. 3 hours.**

A study of ESL teaching methods and techniques. Attention is given to the criteria for evaluating and selecting ESL-learning materials appropriate to learners' needs and to ESL curriculum design. Includes a field experience. Prerequisite: ENGL 209 or 210.

**ESL 370 — Assessment of the Bilingual Student. 3 hours.**

A study of the foundations of and research in language testing. Topics include the theoretical and practical aspects of bilingual testing as well as the planning, writing, and administration of tests. Includes a field experience. Prerequisite: ENGL 209 or 210.

**ESL 380 — Cross-Cultural Studies for Teaching Limited-English Proficient Students. 3 hours.**

A study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community. Attention is given to the relationship between language and culture and to the methods of incorporating culture into the ESL classroom. Prerequisite: ENGL 209 or 210.

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**Environmental Science**


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**ENVI 310 — Environmental Science, Technology, and Society for Teachers. 4 hours.**

Environmental science, ecological principles, the Earth's weather, and the interrelationships of science, technology, and society for elementary, early childhood, and secondary science teachers. Historical and contemporary contexts will be emphasized. Laboratory will utilize a wide range of instructional resources and technologies supportive of scientific learning for the classroom. Three hours lecture, two hours laboratory. Prerequisites: BIOL 101 or 125, EDUC 150.

**ENVI 395 — Seminar in Environmental Science. ½ hour.**

Discussion-oriented course to investigate current topics of importance for Environmental Science majors. Particular topics will include environmental philosophy and ethics, environmental law, and examination of competing interests that impact environmental issues. Emphasis will be placed on problem-solving and developing professional skills. Two semesters required for Environmental Science majors.

**ENVI 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.).

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**Exercise and Sports Science**


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**EXSS 129 — Principles of Sports Management. 3 hours.**

An introductory course studying the foundations of sports management, marketing, finance, and ethical principles. An application of these principles into all segments of the sports industry (collegiate, professional, health fitness centers, YMCA, and other sports-related careers) is included. Student will be introduced to various employment opportunities available with a sports management major. Guest speakers from various sports-related organizations will share with the class career possibilities in their chosen field. Includes a practicum experience.

**EXSS 147 — Introduction to Athletic Training. 2 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.

**EXSS 183 — Prevention of Athletic Injuries. 3 hours.**

A continuation of the knowledge gained in EXSS 147 with an emphasis on the prevention of athletic injuries. Basic modality use, injury physiology, advanced taping and bandaging techniques will be covered. Includes a laboratory period. Prerequisite: EXSS 147.

**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 210 — Introduction to Recreation and Leisure. 3 hours.**

An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and survey of public and private leisure-service organizations. Prerequisite: EXSS 129.

**EXSS 215 — Lower Extremity Joint Assessment. 3 hours.**

This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 147.

**EXSS 229 — Recreation Sports Management. 3 hours.**

Overview of programming and administrative principles and practices of recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings. Prerequisite: EXSS 210.

**EXSS 241 — First Aid and Emergency Care. 2 hours.**

Same as PHED 241. Athletic training and exercise science majors only.

**EXSS 275 — Upper Extremity Joint Assessment. 3 hours.**

This course focuses on the recognition and evaluation of athletic injuries through the upper extremity, head, thorax, and cervical spine. Includes two lecture periods and one laboratory period. Prerequisite: EXSS 215.

**EXSS 280 — Athletic Training Clinical I. 1 hour.**

Progression of athletic training clinical skills that include wound care, preventive strapping, anthropometric measurements, and injury recordkeeping. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 147, EXSS 241, and formal admittance into the Athletic Training Education program.

**EXSS 281 — Athletic Training Clinical II. 2 hours.**

Progression of athletic training clinical skills that include the assessment of lower extremity injuries, postural, and neurological abnormalities. A minimum of 150 of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisite: EXSS 215, 280.

**EXSS 300 — Promoting and Marketing of Athletics. 4 hours.**

Examines the historical role of sports information departments and the various roles sports information directors play now and will play 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, ART 200, and ART 275.

**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 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 350 — Sports Law. 4 hours.**

Introduction of basic law terminology with a more extensive study in contract law, tort, liability, negligence, gender issues, sports violence, ADA implications and risk management. Students will apply critical thinking skills to various case studies and scenarios for decision-making applications to the various laws and court cases. Prerequisite: junior standing

**EXSS 362 — General Medical Conditions. 3 hours.**

Focuses on the recognition and evaluation of general medical conditions that include ear, nose and throat, dermatological abnormalities, infectious diseases, and athletic injuries (cranial, thoracic, abdominal viscera), including the application of pharmacology for athletic trainers. Prerequisites: EXSS 215, 275.

**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. Prerequisites: EXSS 147, EXSS 472.

**EXSS 380 — Athletic Training Clinical III. 2 hours.**

Progression of athletic training clinical skills that include the assessment of upper extremity, thorax, cervical spine, and head injuries. Also included are the selection and use of appropriate therapeutic modalities. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 275, 281.

**EXSS 381 — Athletic Training Clinical IV. 1 hour.**

Progression of athletic training clinical skills that include the use of rehabilitation equipment and the application of proper therapeutic exercise techniques. A minimum of 150 hours of clinical experience with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 372, 380.

**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. Prerequisites: PHED 360 and EXSS 472.

**EXSS 429 — Personal Training. 3 hours.**

This course bridges the gap between exercise science related course work and the practical application skills of personal training. Students learn how to properly screen and evaluate

clients; design and implement exercise prescription; and how to manage personal training services. Upon completion of course, students can sit for the National Council of Strength and Fitness (NCSF) Personal Trainer Certification Exam. Includes a laboratory experience. Prerequisite: EXSS 425.

**EXSS 430 — Internship in Exercise Science. 3 hours.**

This field experience for majors in exercise science 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 Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This internship requires 140 field experience hours. Prerequisite: senior standing.

**EXSS 440 — Sports Management Internship. 12 hours.**

This field experience for majors in sports management is designed to have the students apply what they have learned through the coursework 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 Department of Exercise and Sports Science. Student must submit a proposal for the internship and have it approved by the department chair and the internship organization. This internship requires 480 field experience hours. Prerequisite: senior standing.

**EXSS 450 — Sports Facility Planning and Management. 4 hours.**

This course is designed to provide the student with basic information on critical planning components, event operations, programming, scheduling and budgeting. Through the application of theories and principles studied, the student will develop an event management plan for a sports facility. The student will make a practical application to course content by working with community-sponsored recreational events as well as campus-sponsored intercollegiate athletic events. Prerequisite: junior standing.

**EXSS 471 — Organization and Administration of Athletics. 4 hours.**

A study of the administrative operations within the sports management profession, with special emphasis on fiscal management, public relations, and program evaluations of interscholastic and intercollegiate athletic programs. A study of leadership theories and styles as it relates to management, motivation, goal-setting, and supervision within the sports management arena will also be emphasized. Prerequisite: junior standing.

**EXSS 472 — Kinesiology. 3 hours.**

Study of the human body in motion. Athletic training and exercise science majors only. Prerequisite: BIOL/PHED 246 and 247.

**EXSS 477 — Sports Management Seminar. 1 hour.**

Students examine contemporary issues in sports. Case studies, guest speakers, field trips, and reading will be included. Corequisite: EXSS 440.

**EXSS 480 — Athletic Training Clinical V. 1 hour.**

Progression of athletic training clinical skills that include recognition, evaluation, and management of systemic illnesses; thoracic, abdominal, pelvic injuries; and abnormalities of the ear,

nose, and throat. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 362, 381.

**EXSS 481 — Athletic Training Clinical VI. 1 hour.**

Progression of athletic training clinical skills that include investigation of, and adherence to the regulation of pharmaceuticals; administration of psychosocial intervention and referral techniques; and facility organization and administration in athletic training. A minimum of 150 hours of clinical experiences with certified athletic trainers and medical practitioners is required. Prerequisites: EXSS 349, 480.

**EXSS 495 — Senior Seminar in Athletic Training. 2 hours.**

Selected topics of current interest in athletic training and sports medicine will be covered. Field experiences involving conferences and clinic and workshop attendance are required. The National Athletic Trainers' Association certification exam will be covered. Prerequisite: senior standing.

**EXSS 496 — Practicum in Athletics, Coaching, and Recreation. 1-3 hours.**

Designed to give the student an in-service training experience in the area of athletics, coaching, or recreation.

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## Family and Consumer Science

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**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. Includes participation in a service project.

**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 six hours.

**FACS 126 — Nutrition, Health, and Fitness. 3 hours.**

This course provides an emphasis on essential nutrient functions, food sources, and nutrient recommendations as well as laboratory time to develop a personal health and fitness plan. Students also participate in computer-based nutrition analysis and menu planning, evaluation of consumer nutrition resources, and the use of labels for food selection. Includes a fitness laboratory component.

**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 134 — Food Safety and Sanitation Management. 3 hours.**

A study of the causes of common and emerging food-borne illnesses. Emphasis is placed on the principles of sanitation and food safety management, including the legal and administrative aspects of control and enforcement. The state exam for food safety certification is administered.

**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 200 — Life Span Development. 3 hours.**

Same as PSYC 200.

**FACS 214 — Early Adolescent Development. 3 hours.**

Same as EDUC 214.

**FACS 230 — Food Preparation. 3 hours.**

An introductory review of culinary skills for majors in Family and Consumer Sciences. Students will demonstrate understanding of the basic functions of ingredients, measurement techniques, table setting, food economics, and food regulations and standards. Sensory evaluation will also be incorporated. Includes classroom and laboratory experiences. Prerequisite: FACS 134.

**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 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 126 or 327; BIOL 246; CHEM 101 or 103.

**FACS 241 — First Aid and Emergency Care. 2 hours.**

Same as PHED 241.

**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 create working drawings (floor plan; foundation; plot plan; section view; front, back, and side views).

**FACS 246 — Architectural Drafting II. 3 hours.**

This course is designed to develop an understanding of CAD drafting techniques as they are applied to interior design and space-planning. Students will be able to use drafting system commands to create working drawings and become proficient in the use of Auto-CAD. Prerequisite: FACS 245.

**FACS 250 — Hospitality Industry/Supervision 4 hours.**

Provides an overview of the hospitality industry with a focus on history, career opportunities, maintenance of industry standards, and organizational structures of various types of hospitality venues. Includes field experience.

**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 260 — Lodging Operations. 3 hours.**

Examines hotel and resort room division management and operating procedures, including front desk and housekeeping operations and guest relations.

**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 265 — Infant and Toddler Care. 3 hours.**

Examines the theories and research related to infants and toddlers in social, emotional, physical, and cognitive development. Focus is given to parent/caregiver communication and interpersonal skills, developmentally appropriate curriculum planning based on observation, the nature of group care, and the needs of the individual. Includes field experience.

**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 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 life span (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 life span. Prerequisites: FACS 126 and 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 126.

**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. Includes a 25 hour practicum. Recommended prerequisite: FACS 134 and 230.

**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 of content includes gastrointestinal, hepatic, cardiovascular, renal, diabetes, and nutrition support. The other semester includes disordered eating, oncology/AIDS, anemia, food allergies, trauma/surgery, and nutrition support. Includes a 45 hour practicum. Prerequisites: BIOL 246, 247; FACS 126, 232.

**FACS 340 — Sociology of Marriage. 3 hours.**

Same as SOCY 340.

**FACS 341 — Kitchen and Bath Design. 3 hours.**

Study of the philosophy of design and application of the elements and principles of design as they relate to kitchens and baths. Evaluation of appropriate energy systems in residential construction, including heating/cooling, lighting, major appliances, and sound, as well as space-planning are part of the course. The NKBA guidelines will be applied to all projects. Course includes participation in a local design contest which includes programming to design concept presentation. 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 351 — Sociology of Family. 3 hours.**

Same as SOCY 351.

**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 398 — Research in Dietetics. 1 hour.**

Basic concepts related to research methodologies and interpretation 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 126, 330 or 338, COMM 105, PSYC 101.

**FACS 440 — Nonresidential Design Studio. 4 hours.**

Studies of design theory, division of space, and equipment of nonresidential 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 healthcare, school, and other food or nutrition institutions. Topics include communication and documentation, quality improvement, human resources, financial management, and selected industry trends that impact the food/nutrition manager. Prerequisites: ACCT 110, BSNS 160.

**FACS 480 — Administration and Supervision for Human Service Organizations. 3 hours.**

An introduction to providing leadership in human service organizations that provide services which are culturally responsive to individuals, families, groups, organizations, and community needs. Exploration of strategic planning, fiscal responsibility, fund-raising, grantwriting, personnel management, community relations, program and facilities supervision, and organizational evaluation will be incorporated.

**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 chair of the 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.

## Fine Arts

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**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, and architecture.

## French

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**FREN 101 — Elementary French I. 4 hours.**

A comprehensive elementary course that 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 two years high school French.

**FREN 201 — Grammar Review. 5 hours.**

A review of French grammar focusing on the application of rules of usage through reading, writing, speaking, and listening practice. Prerequisite: FREN 102 or 3-4 years of high school French.

**FREN 302 — French Culture and Civilization. 3 hours.**

A survey of major events in French history combined with a variety of cultural readings on modern day social issues and a study of geography. Includes a study of literature and continued practice in conversation. Offered in alternate years. Prerequisite: FREN 201 or consent of instructor.

**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.

## General Studies

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**GNST 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.

**GNST 093 — 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. Students must pass an exit exam to pass this course. Placement in this course is determined by the ACT English score. For students placed in this course, it is prerequisite to ENGL 108. This course does not count in the grade point average calculation or toward the 128 hour graduation requirement. Three classroom periods, two writing lab periods.

**GNST 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: GNST 090 or a Math ACT score of 14 or above. This course does not apply to degree requirements.

**GNST 101 — Essentials of Learning. 3 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 103 — College Reading I. 3 hours.**

An introduction to basic college reading skills including determining the meanings of words and phrases, understanding main idea and supporting details in written material, distinguishing between literal and figurative language, and identifying a writer's purpose, point of view and intended meaning.

**GNST 104 — College Reading II. 3 hours.**

An advanced college reading skills course designed to develop critical reading skills including analyzing and evaluating relationships among ideas in written material, making inferences from text, and reading with literal and critical comprehension.

**GNST 105 — Learning Success Strategies. 3 hours.**

This course is an in-depth exposure to the principles of learning how to learn by using an interdisciplinary approach to the development of academic skills. Topics include learning theory, learning styles, organizational skills, motivation, accountability, and applied learning behaviors for learning across the curriculum. Students will evaluate their own academic performance and develop a personal academic success plan for improving their academic standing.

**GNST 110 — Freshman Seminar: Connections. 0 hours.**

A required freshman seminar designed to introduce freshmen to university learning and to facilitate academic advising. Topics will include student success through the *Covey Habits* curriculum, major and minor requirements, course sequences, personal development, student success skills, career planning, campus resources for success, and developing a four year plan of study.

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## Geography

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**GEOG 480 — Research in Geography. 3 hours.**

A research experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social Urban). Research will include library and/or laboratory and/or field work.

**GEOG 490 — Internship in Geography. 3 hours.**

An intern experience in the student's area of interest in geography (e.g., Cultural/Human, Economic, Environmental, GIS/Remote Sensing/Cartography, Physical, Social/Urban). An internship may consist of project work and professional cooperation with public agencies (e.g., city, county, state, federal) or private corporations.

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## Geology

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**GEOLOGY 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 interpret changes in the Earth and its life through time. Includes a field trip. Three lecture periods and one laboratory period.

**GEOLOGY 106 — Geology and Geography of North American Regions. 2-3 hours.**

Selected field studies of North American regions. No prerequisites. May be repeated.

**GEOLOGY 121 — Physical Geography. 4 hours.**

A study of physical processes acting on the Earth's surface, incorporating elements of geology, weather, climate, biology, soils, and oceanography, with an overview of physical regions of the United States, and an introduction to Geographic Information Systems and Global Positioning Systems. Three lecture periods and one laboratory period. Offered in alternate years.

**GEOLOGY 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. Three lecture periods and one laboratory period.

**GEOLOGY 140 — Earth and Space Sciences for Elementary Teachers. 4 hours.**

Introduces Elementary and Early Childhood teachers to the origin and nature of the universe, solar system and the Earth, including its physical and biological nature and history. Laboratory will emphasize observational astronomy, use of the planetarium, identification of minerals, rocks and fossils, and map reading, in forms useful for the teacher. Three hours lecture, two hours laboratory, and a field trip. Prerequisite or corequisite: EDUC 150.

**GEOLOGY 300 — Paleontology. 2 hours.**

The fossil record of life on Earth. History, taxonomy, patterns of development and ancient communities. Laboratory emphasizes fossil identification, paleoenvironmental and paleoecological interpretation, and biostratigraphic correlation. Field trip. Prerequisite: GEOLOGY 105, 121, 140, BIOL 201 or 125. Block course—three lecture periods and one laboratory period per week. Offered in alternate years.

**GEOLOGY 302 — Earth Materials. 4 hours.**

An introductory course exploring the nature of the materials that constitute the Earth. An emphasis is placed on minerals that are important due to their abundance, economic value, or scientific merit. Goal is to understand the processes that form and modify the Earth's materials, which forms a basis for understanding all Earth processes. Laboratory emphasizes hand specimen, optical, and other techniques of description and identification. Field trip. Prerequisite: GEOLOGY 105, 121, 140, CHEM 101, 103, or PHSC 110. Three lecture periods and one laboratory period per week. Offered in alternate years.

**GEOLOGY 310 — The Earth's Weather. 3 hours.**

A study of weather and climate of the Earth. Prerequisite: a laboratory science.

**GEOLOGY 321 — Geomorphology and Earth Hazards. 3 hours.**

The study of Earth surface processes and the landforms they produce. Hazards to humans, such as earthquakes, tsunamis, volcanoes, landslides, etc., are discussed. Laboratory involves analysis of landforms using maps, aerial photographs and satellite imagery; measurements of geomorphic processes, e.g. surface stream flow, etc. Field trips. Prerequisite: GEOLOGY 105, 121, or 140. Two lecture periods and one laboratory period. Offered in alternate years.

**GEOLOGY 330 — Hydrogeology. 4 hours.**

A study of groundwater systems and flow. Pollutant transport tracking. Water resource management. Laboratory involves analysis of subsurface flow using computer models and field data. Field trips. Prerequisites: GEOLOGY 105, 121, CHEM 103, or permission of the instructor. Three lectures and one laboratory period. Offered in alternate years.

**GEOLOGY 340 — Global Natural Resources. 3 hours.**

The origins of natural resources, how culture influences the use of natural resources and how their use influences cultures, recycling of natural materials, and the impacts of processed materials on the environment. Resources to be explored include oil, natural gas, coal, nuclear and alternative energy sources, water, soil and fertilizers, wood, road salts, aggregates and

construction materials, and industrial and precious metals. Economic and socio-political factors governing mining, production, and recycling of materials within various cultures. The origins and environmental effects of acid rain, ozone depletion, top soil erosion, and climatic alteration associated with the use of natural resources are explored. The implications of Christian theology on these issues. Three lecture periods. Prerequisites: one laboratory science or consent of instructor.

**GEOL 346 — Tools of Astronomy. 3 hours.**

Application of astronomical concepts and extensive use of observational equipment. Instruction in the use of the planetarium as an educational tool. Current topics in astronomy. Prerequisite: GEOL 130 or 140.

**GEOL 357 — Igneous and Metamorphic Petrology. 2 hours.**

Nature, distribution, and origins of igneous and metamorphic rocks. Topics include the generation of magma within the Earth's crust and mantle, magma differentiation and ascent, mineral stability, high-temperature geochemistry, grades and styles of metamorphism, pressure-temperature-time paths, and tectonic settings. Laboratory emphasizes identification of and relationships between various suites of igneous and metamorphic rocks. Field trip. Prerequisite: GEOL 302. Block course—three lecture periods and one laboratory period per week. Offered in alternate years.

**GEOL 360 — Geographic Information Systems and Global Positioning Systems. 3 hours.**

GIS is a multilayered 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. Students will collect GPS and other data to create maps using GIS software and various print technologies. Prerequisite: a laboratory science course. Two lecture periods and one laboratory period.

**GEOL 362 — Sedimentology and Stratigraphy. 3 hours.**

The composition, textures, and structures of sedimentary rocks; processes which form these features; facies relationships, basin analysis, and tectonic frameworks. Layered rock sequences and their historical interpretation. Laboratory includes sieve and pipette analysis, study of sedimentary features, correlation and classification of sections, well-logging, and subsurface methods. Prerequisite: GEOL 105, 121, or 140. Field trip. Two lectures and one 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, metamorphic, and sedimentary rocks involving instruments, computer mapping and problem solving, and writing geologic reports. Field trip. Prerequisite: GEOL 105, 121, or 140.

Trigonometry is recommended. Three lecture periods and one laboratory or field period. Offered in alternate years.

**GEOL 375 — Optical and Electron Microscopy. 3 hours.**

An analytical course focusing on various techniques of microscopy. Topics discussed include: basic principles of optics and light, interactions of light and matter, characteristics of electron beam-specimen interactions, image formation and interpretation, sample preparation, secondary electron imaging, back-scattered electron imaging, and semi-quantitative chemical analysis using energy dispersive X-ray spectroscopy. Microscope techniques will include standard optical microscopy, polarizing light microscopy, reflected light microscopy, and scanning electron microscopy. Two lecture periods and one lab period. Prerequisites: PHYS 122 or 202 and CHEM 103, or consent of instructor. Offered in alternate years.

**GEOL 385 — Environmental Geochemistry. 4 hours.**

The distribution and significance of elements in natural systems, with an emphasis on surficial processes. Origin of the elements through nucleosynthesis, basic principles of inorganic chemistry, minerals as salt products of acid-base reactions, weathering of feldspars and production of clays, chemical processes governing elemental distribution. Major, minor, and trace elements in natural systems. Isotopic geochemistry, including radiogenic growth and decay, geochronology, mass fractionation, and isotopes as tracers of natural processes. Biogeochemical cycles of C, N, and O. Actinide geochemistry and the treatment of nuclear waste. Laboratory consists of a semester-long project on the chemistry of natural waters, and includes analyses for major and trace elements by wet chemistry, spectrophotometric methods, titration, and atomic absorption spectroscopy. Prerequisites: CHEM 104, GEOL 302, or consent of instructor. Three lecture periods and one lab period. Offered in alternate years.

**GEOL 390 — Seminar in Geology. 1 hour.**

Professional development and special topics of current interest in the geological sciences. Prerequisite: seven hours of geological sciences. Offered in alternate years.

**GEOL 395 — Applied Geophysics. 2 hours.**

Methods of geophysical exploration for natural resources and environmental analysis. Field trips. Prerequisites: PHYS 121 or 201 and MATH 147. One lecture and one laboratory period. Offered in alternate years.

**GEOL 399 — Topics in Geology. 1–3 hours.**

Selected topics in the geological sciences, e.g., Oceanography, Advanced Paleontology, Isotope Geology, Advanced GIS, Regions of the United States, Advanced Hydrogeology and Contaminant Transport, Physics of the Earth, Geostatistics, etc. May be repeated.

**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.

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## History

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### **HIST 200 — Western Civilization. 3 hours.**

The course will survey the major themes of Western civilization and the contributions made by successive constituent civilizations beginning with the Greeks, Romans, and Jews. The course is designed to provide every student with a basic working knowledge of the major themes, trends, and figures in Western civilization.

### **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 A.D. 1400, tracing political, social, technological, 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 A.D. 1400 to A.D. 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 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).

### **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 306 — Wesley's Century: Enlightenment and Revival. 3 hours.**

This course explores social, political, and religious aspects of 18th 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 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. Prerequisite: one course from the History foundations core or permission of the instructor.

### **HIST 340 — American Military History. 3 hours.**

Same as MSCI 443.

### **HIST 348 — The US in the Cold War. 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 231 or 232.

### **HIST 357 — American Religious History. 3 hours.**

Same as THEO 357.

### **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 Mikhail Gorbachev, and an intensive study of the social, political, and religious developments of the last decade.

### **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 231 or 232.

### **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 385 — Selected Topics in History. 3 hours.**

This course is a 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 390 — Historiography. 4 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 430 — 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/ atheism and the Enlightenment; secularization of American thought in the colonial period; Romanticism and Naturalism in the 19th century; and Modernism in the 20th century. Offered alternate years. Prerequisites: two semesters of either American Civilization or Western Civilization or permission of instructor.

**HIST 447 — American Constitutional Law. 3 hours.**  
Same as PSCI 447.

**HIST 450 — Evidence and Argument in Historical Interpretation. 3 hours.**

An intensive study of the logical and philosophical principles that historians use to understand and explain historical causation. The development and use of models and paradigms and the implications of secular and religious worldviews will be explored and critiqued.

**HIST 471 — Senior Seminar in History. 2 hours.**  
Same as SSCI 471. Prerequisite: HIST 390.

**HIST 486 — History Internship. 1-6 hours.**  
Same as PSCI 486.

**HIST 494 — Readings in History. 1-4 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 four hours of credit may be earned through readings in History and Political Science combined.

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## Literature

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**LIT 205 — Studies in Literature. 3 hours.**

An introduction to literature, including the imaginative genres of poetry, fiction, and drama. Selections include works from around the world, including those from non-western and third-world cultures, writers of both genders, and writers of various philosophical stances. Focuses on the interplay of individual talent, artistic tradition, and historical context. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 220 — Survey of British Literature. 3 hours.**

A survey of British literature from Anglo-Saxon times to the present. Included are works in a variety of genres and works by female authors. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 255 — Survey of American Literature. 3 hours.**

A survey of American literature from the colonial times to the present. Attention given to various genres, including works by female authors and authors of color. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 300 — Literature of the Western World. 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: LIT 205, 220, or 255.

**LIT 308 — Literature of Non-Western and Third World Cultures. 3 hours.**

A survey through literature of social, religious, political, and cultural development in non-Western and third-world nations such as literature from Africa, India, Central America, and South America. Prerequisite: LIT 205, 220, or 255.

**LIT 315 — Multiethnic 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: LIT 205, 220, or 255.

**LIT 318 — Shakespeare. 3 hours.**

A study of the drama and theatre of England's greatest dramatist in historical, cultural, and critical contexts. Works from all periods and all the dramatic genres are studied. Prerequisite: LIT 205, 220, 255, 300, 308, or 315.

**LIT 325 — Philosophical Foundations and Literary Theory. 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 205, 220, 255, 300, 308, or 315.

**LIT 364 — Dramatic Literature/History. 3 hours.**

Same as COMM 364.

**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. Offered in alternate fall semesters. Prerequisite: LIT 325 or consent of instructor.

**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 women writers, the Bible as literature, and Gothic literature. May be repeated for credit. Topic must be different. Offered in alternate fall semesters. Prerequisite: LIT 325 or consent of instructor.

**LIT 450 — Seminar in World, British, and American Literatures. 2 hours.**

An in-depth study of literary periods, major authors, and major works in preparation for graduate school and nationally standardized tests such as the GRE Special Area Test in Literature and the ETS Major Field Test in Literature. Offered in alternate spring semesters. Prerequisite: LIT 325 or consent of instructor.

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## Mathematics

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**MATH 103 — Mathematics for the Liberal Arts. 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: GNST 095 or a Math ACT score 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: GNST 095, or a Math ACT 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. Prerequisite: 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, probability, and expected value. Prerequisite: GNST 095 or a Math ACT score of 19 or above.

**MATH 120 — Introduction to Statistics. 3 hours.**

An introduction to statistics including basic descriptive statistics, probability, the normal distribution, hypothesis testing with one and two sample problems, regression, and correlation. MATH 120 and MATH 241 cannot both be taken for credit. Prerequisite: GNST 095 or a Math ACT 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: GNST 095 with a minimum grade of C-, or a Math ACT 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: 3½ 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 MATH 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: four years of high-school mathematics 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. Prerequisites: MATH 147, 151, or consent of instructor.

**MATH 241 — Statistics. 4 hours.**

An introductory course in statistics with applications from a variety of disciplines. 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. Prerequisite: GNST 095 or a Math ACT of 19 or above.

**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 or consent of instructor.

**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 nonlinear equations, systems of nonlinear and linear equations, numerical integration and differentiation, linear and multiple regression, and the numerical solution of differential equations. Offered in alternate years. Prerequisites: MATH 351, MATH 361, and CSIS 251.

**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 or consent of instructor.

**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. Offered in alternate years. Prerequisites: MATH 210, 361.

**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. Offered in alternate years. Corequisites: MATH 210, MATH 351.

**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. Offered in alternate years. Corequisite: MATH 351. Prerequisite: MATH 210.

**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. Offered in alternate years. Prerequisites: MATH 241, 361.

**MATH 473 — Foundations of Mathematics. 3 hours.**  
A study of selected topics in geometry including finite geometries, advanced Euclidean geometry, constructions, Euclidean transformations, and projective geometry. The unit on projective geometry includes duality, harmonic sequences, projectivities, and analytic projective geometry. Offered in alternate years. Prerequisites: MATH 351, 361.

**MATH 491 — Topics in Mathematics. 1-4 hours.**  
Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: consent of the instructor.

**MATH 499 — Middle School Math Methods. 3 hours.**  
A consideration of the problems, materials, methods, and activities involved in the teaching of math for the middle school student. A 45 hour practicum in a public school setting must be taken concurrently.

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## Military Science

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**MSCI 022 — Military Science Leadership Lab. 0 hours.**  
Practical application of military skills taught in MSCI basic and advanced courses. Hands-on training in basic soldier skills, squad and platoon tactics, weapons, communications, and organizational leadership. Corequisite for MSCI 121/122, 221/222, 331/332, 441/442.

**MSCI 121 — Introduction to Leadership. 2 hours.**  
This course is an introduction to fundamental components of service as an officer in the U.S. Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. This course also addresses life skills, including fitness, communications theory and practice (written and oral), interpersonal relationships, and the ethics of Christian service. Emphasis on hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Upon completion of this

semester, the cadets should be prepared to receive more complex leadership instruction. Corequisite: MSCI 022.

**MSCI 122 — Leadership and Decision Making. 2 hours.**  
Builds upon the fundamentals introduced in the previous semester by focusing on leadership theory and decision-making. Life skills lessons in this semester include problem-solving, critical thinking, leadership theory, followership, group interaction, goal-setting, and feedback mechanisms. Upon completion of this semester, cadets should be prepared to advance to more complex leadership instruction concerning the dynamics of organizations. Additionally, they will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). Again, hands-on learning also includes blocks of instruction on map-reading, orienteering, marksmanship, and rappelling, as well as weekly leadership laboratories, one weekend field trip, and physical training. Corequisite: MSCI 022.

**MSCI 221 — Leadership and Problem-Solving. 2 hours.**  
This course builds on the fundamentals introduced in the first-year curriculum. Using practical exercise, cadets must increasingly apply communications and leadership skills to solve increasingly complex problems. The course concludes with a major leadership and problem-solving case study that draws on virtually all of the classroom instruction received in the first three semesters of the Basic Course. The course also includes one weekend field trip, weekly leadership laboratories, and physical training. Upon completion of this semester, cadets should be well grounded in the fundamental principals of leadership, and be prepared to intensify the practical application of their studies during the Advanced Course. Corequisite: MSCI 022.

**MSCI 222 — Small Unit Leadership and Tactics. 2 hours.**  
Basic Course capstone course focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. Introduces fundamentals and principles of small unit tactics. Upon completion of this semester, cadets should possess a fundamental understanding of both leadership and officership, demonstrate the ability to apply this understanding in real-world situations, and be excited about the aspect of shouldering the responsibility of a commissioned officer in the U.S. Army. Includes one weekend field trip, weekly leadership laboratories, and physical training. Corequisite: MSCI 022.

**MSCI 225 — Leader's Training Course. 4 hours.**  
An alternative to the Basic Course above, this course offers a possibility for students who have not considered ROTC until late in their sophomore year an opportunity for a scholarship and entry into the Advanced Course. The sole purpose for attending is to qualify for the Advanced Course. Students contract prior to attending, and, therefore, must be American citizens to attend. This is a 28-day summer training course conducted at Fort Knox, Kentucky, designed to teach the fundamentals of soldiering and leadership and to enhance personal confidence using practical, hands-on exercises, including land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Military pay approximately \$750.

**MSCI 331 — Tactical Leadership Development I. 4 hours.**

Focus of instruction is on leadership competencies using small unit operations as the primary mode of instruction. Cadets assume leadership positions within the Rolling Thunder Battalion, and actually apply the theory they have learned in the Basic Course by planning and executing small unit training. The semester begins with instruction in the Leadership Development Process (LDP) used throughout the academic year and at the National Advanced Leadership Camp (NALC) to assess and develop leadership. Cadets will focus on troop-leading procedures, motivational theory, small unit training, operations orders, and risk assessment. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: Basic Course credit; corequisite: MSCI 022.

**MSCI 332 — Tactical Leadership Development II. 4 hours.**

A continuation of MSCI 331 emphasizing doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training for offensive operations to gain leadership and tactical experience. This critical semester synthesizes the various components of training, leadership, and team-building taught over the last three years, and prepares cadets for their summer experience at NALC. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 331; corequisite: MSCI 022.

**MSCI 335 — National Advanced Leadership Camp (NALC). 4 hours.**

Approximately 3,500 cadets nationwide will attend NALC at Fort Lewis, Washington, each year. An Advanced Course requirement, NALC provides an opportunity to live and work with other cadets from around the country for 32 days. NALC is a performance-based environment in which cadets can exercise their leadership skills in a variety of field and garrison activities, and cadre can assess leadership potential. Military pay approximately \$1,100. Prerequisite: MSCI 332. (Optional four hours credit).

**MSCI 336 — Nurse Summer Training Program. 2 hours.**

Advanced three-week practicum for leadership development in nursing. Nurses will train at one of several Army hospitals throughout the United States and Europe. Approximately \$700 in military pay, with transportation, room, and board provided. Optional for Army ROTC Advanced Course Nursing students. Prerequisites: MSCI 331 and 332.

**MSCI 441 — Junior Officer Leadership I. 4 hours.**

Focusing on leadership, management, and ethics, MSCI 441 begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining apprentice-level knowledge and proficiency in several critical areas they will need to operate effectively as Army officers, including coordinating activities with staffs, counseling theory and practice within the "Army Context," training management, and ethics. Cadets will continue to sharpen these skills as they perform their roles as cadet officers in the Rolling Thunder Battalion and after commissioning. At the end of this semester, cadets should possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 332; corequisite: MSCI 022.

**MSCI 442 — Junior Officer Leadership II. 4 hours.**

A continuation of MSCI 441, MSCI 442 completes the transition from cadet to lieutenant. As a follow-up to the ethics instruction in MSCI 441, the course starts with a foundation in the legal aspects of decision-making and leadership. The next modules reinforce previous instruction on the organization of the Army, introduce how to organize for operations from the tactical to strategic level, and introduce administrative and logistical management issues that focus on the fundamentals of soldier and unit-level support. The final module that introduces new information focuses on the often confusing process of changing duty stations and reporting to a new unit. Upon completion of this semester, the cadets will be prepared to shoulder the responsibility of being a commissioned officer in the U.S. Army. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 441; corequisite: MSCI 022.

**MSCI 443 — American Military History. 3 hours.**

Introduces cadets to American military history using principles of warfare, threads of continuity, battle analysis, and oral biographies. This course is required for commissioning. Prerequisite: Contracted cadet in sophomore, junior, or senior standing, or approval of instructor.

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**Music**


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**MUAP 050, 060, 070 — Studio Class. 0 hours.**

All students enrolled in 111 or 311 levels of applied study are required to take Studio Voice (MUAP 050), Studio Piano (MUAP 060, or Studio-Other Applied (MUAP 070). Weekly studio classes are held by each applied instructor. Provides exposure to appropriate literature as well as opportunities to perform.

**MUAP 109, 309 — Applied Study - Wind, String, Percussion. 2 hours.**

Private instruction for non-Music majors/minors in the following areas:

MUBN — Bassoon  
 MUCL — Clarinet  
 MUEU — Euphonium  
 MUFL — Flute  
 MUGU — Classical Guitar  
 MUHD — Harpsichord  
 MUHN — Horn  
 MUHP — Harp  
 MUOB — Oboe  
 MUPE — Percussion  
 MUDS — Drum Set  
 MUSA — Saxophone  
 MUSB — String Bass  
 MUTB — Trombone  
 MUTR — Trumpet  
 MUTU — Tuba  
 MUVA — Viola  
 MUVN — Violin  
 MUVU — Violincello

Content and literature will be determined by the individual professor as appropriate to the ability level of each student. The 309 level is for non-Music majors/minors who have completed four semesters at the 109 level. Placement by Music Department.

**MUAP 111, 311 — Applied Study - Wind, String, Percussion. 2 hours.**

Private instruction for Music majors and minors in the following areas:

MUBN — Bassoon  
 MUCL — Clarinet  
 MUEU — Euphonium  
 MUFL — Flute  
 MUGU — Classical Guitar  
 MUHD — Harpsichord  
 MUHN — Horn  
 MUHP — Harp  
 MUOB — Oboe  
 MUPE — Percussion  
 MUDS — Drum Set  
 MUSA — Saxophone  
 MUSB — String Bass  
 MUTB — Trombone  
 MUTR — Trumpet  
 MUTU — Tuba  
 MUVA — Viola  
 MUVN — Violin  
 MUVC — Violincello

Content and literature will be determined by the individual professor as appropriate to the ability level of each student. Students who enroll for either 111 or 311 level of Applied Study must concurrently enroll in MUAP 070. A performance exam is required at the end of each semester of study. Placement by Music Department. Prerequisite for 311 level: completion of four semesters of 111-level Applied Study in one emphasis and successful completion of the Upper-Division Hearing.

**MUAP 200 — Recital Lab. 0 hours.**

All Music majors are required to complete six semesters of Recital Lab. Music minors are required to complete four semesters. Majors are required to attend 12 recitals per semester and minors are required to attend 6 recitals per semester. Attendance is taken by scanning ONU student ID cards at each event.

**MUAP 225 — Upper-Division Hearing. 0 hours.**

Students pursuing any concentration in Music must successfully complete the Upper-Division Hearing. Students are to complete this process at the end of the fourth semester of college-level study, typically at the end of the sophomore year. The hearing includes both a public performance in the primary Applied emphasis and an interview with the full Music Department faculty. Students may only enroll in 300-level music courses upon successful completion of the Upper-Division Hearing process.

**MUAP 395 — Junior Recital. 1 hour.**

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Thirty minutes in duration. Only for those with a Music Performance concentration. Recitals must be approved during a pre-recital hearing by a three member committee from the Applied Study area. Prerequisite: permission of the Applied professor and successful completion of the Upper-Division Hearing.

**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 the Graduate Record Examination, graduate study, and professional career preparation in academic or church settings.

**MUAP 495 — Senior Recital. 1 hour.**

A well-balanced program of representative works from the Baroque, Classical, Romantic, and 20th century repertoires to be performed in public. Recitals must be approved during a pre-recital hearing by a three member committee from the Applied Study area. The program should demonstrate a broader grasp of repertoire and technique than the Junior recital. Time requirements:

Church Music concentration	30 minutes
Music Education concentration	30 minutes
Performance concentration	60 minutes

Prerequisite: permission of the Applied professor and completion of the Piano Proficiency Exam; MUAP 395 (Music Performance concentration only).

**MUAP 496 — Senior Composition Project. 1 hour.**

Students in the Church Music concentration and the General Music concentration may complete a substantive project related to the concentration in lieu of the Senior Recital, subject to the prior approval of the Music faculty.

**MUCH 350 — Church Music Administration. 2 hours.**

This course is designed to expose students to issues inherent in the administration of a church music program. Concepts to be covered include, but are not limited to, budgets, program recruitment/graded choirs, running a sound system, building acoustics, and staff reports. Offered alternate years. Prerequisite: successful completion of the Upper-Division Hearing.

**MUCH 377 — Music in Worship. 2 hours.**

Explores Biblical and philosophical foundations of worship, and the relationship and use of music in the workings of the church. Prerequisites: successful completion of the Upper-Division Hearing (Music majors); MUTH 130 (Music minors); FINA 101 and sophomore standing for other majors.

**MUCH 379 — Music in the Church Service. 2 hours.**

The study of aspects of church music that will prepare the student for a ministry in music in the local church. Materials and methods of church service design will be examined. Offered alternate years. Prerequisite: MUCH 377.

**MUCH 480 — Supervised Conducting Practicum. 1 hour.**

A course designed to give the student practical conducting experience. Includes ensemble conducting in a supervised peer setting. May be repeated for credit. Prerequisites: MUED 276, successful completion of the Upper-Division Hearing, and permission of the supervising ensemble conductor.

**MUCH 487 — Supervised Music Ministry Internship. 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; to be supervised cooperatively by a full-time music pastor and a member of the Department of Music faculty. 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: MUCH 377 or MUCH 379; completion of the Piano Proficiency Exam.

**MUED 177, 377 — Music Drama Production. ½ - 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 for credit.

**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. Prerequisite: MUTH 120.

**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 voice emphasis.

**MUED 240 — Introduction 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; exploration of 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. Prerequisite: MUTH 120.

**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. Prerequisite: MUTH 120.

**MUED 281 — Marching Band Techniques. 1 hour.**

This course is designed to give students background in the planning, charting, and executing of pregame 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. Offered alternate years.

**MUED 350 — Choral Literature and Conducting. 2 hours.**

Students will make a broad survey of appropriate choral literature for ensembles, both school and church. Genre-specific issues, development of choral tone, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing; admission to the Teacher Education program.

**MUED 351 — Instrumental Literature and Conducting. 2 hours.**

Students will make a broad survey of appropriate instrumental literature for ensembles, both school and church. Genre-specific issues, performance practice, chamber works, score preparation, and manual realization of scores will be stressed. Offered

alternate years. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing; admission to the Teacher Education program.

**MUED 376 — Advanced Conducting. 2 hours.**

Continuation of MUED 276. Specific attention will be given to the application of conducting gestures to standard choral and instrumental literature, appropriate for educational and church situations. Prerequisite: MUED 276 and successful completion of the Upper-Division Hearing.

**MUED 380 — Woodwind Instruments Class. 2 hours.**

Study of clarinet, 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. Offered alternate years. Prerequisite: MUTH 120.

**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 familiarity with the special techniques of the other instruments. Prerequisite: MUTH 120.

**MUED 460 — General Music Methods. 3-4 hours.**

An orientation course to assist the student in formulating a philosophy of music education (nonperformance) 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 student with special needs will be addressed. The multicultural 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. All those concentrating in Music Education must enroll in four hours in order to complete the required 45-hour field experience in a public-school setting. Offered alternate years. Prerequisites: successful completion of the Upper-Division Hearing and admission to the Teacher Education program.

**MUED 465 — Middle/Secondary Methods. 3 hours.**

An orientation course designed to give Music Education students exposure to various philosophies and practices used in school performance-course settings. Characteristics, developmental issues, and administrative topics associated with teaching in middle school, junior high, and high school settings will be addressed. Students will complete a 45-hour practicum experience in a public school setting. Prerequisite: successful completion of the Upper-Division Hearing and admission to the Teacher Education program.

**MUED 470 — Advanced Conducting and Score Study. 2 hours.**

Emphasizes advanced techniques of manual realization as applied to standard repertoire appropriate to the student's primary concentration. A one hour lesson per week. Prerequisites: MUED 276, MUED 350/351 or MUED 376, and permission of the professor.

**MUED 480 — Supervised Conducting Practicum. 1 hour.**

Same as MUCH 480.

**MULT 172–193, 372–393 — Ensemble. ½–1 hour.**

After qualifying by audition, students of any department may participate in the numerous ensembles offered by the Department of Music. All who concentrate in Music are required to participate in at least one ensemble each semester. Four semesters of Choral Union are required for Music majors and two semesters are required for Music minors. Exceptions will be made for persons who play in the University Orchestra when Choral Union is performing. Freshmen and sophomores will enroll in the ensemble course under the MULT 172–193 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 372–393. Ensembles are ½–1 hour credit each semester unless noted.

**MULT 172, 372 — Chrysalis Women's Choir.****MULT 173, 373 — Testament Men's Choir****MULT 178, 378 — Brass Consort (½ hour)****MULT 179, 379 — Jazz Band****MULT 181, 381 — University Orchestra****MULT 182, 382 — Concert Singers (½ hour)****MULT 183, 383 — Choral Union (½ hour)****MULT 184, 384 — Orpheus Choir****MULT 185, 385 — Handbell Choir (½ hour)****MULT 188, 388 — Concert Band****MULT 189, 389 — Marching Band****MULT 192, 392 — Wind Ensemble****MULT 193, 393 — Chamber Ensemble (½ hour)****MULT 280 — Twentieth Century Popular Music. 2 hours.**

A course designed to acquaint students with the development and theory of twentieth century American folk, jazz, Broadway, film score, and popular music. Students will examine the development of each genre, and provide an analysis of the variant musical structures. Prerequisite: FINA 101.

**MULT 295 — Music History I. 2 hours.**

History of Western Musical Development from the Greek through the late Renaissance; concentration from Leonin through the Gabrielis.

**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. Prerequisite: two semesters of MUPN 111 or permission of the instructor.

**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 collective 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 or permission of the instructor. It is strongly recommended that students emphasizing Piano in the Music concentration substitute this course for two hours of upper-division Applied study.

**MULT 335 — Brass, Woodwind, String, and Percussion Instrument Pedagogy and Literature. 2 hours.**

This course is specific to the student's major applied instrument. Student must make arrangements with his applied instructor and the Chair of the Music Department.

**MULT 370 — Vocal Literature and Pedagogy. 2 hours.**

The study of vocal literature will include songs from the major periods and languages of music history, folk songs, musical theatre selections and other works that 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. Includes peer teaching in a lab setting. Offered alternate years. Prerequisite: successful completion of the Upper-Division Hearing.

**MULT 395 — Music History II. 2 hours.**

Continuation of MULT 295. Western musical development in the Baroque, pre-Classical and Classical eras; concentration from Monteverdi through Beethoven. Prerequisite: MULT 295 and successful completion of Upper-Division Hearing.

**MULT 396 — Music History III. 2 hours.**

Continuation of MULT 395. Western musical development from the Romantic era through the present day; concentration from Schubert through Phillip Glass. Prerequisite: MULT 395.

**MUPN 100 — Beginning Piano (Non-Music Majors/Minors). 1 hour.**

Class piano instruction. Basic piano skills. Placement by the Piano faculty.

**MUPN 105 — Beginning Piano (Music Majors/Minors). 1 hour.**

Class piano instruction. Geography of the keyboard, hand position, staff reading, basic keyboard theory. Placement by the Piano faculty.

**MUPN 106 — Elementary Piano. 1 hour.**

Class piano instruction. Basic technique, reading in all major and minor keys, ensemble music, repertoire at the level of Bartok:

Mikrokosmos, Volume 1. Prerequisite: MUPN 105 or placement by the Piano faculty.

**MUPN 107 — Late Elementary Piano. 1 hour.**

Class piano instruction. Scales and triads in all keys, reading easy two-voice textures, chord charts, open choral scores, harmonization, repertoire at the level of Bach: Little Preludes. Prerequisite: MUPN 106 or placement by the Piano faculty.

**MUPN 108 — Piano Proficiency. 1 hour.**

Class piano instruction. Preparation for the Piano Proficiency Examination, as described in the Music Student Handbook. All students desiring to complete a concentration in Music must complete the Piano Proficiency Exam.

**MUPN 109, 309 — Piano (Non-Majors/Minors). 2 hours.**

Private instruction for non-Piano majors/minors dealing with the less difficult compositions from the Baroque, Classical, Romantic, and 20th Century periods. Instruction will be given in technique, sight-reading, transposition, accompanying, and ensemble-playing. Non-Piano majors/minors must complete four semesters of 109 level before enrolling in 309 level. Course may be taken multiple times. Placement by Piano faculty.

**MUPN 111 — Piano (Majors/Minors). 2 hours.**

Private instruction for Piano majors and minors 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. Students enrolled in this level should be concurrently enrolled in MUAP 060 (Studio Piano). Course may be taken multiple times. Placement by Piano faculty.

**MUPN 311 — Piano. 2 hours.**

Continued private instruction for Piano majors and minors. The student should cultivate a well-balanced repertoire comprised of compositions of Baroque, Classical, Romantic, and Modern composers. A playing exam is required at the end of each semester. Students enrolled in this level should concurrently enroll in MUAP 060. Course may be taken multiple times. Prerequisites: Four semesters of MUPN 111 and successful completion of Upper-Division Hearing.

**MUOR 109, 309 — Organ. 2 hours.**

Instruction for non-Music majors/minors. Organ methods by Roger Davis and Wayne Leupold. Repertoire includes J.S. Bach's *Eight Little Preludes and Fugues*; pieces by Mendelssohn, Buxtehude, Pachelbel, and Rheinberger; and hymn-playing in three and four voices. The 309 level emphasizes larger works by these composers, anthem accompaniments, free harmonizations, and improvisation. Four semesters of MUOR 109 must be completed prior to enrolling in MUOR 309. Course may be taken multiple times. Placement by permission of the instructor.

**MUOR 111 — Organ. 2 hours.**

Private instruction for Music majors and minors. Organ methods by Roger Davis and Wayne Leupold. 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. Students enrolled in this level must concurrently enroll in MUAP 060 (Studio Piano). Course may be taken multiple times. Placement by permission of the instructor.

**MUOR 311 — Organ. 2 hours.**

Continued private organ instruction. Repertoire from J.S. Bach: *Larger Preludes and Fugues*, *Trio Sonatas*, and the *18 Leipzig Chorales*. Compositions by Franck, Vierne, Langlais, Alain, and 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. Students enrolled in this level must concurrently enroll in MUAP 060 (Studio Piano). Course may be repeated multiple times. Prerequisites: four semesters of MUOR 111 and successful completion of Upper-Division Hearing.

**MUTH 101 — Introduction to Music Theory. 1 hour.**

A beginning course in music theory covering basic note reading and rhythms, major and minor key signatures, and scales. Music majors and minors must concurrently be enrolled in piano or demonstrate evidence of advanced piano skills. Prerequisite: Theory Placement Exam.

**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 piano and MUTH 130.

**MUTH 130 — Harmony I. 3 hours.**

A course in the study of diatonic harmony through analysis and partwriting. Emphasis on harmonization, voice-leading, and harmonic progression. Student must be concurrently enrolled in piano and MUTH 120. Prerequisite: Theory Placement Exam.

**MUTH 131 — Musicianship II. 1 hour.**

A continuation of MUTH 120 that culminates with taking the Rudimentary Music Skills Exam. Prerequisite: grade of 'C' or higher in MUTH 120.

**MUTH 135 — Musicianship III. 1 hour.**

A continuation of MUTH 131. Prerequisite: grade of 'C' or higher in MUTH 131.

**MUTH 150 — Composition Forum. 1 hour.**

This course lays the foundation for continued study in composition by freely experimenting with various textures and styles of music, and by developing listening skills. Prerequisite: permission of the instructor.

**MUTH 230 — Harmony II. 3 hours.**

A continuation of MUTH 130 covering seventh chords, chords of secondary function, modulations, and augmented sixth chords. The course culminates with taking the Rudimentary Music Skills Exam. Prerequisite: grade of 'C' or higher in MUTH 130.

**MUTH 232 — Harmony III. 3 hours.**

A study of the dissolution of tonality, tonal center, and rhythmic, melodic, and harmonic practices of the 20th century. Emphasis on analysis and composition. Prerequisite: grade of 'C' or higher in MUTH 230.

**MUTH 250 — Composition I. 2 hours.**

Music composition is applied study in the creation of original abstract music. The creative impulse is developed by gaining an understanding melody, harmony, rhythm, and motive and phrase structure. Simple forms, such as binary and ternary, and theme and variations will be explored. The creation of an original music

work is to be performed in recital. May be repeated for credit. Prerequisite: MUTH 150 and permission of instructor.

**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. Offered alternate years. Prerequisite: MUTH 230 or approval of instructor.

**MUTH 320 — Counterpoint. 2 hours.**

A course in tonal counterpoint of the 17th and 18th 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.

**MUTH 330 — Advanced Electronic Music. 2 hours.**

A continuation of Music Technology with emphasis on digital software. Exploration and application for using technology in composition will be included. Prerequisite: MUED 240.

**MUTH 420 — Composition II. 2 hours.**

A continuation of MUTH 250, composing in larger forms and a variety of styles utilizing different musical media. May be repeated three times for credit. Prerequisite: MUTH 250.

**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.

**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. Course may be repeated for credit. Placement by Voice faculty.

**MUVO 107 — Class Voice. 2 hours.**

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. Course may be repeated for credit. Placement by Voice faculty.

**MUVO 109, 309 — Voice for Non-majors/minors. 2 hours.**

Private instruction for non-Music majors/minors. 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. Four semesters of MUVO 109 must be completed prior to enrolling in MUVO 309. Placement by Voice faculty.

**MUVO 111— Voice for Music Majors/minors. 2 hours.**

Private voice instruction for Music majors and minors. Elements of voice culture; correct breath management; throat freedom

through correct approach to vowels and consonants; 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 class (MUAP 050). A jury/examination is required at the end of each semester. Two hours each semester until student passes the Upper-Division Hearing. Placement by Voice faculty.

**MUVO 240 — Diction I. 1 hour.**

The physiology of diction; introduction to the International Phonetic Alphabet (IPA); 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. Prerequisite: MUVO 240.

**MUVO 311 — Voice for Music Majors/minors. 2 hours.**

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 class (MUAP 050) as assigned. Two 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 MUAP 495 for time requirements). Prerequisites: four semesters of MUVO 111 and successful completion of Upper-Division Hearing.

**MUVO 320 — Seminar in Vocal Performance. 2 hours.**

A seminar-style course specifically designed for upper level voice majors who plan to pursue graduate study or professional careers in performance, or both. Topics to be covered include, but are not limited to, genre-specific diction and vocal technique, body movement and stagecraft, genre-specific repertoire, ensemble and accompanist issues, auditioning procedures and techniques. Prerequisite: successful completion of Upper-Division Hearing.

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## Nursing

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**NURS 200 — Introduction to Health Care Professions. 2 hours.**

In this course the dynamic health care delivery system is explored in relationship to the practice of nursing. The nursing process will be introduced as a framework for decision making. Medical terminology is introduced as the basis for health care communication. Test-taking skills and study habits are reinforced. Demonstration of math competency will be required in the course. Application may be made at the end of this course for formal admission into the upper-division nursing courses. Must be taken immediately prior to Level I nursing courses.

**NURS 305 — Fundamentals of Nursing I. 3 hours.**

Foundational nursing knowledge and interventions are introduced in the classroom, practiced in the laboratory, and utilized in the clinical setting. The nursing process and its

application to a plan of care will be initiated. Health assessment skills will be utilized in combination with beginning nursing skills in the practicum setting. Prerequisites: NURS 200 and admission to nursing program.

**NURS 306 — Health Assessment. 3 hours.**

This course will build on the knowledge attained in the foundational science courses with emphasis on the well individual. Content includes assessment of major body systems across the life span. Time will be spent in the Learning Resource Center perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisites: NURS 200 and admission to nursing program.

**NURS 315 — Fundamentals of Nursing II. 3 hours.**

This course will build on the content presented in Fundamentals of Nursing I. Clinical skills are expanded and refined in the Learning Resource Center along with an off-campus clinical site. A plan of care will be developed for selected individuals utilizing beginning clinical judgment and the nursing process. Prerequisites: all Level I nursing courses.

**NURS 325 — Pharmacology for Nurses. 3 hours.**

This course provides a foundation of pharmacological concepts and principles for the beginning nursing student. Topics to be discussed include principles of drug actions and interactions, drug categories, and drug considerations through the life span. The nursing process is utilized as students learn to assess, implement, and evaluate pharmacotherapeutics. Prerequisites: admission to nursing program and NURS 200.

**NURS 340 — Transcultural Family Nursing. 3 hours.**

Transcultural Family Nursing focuses on developing insights into the healthy family in a diverse cultural venue. An emphasis is on transcultural nursing and its contribution to holistic healthcare for the family. Theories related to both the family and transcultural nursing will be explored with emphasis on family structure, roles, and functioning due to developmental and situational stressors including illness. The nursing process is applied for healthy and culturally diverse families. Prerequisites: acceptance into the nursing program and NURS 200.

**NURS 342 — Mental Health Nursing. 4 hours.**

This course presents the theoretical and clinical foundation of ethical and professional nursing care to individuals and small groups experiencing acute and chronic behavioral problems. The needs of individuals with mental illness as they impact the family and the community will be discussed. Students will apply the principals of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group assignments completed. Prerequisites: all Level I nursing courses.

**NURS 378 — Childbearing Family Health. 4 hours.**

The theoretical foundation of nursing care for the childbearing family during pre-pregnancy, pregnancy, intrapartum, postpartum, and neonatal periods is the focus of this course. 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, cultural, sociopolitical, and legal aspects applicable to the childbearing family are studied. Students will spend time in the clinical setting observing and providing care for the childbearing family. Prerequisites: all Level I nursing courses.

**NURS 388 — Gerontology and Palliative Care. 3 hours.**

This course will focus on nursing care of the geriatric patient. Current theories of aging, health promotion, and maintenance for geriatric patients, and management of common geriatric health problems will be emphasized. Palliative care across the lifespan will also be studied, including ethical, legal, and sociocultural concerns. The role of the professional nurse will be explored. Prerequisites: all Level I nursing courses.

**NURS 395 — Introduction to Community Health. 3 hours.**

The theoretical foundation of the nurses' role in the health and well-being of the local community is the focus for this course. Health promotion, health prevention, and health maintenance of local communities are assessed and evaluated in relation to sociopolitical forces and the health care delivery system. Students will apply theory during weekly service learning requirements. Prerequisites: all Level I nursing courses.

**NURS 405 — Adult Health Nursing. 8 hours.**

The theoretical foundation of nursing care to adults with acute and chronic illnesses and the application of that theory are the focus of this course. Medical, surgical, nutritional, and alternative treatment modalities are explored. Students use the nursing process as they provide care to clients in health care facilities, such as medical and surgical hospital units, surgery, and post-anesthesia. Students are encouraged to exhibit ethical, moral, spiritual, and professional behaviors. Prerequisites: all Level II nursing courses.

**NURS 415 — Child Health Nursing. 4 hours.**

The theoretical foundation of nursing care of children and adolescents is the focus of this course. The family is addressed as the central unit for providing nursing care of the acute and chronically ill child and adolescent. Health and wellness as related to the developmental levels is explored. Students will apply the theoretical knowledge and clinical skills in the care of children and adolescents. Development of clinical reasoning is emphasized in this course. Prerequisites: all Level II nursing courses.

**NURS 430 — Basic Public Health Science. 2 hours.**

The nurses' role in the health and well-being of the nation is the focus for this course. National health concerns will be assessed and evaluated in relation to sociopolitical forces of the national health care delivery system. The effects of the environment of health are analyzed and modification of risk factors in aggregates is explored, along with principles of epidemiology. Students will apply theory during weekly practicums. Prerequisites: all Level II nursing courses.

**NURS 441 — Advanced Adult Health. 8 hours.**

The theoretical foundation of nursing care to individuals who are experiencing complex multi-system dysfunction is the focus of this capstone course. The weekly practicum will apply the nursing process to co-morbid, high-risk, or critically ill patients. An emphasis upon professional role development and providing comprehensive care for a patient group is made in final preparation for entry into professional nursing. Prerequisites: all Level III nursing courses.

**NURS 450 — The Global Community. 2 hours.**

This course presents the role of the nurse in preserving and promoting health in diverse Global communities. Students will discuss health promotion, health prevention, and health maintenance of the global communities. Populations are



assessed and evaluated in relation to health care access and sociopolitical forces. The effects of the global environment of health are analyzed and modification of risk factors in aggregates is explored, along with principles of epidemiology. Students will apply theory during a practicum. Prerequisites: all Level III nursing courses.

**NURS 455 — Leadership in Nursing. 3 hours.**

This course studies leadership theory, organizational structure of present health care systems, and the requisite professional nurse leadership behaviors and knowledge base. NCLEX preparation for entry into practice is guided through an online review of nursing theory. Successful completion of the Assessment Technologies Institute (ATI) predictor test is required for graduation approval. Prerequisites: all Level III nursing courses.

**NURS 466 — Nursing Research. 3 hours.**

This course focuses on research as a team process. Students will discuss the ethical, moral, legal, and professional concerns pertinent to the research process. Emphasis is on the importance of life-long learning as a foundation for evidence-based nursing practice and research utilization. Students will critique selected research articles. Prerequisites: all Level II nursing courses.

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## Philosophy

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**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 330 — Introduction to Christian Ethics. 3 hours.**

Students will be introduced to Christian ethics from its theological, philosophical and historical perspectives. Special attention will be given to the elements of Christian moral deliberation and to the application of Christian ethics to contemporary issues.

**PHIL 351 — Ancient and Medieval Philosophy. 3 hours.**

An historical survey of the principal ideas of ancient and medieval philosophers. Prerequisite: PHIL 201.

**PHIL 352 — Modern Philosophy. 3 hours.**

An historical survey of the principal 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 430 — Augustine. 3 hours.**

Same as THEO 430.

**PHIL 444 — Islamic Studies. 3 hours.**

Islamic Studies engages in the study of Islam as a textual tradition and practiced faith inscribes in history and particular cultural contexts. Provides an introduction to the origin and history of the Islamic movement. Special focus given to Muhammad, the Qur'an as revelation, the contemporary practice

of the Islamic faith, Islam and power, contemporary manifestations of Islam, and Islam's relationship to Christianity and the West.

**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 460 — Postmodern Philosophy. 3 hours.**

An inquiry into the principle ideas of Postmodern Philosophy. Same as PSCI 460.

**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. Prerequisite: PHIL 201.

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## Physical Education

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**PHED 108 — Golf. 1 hour.**

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

**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.

**PHED 123 — Conditioning for Varsity Athletes. 1/2 hour.**

A credit of ½ hour is earned by intercollegiate varsity sport participants at the completion of their sport season. A maximum of two hours may be earned.

**PHED 126 — Nutrition, Health, and Fitness. 3 hours.**

Same as FACS 126. Includes a fitness laboratory component.

**PHED 131 — Tennis. 1 hour.**

A course outlined for beginning players. Emphasis is placed on the development of fundamental skills.

**PHED 169 — Survey of Human Anatomy and Physiology. 4 hours.**

Same as BIOL 169.

**PHED 190 — Wellness. 3 hours.**

This course combines lecture, discussion, and experimental activities that assist students in their understanding and development of a healthy lifestyle. Emphasis is placed on the components and behaviors that promote lifelong, positive outcomes in the five dimensions of wellness: physical, emotional, intellectual, social, and spiritual. Includes a fitness laboratory

component. Varsity Athletic participants and ROTC cadets register for 2 hours without the fitness lab.

**PHED 210 — Teaching Rhythms and Aerobics. 1 hour.**  
Techniques and procedures for teaching secondary level rhythmic activities and aerobics. For department majors and minors only.

**PHED 211 — Teaching Basic Aquatic Skills. 1 hour.**  
Progression levels of stroke readiness, stroke development, stroke proficiency for the following aquatic primary skills: backstroke, elementary backstroke, side stroke, breast stroke, butterfly and free style will be taught. Procedures for proper safety precautions for in the water and on the deck will be emphasized. For department majors and minors only.

**PHED 219 — Theory of Coaching. 2 hours.**  
A study and discussion into team organization, team selection, training, game preparation, travel budget, and coaches' decorum. Special emphasis will include the game in a Christian perspective and establishing a personal coaching philosophy. Includes a coaching practicum.

**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 — Principles of Weight Training and Conditioning. 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 243 — Personal and Community Health. 2 hours.**  
The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors only. Prerequisite: PHED 242.

**PHED 246 — Human Anatomy and Physiology I. 3 hours.**  
Same as BIOL 246.

**PHED 247 — Human Anatomy and Physiology II. 3 hours.**  
Same as BIOL 247.

**PHED 260 — Individual Sports Skills. 3 hours.**  
Emphasis is placed on acquiring basic skills and teaching methods in a variety of individual sports. For department majors and minors only.

**PHED 270 — Team Sports Skills. 3 hours.**  
Emphasis is placed on acquiring basic skills and teaching methods in a variety of team sports. For department majors and minors only.

**PHED 274 — Outdoor Education. 2 hours.**  
The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, and dynamics of health in the individual and family are studied. For departmental teaching majors and minors only. Prerequisite: PHED 242.

**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 for both regular and special populations. Prerequisites: PHED 260, 270, EDUC 385.

**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. Prerequisites: PHED 243, EDUC 385.

**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. Prerequisite: admission to Teacher Education Program.

**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: PHED 169 or BIOL/PHED 246 and 247.

**PHED 367 — Methods and Materials in Physical Education for the Elementary School. 2 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. Prerequisite: admission to Teacher Education Program

**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. 2 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. Prerequisite: PHED 243.

**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. Prerequisites: PHED 325, EDUC 385.

**PHED 472 — Kinesiology. 3 hours.**

Study of the human body in motion. Prerequisite: PHED 169.

**Physical Science****PHSC 102 — General Physical Science. 3 hours.**

A broad survey course designed for students from majors that do not require any other physical science course. Major unifying themes and concepts from astronomy, chemistry, geology, atmospheric science, and physics are emphasized. Two hours lecture and two hours lab per week.

**PHSC 110 — Physical Science for Elementary Teachers. 4 hours.**

An introduction to physics and chemistry designed for Elementary and Early Childhood Education majors. Basic concepts applicable to the elementary school setting will be emphasized. The laboratory focuses on experiments that can be used by the teacher to illustrate the essentials of the disciplines. Laboratory safety, scientific methodology, and problem-solving

are important topics. Three hours lecture, two hours laboratory. Prerequisite or corequisite: EDUC 150.

**Physics****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. Three lecture periods and two laboratory hours per week. Prerequisite: MATH 131 or its equivalent.

**PHYS 122 — College Physics II. 4 hours.**

Continuation of PHYS 121. Electricity, magnetism, optics, and 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. Four lecture periods and two laboratory hours per week. Corequisite: MATH 147 or equivalent.

**PHYS 202 — General Physics II. 5 hours.**

A continuation of PHYS 201. Optics, electricity, magnetism, atomic physics, modern physics. Prerequisite: PHYS 201.

**Political Science****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 test.

**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 385 — Selected Topics in Political Science. 3 hours.**

This course is a senior-level history/political science course in which the professor or professors chooses 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 390 — Historiography. 4 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: HIST 231, PSCI 223, 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 theorists in the past 20 years. The

students will also be challenged to think about postmodern political theory from a Christian perspective.

**PSCI 471 — Senior Seminar in Political Science. 2 hours.**

Same as SSCI 471. Prerequisite: PSCI 390.

**PSCI 486 — Political Internship. 1-6 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. 1-4 hours.**

Same as HIST 494.

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## Psychology

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**PSYC 101 — Introduction to Psychology. 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 200 — Lifespan Development. 3 hours.**

This course gives an overview of theory and research on human development in physical, cognitive, and social-emotional domains from conception to death. For non-majors only.

**PSYC 202 — Educational Psychology. 3 hours.**

Same as EDUC 249.

**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 101, 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 241 — Statistics. 4 hours.**  
Same as MATH 241.

**PSYC 320 — Sports Psychology. 3 hours.**  
Same as EXSS 320.

**PSYC 321 — Social Psychology. 3 hours.**  
This course considers the social factors that 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 101.

**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: (1) personnel selection, assessment and training; (2) human engineering, motivation, work efficiency, and job satisfaction; (3) organizational structure and dynamics; (4) leadership and supervisory training; and (5) employee counseling. Prerequisite: PSYC 101.

**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, test, and single-factor analysis of variance; report-writing, graphical reporting of data, and bibliographical sources; and 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 343 — Learning and Behavior Modification. 4 hours.**  
A survey of the basic types of learning and the variables that 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 indepth study of the mental structures, processes, and strategies that 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 101, 203.

**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. Prerequisites: four psychology courses; PSYC 361 is recommended.

**PSYC 365 — Crisis Intervention. 3 hours.**  
Same as SOWK 365.

**PSYC 398 — 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 covering issues such as vocations in psychology, graduate programs, application strategies, current issues, and ethics. Offered in the fall semester.

**PSYC 433 — Quantitative Research Project. 1-3 hours.**  
A departmentally approved experimental research project designed, conducted, analyzed, and reported by the student. Fall enrollment in the course is expected, though the project continues through spring semester. Prerequisites: six Psychology courses, including PSYC 331, 332.

**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. Prerequisites: four Psychology courses including PSYC 203, 361.

**PSYC 474 — Group Counseling. 3 hours.**

As paraprofessionals, 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 (1) mental health services, including history, agencies, practitioner roles, professional organizations, and credentialing; (2) principles of referral, advocacy, and case management; and (3) professional, legal, and ethical responsibilities in professional counseling, especially as related to Illinois law.

**PSYC 479 — Supervised Practicum. 3-5 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.

## Social Science

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**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 302 — World Regional Geography. 3 hours.**

A survey of the human societies of the world by regions, including political, cultural, economic, religious, and environmental characteristics, concentrating on the interaction of human societies and their physical environments.

**SSCI 320 — Urban/Rural America. 3 hours.**

Same as SOCY 320.

**SSCI 390 — Historiography. 4 hours.**

Same as HIST 390.

**SSCI 471 — Senior Seminar in Social Science. 2 hours.**

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.

## Social Work

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**SOWK 200 — Introduction to Social Work. 4 hours.**

Offers students the opportunity to learn about Olivet's generalist social work program. It is further designed to help students make an educated decision about whether or not to pursue social work

as a profession. Students will learn about the nature and mission of social work. They will also be introduced to social work's history, ethics, values, knowledge base, and skills. Students will learn about career options, licensure, diversity, populations-at-risk, and the relationship of religion and politics to social work. They will also be introduced to social work's unique person-in-environment perspective. In addition to classroom learning, students are required to perform 30 clock hours of applied learning during the course of the semester. Prerequisite: SOCY 120.

**SOWK 201 — Social Intervention Practicum. 1 hour.**

This course is designed for transfer students who have not completed sufficient practicum hours in their introduction to social work courses. It is the same service learning component that those students enrolled in SOWK 200 take as part of their requirements for that course. Social Intervention Practicum is entirely experiential. It requires the student to participate in social service work for a minimum of 30 clock hours over the course of a semester, or about two hours per week. The goals of the course are to (1) enable students to participate in the actual on-site work of social services and to (2) enable students to make a more educated decision about their interest in pursuing further education in social work. Students will be exposed to diverse systems and populations where social workers are employed.

**SOWK 213 — Human Behavior and the Social Environment I. 3 hours.**

Human Behavior and the Social Environment (HBSE) 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 and strengths-based perspectives 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 examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. In addition to classroom learning, students are required to perform 10 clock hours of applied learning during the course of the semester. Prerequisites: SOCY 120, PSYC 101, and BIOL 169.

**SOWK 214 — Human Behavior and Social Environment II. 3 hours.**

Human Behavior and the Social Environment (HBSE) II is an extension of HBSE I. HBSE II teaches ideas and theories about human development in adults and the elderly. These stages in the life span are examined from the ecological and strengths-based perspectives across the systems of individual, family, group, organization, and community. The course also examines the issues of diversity, discrimination, and oppression in human development. Social work ethics are applied. In addition to classroom learning, students are required to perform 10 clock hours of applied learning during the course of the semester. Prerequisite: SOWK 213.

**SOWK 310 — Social Work Practice I. 3 hours.**

For social work majors only. It is the first in a three-course sequence of generalist social work practice courses. The course focuses on generalist social work practice with individuals. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that

emphasize the problem-solving process: interviewing, assessment, planning, intervention, evaluation, termination, and follow-up. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. A 10-hour applied learning experience in a social work practice field is required in this course. Prerequisites: SOWK 200, 213, 214. Corequisite: SOCY 331.

**SOWK 311 — Social Work Practice II. 3 hours.**

For Social Work majors only. It is the second in a three-course sequence of generalist social work practice courses. The focus is generalist social work practice with families and groups. It centers on empirical and ethical applications of generalist social work practice. It includes case examples and projects that emphasize the problem-solving process with families and groups, including group dynamics, processes, and roles. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. A 10-hour applied learning experience in a social work practice field is required in this course. Prerequisites: SOWK 310, SOCY 331.

**SOWK 330 — Social Work with the Aging. 3 hours.**

Designed to assist students in developing the beginning knowledge and skills for effective social work practice with aging clients and their families. Specific areas covered in this course include demographics and attitudinal aspects of aging, social policy, assessment, case management, community services, health care, and long-term care issues. This course will assist the student in developing awareness of potential risk factor indicators within this population, including elder abuse and neglect, mental health, poverty, and substance abuse.

**SOWK 360 — Child Welfare Services. 3 hours.**

Designed to provide students with an overview of child welfare services from a historical, theoretical, and practice perspective. Child welfare services are examined through ethical, empirical, political, and practical applications. Issues of poverty, discrimination, oppression, and social and economic justice are explored in the context of child welfare services. Students will learn basic child welfare competencies and how to ensure safety, permanency, and well-being for children. Prerequisite: SOWK 200 or permission of the instructor.

**SOWK 365 — Crisis Intervention. 3 hours.**

Designed to provide a framework for intervention with individuals, families, groups, and communities in crisis. Ethical, theoretical and practical skills necessary for crisis assessment and resolution will be examined. Specific attention is given to populations-at-risk, including women, ethnic and racial minorities, and persons with disabilities. In addition, issues related to mental and physical health, life transitions, and global matters are studied. 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 field placement, selection of field agencies, interviewing, professional ethics, resumé-writing, and applying for field placement are all a part of this preparatory course. Students will meet weekly for one hour. Prerequisite: Students enrolling in this course must be senior social work majors.

**SOWK 405 — Social Work Field Seminar II. 2 hours.**

A 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 course uses critical thinking skills to integrate theory and practice. Students in this course will meet bi-weekly for three hours.

**SOWK 412 — Social Work Practice III. 3 hours.**

For social work majors only. It is the third in a three-course sequence of generalist social work practice courses. It is about generalist social work practice with organizations and communities. It centers on empirical and ethical applications of generalist social work 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. This course 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. Diversity, social and economic justice, populations-at-risk, and cultural competence are integrated in the course content. An 8-hour applied learning experience in a social work practice field is required in this course. 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 culturally competent and ethical social work practice. A 2-hour applied learning experience in a social work practice field is required in this course. Corequisite: SOWK 412.

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## Sociology

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**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; and issues of stratification, deviance, social institutions, and social change.

**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.

**SOCY 273 — Criminology. 3 hours.**

Same as CJUS 273.

**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 316 — Corrections. 3 hours.**

Same as CJUS 316.

**SOCY 320 — Urban/Rural Sociology. 3 hours.**

This course educates students about the transition from rural to urban that has taken place in the United States and is taking place throughout the world. This transition has remarkable cultural and economic implications. The course emphasizes the historical dependence between the rural and the urban environment. The relationship of the variables of population, organization, environment, and technology are emphasized. Attention is given to current urban and rural problems, especially to social and economic justice issues, housing issues, food issues, and health issues, and to their possible solutions. Prerequisite: SOCY 120 or permission of instructor.

**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.

**SOCY 330 — Sociology of the Aging. 3 hours.**

Same as SOWK 330.

**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 340 — Sociology of Marriage. 3 hours.**

The course covers issues pertaining to dating, courtship, and marriage relationships. The current state of marriage will be discussed and attention will be given to factors that contribute to healthy and stable marriages. Social trends that influence marriage, as well as popular alternatives to marriage, will be analyzed.

**SOCY 351 — Sociology of the Family. 3 hours.**

Sociology of the Family is designed to help students understand both historical and current trends and functions of the family. Emphasis is given to major sociological trends and debates that occupy family studies. Various models of family life will be analyzed, with special emphasis given to characteristics of healthy families.

**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 366 — Global Issues. 3 hours.**

Global Issues is a course designed to analyze contemporary social issues that have a broad international impact. Causes, consequences, and possible solutions to relevant problems will be discussed. Sociological analysis, problem solving, and expanding one's global awareness are integral elements of the course.

**SOCY 371 — Sociology of the Deaf Community. 3 hours.**

Deaf people are viewed as a unique sociological group that has 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 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 in America. Offered alternate years.

**SOCY 390 — Historical Research Methods. 4 hours.**

Same as HIST 390.

**SOCY 394 — Juvenile Delinquency. 3 hours.**

Same as CJUS 394.

**SOCY 440 — Selected Topics in Sociology. 3 hours.**

From time to time, special areas of research or interest are investigated by a professor and 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. Prerequisites: SOCY 120, plus six 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.

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**Spanish**


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**SPAN 110 — Spanish for Specific Professions. 3 hours.**

This introductory course will aid students in gaining basic knowledge of Spanish in the professional context. Possible sections could be Language for Health Care, Language for Social Work, Language for Criminal Justice, etc.

**SPAN 111 — Elementary Spanish I. 4 hours.**

A comprehensive elementary course that 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 two years high school Spanish.

**SPAN 211 — Intermediate Spanish I. 3 hours.**

Grammar review and speaking, listening and reading practice. Prerequisite: SPAN 112 or 3 years of high school Spanish.

**SPAN 212 — Intermediate Spanish II. 3 hours.**

A continuation of Intermediate Spanish I with increasing focus on the more complex aspects of Spanish grammar. Speaking, listening, and reading practice are an integral part of course work. Prerequisite: SPAN 211 or 4 years of high school Spanish.

**SPAN 321 — Spanish Culture and Civilization. 3 hours.**

A survey of Spanish history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212.

**SPAN 322 — Latin American Culture and Civilization. 3 hours.**

A survey of Latin American history, geography, and institutions intended as a background for literary studies and as preparation for teaching Spanish. Prerequisite: SPAN 212.

**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 321, 322, or consent of instructor.

**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 321, 322 or consent of instructor.

**SPAN 361 — Spanish Literature. 3 hours.**

Spanish literature from *Poema del Cid* through the 19th century. A survey course that includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 345.

**SPAN 362 — Latin-American Literature. 3 hours.**

Latin-American literature from the *Conquistadores* through the 19th century. A survey course that includes a history of Latin-American literature and the reading of selected works representative of the various periods. Prerequisite: SPAN 345.

**SPAN 363 — 20th Century Spanish and Latin-American Literature. 3 hours.**

A course that 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: SPAN 345.

**SPAN 450 — Introduction to Interpretation and Translation. 3 hours.**

Students will learn the processes involved in interpreting and translating. Extensive practice in a variety of interpreting situations working with native speakers. Prerequisite: SPAN 341, 345, and 498 or consent of instructor.

**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.

**SPAN 495 — Senior Seminar. 2 hours.**

A course intended to help transition students from college life to their lives beyond college. Topics will focus on career plans (graduate school, future employment opportunities, résumé preparation), ethical issues graduates face, and working with immigrant populations. All students will have their speaking and listening proficiency evaluated as a part of this course. Students must be classified as seniors to take this course.

**SPAN 498 — Study Abroad. 8 hours.**

Students must submit a plan of study to be approved in advance by the department.

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**Theology**


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**THEO 101 — Christian Formation. 3 hours.**

This course is designed to explore issues of the church, holy and ethical living, church/faith development, spiritual disciplines and church practices, and distinction between vocation and occupation. This course will not only prioritize areas of the church, spiritual formation, and theological ethics, but will also prepare the way for engagement with Scripture.

**THEO 310 — Christian Theology I. 3 hours.**

An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of doctrinal authority, doctrine of God, creation, the Trinity, and the work and person of Jesus Christ (especially of the Wesleyan tradition), classical and contemporary modes of thought, and the meaning of theological thinking for the student and the Church. Prerequisite: PHIL 201.

**THEO 320 — Christian Theology II. 3 hours.**

An introduction to theological thinking and the classical teachings of the Church regarding the Christian faith. This will include an exploration of the development, meaning and relevance of the work and person of Jesus Christ, the person and work of the Holy Spirit (especially the Wesleyan understanding of sanctification), the Church, sacraments and eschatology (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 student and the Church. Prerequisite: THEO 310.

**THEO 330 — Introduction to Christian Ethics. 3 hours.**

Same as PHIL 330.

**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 that shaped religious history in America.

**THEO 404 — Christian Faith. 3 hours.**

This course assists the students in moving toward thinking critically about matters of Christian faith/theology and in understanding that Christian faith is lived out and originates from living within specific denominational and theological traditions. Given our context, the coursework will focus on the Wesleyan-holiness theological tradition. Included will be the critical reflection both on doctrinal matters and on matters of the church and Christian life/practice. Prerequisite: BLIT 303.

**THEO 410 — Topics in Christian Theology. 3 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. Prerequisites: PHIL 201 and one course in Christian Theology (THEO 310 or 320); or permission of the instructor.

**THEO 430 — Augustine. 3 hours.**

This course is an introduction to the life and thought of St. Augustine of Hippo and his foundational role in the development of the theology of the Christian Church in the West. This course will give attention to his location in a transitional historical context

and the ways Augustine reflects and influences the movement from the late Roman to Medieval world. Attention will also be given to considering implications for doing theology today. Same as PHIL 430. Prerequisite: THEO 310.

**THEO 435 — Theology in the Era of Reformation. 3 hours.**

This course will explore theological development in the Reformation period giving attention to historical and theological context. Reading of primary source material will be emphasized. Study will be focused on key representative thinkers and the theological systems they both reflect and helped to shape. Attention will be given to the major streams of thought and development that emerge from the Reformation. Prerequisite: THEO 310.

**THEO 451 — Twentieth Century Theological Ethics. 3 hours.**

A survey of Christian theological ethics in the twentieth century, focusing predominantly on Protestant thinkers. The relationship between theology and ethics will be analysed throughout the course. Prerequisite: THEO 310 or permission of the instructor.

**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: THEO 310, or permission of the instructor.

**THEO 469 — Contemporary issues in Theology. 3 hours.**

This course will explore recent trends and current issues in Christian Theology, examining them in light of their faithfulness to Scripture, Christian tradition, and Christian practice. Attention will be given to their inner theological coherence and their impact on related Christian doctrines. Reading of primary source material will be emphasized. Prerequisite: THEO 310.

**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 U.S. regions; (2) a review of the World Mission division 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 denomination that will be the focus of the study. May, with permission, substitute for THEO 472.

**THEO 489 — Individual Reading and Research in Christian 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: THEO 310 or permission of the instructor.

*Chapter 9*

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**School of Graduate and Continuing Studies**

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**Available at a future date.**

*Chapter 10*

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**Course Descriptions - Graduate/Continuing Studies**

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**Available at a future date.**

## Chapter 11

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# Directory of Personnel

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### Board of Trustees

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ARLENE CHENOWETH  
Fenton, Michigan

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Mattoon, Illinois

MAC DELBRIDGE  
Lansing, Michigan

RODGER DEVORE  
Owosso, Michigan

KEVIN C. DUNLOP  
Huntington, Indiana

PHIL EDWARDS  
Fortville, Indiana

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Canton, Michigan

DOUGLAS HAYNES  
Alton, Illinois

ED HECK  
Bourbonnais, Illinois

JAMES R. HICKS  
Bloomington, Indiana

CRAWFORD HOWE  
Peoria, Illinois

DOUG C. JONES  
Spencer, Indiana

CLAYTON LEWIS  
New Castle, Indiana

CYNDI McDONALD  
Laporte, Indiana

GARRETT MILLS  
Bedford, Indiana

BRUCE MITTEN  
Madison, Wisconsin

GARRY PATE  
Sellersburg, Indiana

KEITH PEACHEY  
Galesburg, Illinois

MARK PENNINGTON  
Morenci, Michigan

MIKE PYLE  
Danville, Indiana

MARK QUANSTROM  
Bourbonnais, Illinois

JILL RICE  
Traverse City, Michigan

MYRA RICHARDSON  
Byron Center, Michigan

JUDI ROARICK  
Glenarm, Illinois

DAVID G. ROLAND  
Marion, Indiana

RON SCARLETT  
Galesburg, Illinois

DUANE SCHMIDT  
Valparaiso, Indiana

KAREN SCOTT  
Lafayette, Indiana

JOHN SEAMAN  
Grand Ledge, Michigan

CHERYL SEYMOUR  
Bourbonnais, Illinois

JOHN SHERWOOD  
Pekin, Illinois

WILLIAM SHOTTS  
Pittsfield, Illinois

MARK SHUFF  
Georgetown, Indiana

TIMOTHY SMITH  
Sparta, Michigan

GENE SNOWDEN  
Huntington, Indiana

JAMES SPRUCE  
Chatham, Illinois

CHARLES SUNBERG  
Fort Wayne, Indiana

MARK WALKER  
Eau Claire, Wisconsin

BRIAN WILSON  
Bourbonnais, Illinois

E.L. WISEHART  
Indianapolis, Indiana

LEE WOOLERY  
Valparaiso, Indiana

### Board of Trustees Emeriti

JOHN Q. DICKEY, SR.  
Beverly Hills, Michigan

DARRELL WINEINGER  
Jasper, Indiana

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**University Administrative Officers**


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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

Postdoctoral Study, 1990, Harvard University

DOUGLAS E. PERRY (1975)

*Vice President for Finance*

B.A., 1968, Olivet Nazarene University

M.B.A., 1986, University of Illinois

Certified Public Accountant

JIM D. KNIGHT (1975)

*Interim Vice President for Academic Affairs, Registrar*

B.A., 1966, Trevecca Nazarene University

M.S., 1973, University of Tennessee

BRIAN ALLEN (1982)

*Vice President for Institutional Advancement*

B.S., 1982, Olivet Nazarene University

WALTER W. WEBB (1988)

*Vice President for Student Development*

B.A., 1986, Olivet Nazarene University

M.A., 1989, Olivet Nazarene University

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**Administrative Faculty**


---

KATHRYN BOYENS (1980)

*Director of Benner Library and Learning Resource Center*

B.A., 1969, University of Illinois

M.A., 1979, Illinois State University

M.S., 1983, University of Illinois

MARY ANDERSON (1986)

*Director of Career Services*

B.M.Ed., 1972, Millikin University

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

FRAN REED (1989)

*Dean of School of Professional Studies*

B.S., 1973, Olivet Nazarene University

M.A.E., 1982, Governors State University

Ph.D., 1995, University of Illinois

SUE RATTIN (1990)

*Director of Learning Development*

B.A., 1970, Olivet Nazarene University

M.A., 1976, Pacific Lutheran University

Ph.D., 2001, University of Illinois

JEFF SCHIMMELPFENNIG (1996)

*Director of Athletics*

B.S., 1986, Olivet Nazarene University

M.B.A., 1991, Olivet Nazarene University

BROCK SCHROEDER (1996)

*Dean of Academic Support*

B.A., 1991, Olivet Nazarene University

M.A.T., 1999, Olivet Nazarene University

Ph.D., 2006, Walden University

SUSAN WOLFF (1999)

*Director of Admissions*

B.A., 1994, Olivet Nazarene University

M.B.A., 2006, Olivet Nazarene University

MICHAEL W. BENSON (2002)

*University Chaplain*

B.A., 1978, Southern Nazarene University

M.Div., 1983, Nazarene Theological Seminary

D.Min., 2001, Asbury Theological Seminary

GREGG CHENOWETH (2002)

*Dean of College of Arts and Sciences*

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

CARL LETH (2003)

*Dean of School of Theology and Christian Ministry*

B.A., 1976, University of Kansas

M.Div., 1981, Nazarene Theological Seminary

Th.M., 1984, Duke Divinity School

Ph.D., 1992, Duke University

JAMES UPCHURCH (2004)

*Dean of School of Education*

B.S., 1971, Olivet Nazarene University

M.A., 1975, Saint Xavier University

C.A.S., 1979, Northern Illinois University

Ed.D., 2000, Loyola University, Chicago

RYAN SPITTAL (2004)

*Acting Dean, School of Graduate and Continuing Studies*

B.S., 1999, Olivet Nazarene University

M.B.A., 2003, Olivet Nazarene University

Certified Public Accountant

Doctoral Study, Nova Southeastern University

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**Professional Librarians**


---

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

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

DIANE FOX (1998)

Associate Professor of Library Science; Reference Librarian

B.S., 1970, Western Illinois University

M.A., 1988, Governors State University

M.S., 1997, University of Illinois

JASMINE CIESZYNSKI (2003)

Assistant Professor of Library Science; Instructional Services  
Librarian

B.S., 1996, Valparaiso University

M.L.S., 1999, Indiana University

PAMELA GREENLEE (2007)

Assistant Professor of Library Science; Reference Librarian

B.A., 1970, Olivet Nazarene University

M.S., 2006, University of Illinois

Kathryn Boyens, Library

Darcel Brady, Education

Robert Branson, Biblical Literature

Kevin Brewer, Physical Sciences

Kelly Brown, Education

Nathan Brown, Exercise/Sports Science

Stephen Brown, Mathematics

Wilfredo Canales, Spanish

James Carmean, Military Science

Charles Carrigan, Geology, Chemistry

Gregg Chenoweth, Communication, Arts and Sciences

David Claborn, History

Jerald Cohagan, Communication

Richard Colling, Biology

Jasmine Cieszynski, Library

Jason Creek, Military Science

Donald Daake, Business

Martha Dalton, Music

Ron Dalton, Theology

Linda Davison, Nursing

Susan Day, Nursing

Joan Dean, Graduate/Continuing Studies

William Dean, History

Mary Ada Dillinger, Library

Paul Dillinger, Nursing

Scott Dombrowski, Art

Susan Draine, Nursing

J. Eddy Ellis, Biblical Literature

Lisa Evoy, Nursing, Graduate/Continuing Studies

Larry Ferren, Chemistry

Leo Finkenbinder, Biology

Carl Fletcher, Communication

Roxanne Forgrave, Education

Juliene Forrestal, English

Diane Fox, Library

Stephen Franklin, Theology, Graduate/Continuing Studies

Elisabeth Gassin, Psychology

Andrew Gibbs, English

Heather Gibbs, Family/Consumer Sciences

Dwight Ginn, Biology

Ralph Goodwin, Business

Daniel Green, Mathematics

Pamela Greenlee, Library

Linda Greenstreet, Nursing

William Greiner, Art

Willa Harper, Chemistry

Dale Hathaway, Mathematics

Craighton Hippenhammer, Library

Janice Hockensmith, Social Work

Ralph Hodge, Exercise/Sports Science

Mark Holcomb, Christian Education

Mark Howard, Mathematics

Brian Hyma, Exercise/Sports Science

Kyle Ireland, General Studies

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## Faculty Members

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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

Lynda Allen, Business

Michelle Anders, Education, Graduate/Continuing Studies

Gerald Anderson, Music

Mary Anderson, Career Services

Catherine Anstrom, Family/Consumer Science

Douglas Armstrong, Chemistry

Scott Armstrong, Exercise/Sports Science

David Atkinson, Mathematics

William G. Bahr, Exercise/Sports Science

Karen Ball, Music

Catherine Bareiss, Computer Science

Jonathan Bartling, Education, Graduate/Continuing Studies

Bonnie Beardsley, Nursing, Graduate/Continuing Studies

Rebecca Belcher, English

Jeffery Bell, Music

Michael Benson, Theology

Mark Bishop, Communication

Leon Blanchette, Theology

Ray E. Bower, Psychology

John C. Bowling, Theology, President

David Johnson, *English*  
 Randal Johnson, *Biology*  
 April Kamba, *Exercise/Sports Science*  
 Patricia Kershaw, *Nursing*  
 Patrick Kirk, *Art*  
 Jim Knight, *Psychology, Academic Affairs*  
 Thomas Knowles, *Education*  
 Karen Knudson, *English*  
 Paul Koch, *Economics*  
 Rodney Korthals, *Engineering*  
 Emily Lamb-Normand, *Communication*  
 Carl Leth, *Theology and Christian Ministry*  
 Gregory Long, *Biology*  
 Stephen Lowe, *History*  
 Kevin Lowery, *Theology*  
 Barbara Martinez, *Spanish*  
 Jay Martinson, *Communication*  
 Michael Maynard, *Military Science*  
 Shirlee A. McGuire, *English*  
 Neal McMullian, *Music*  
 Kevin Mellish, *Biblical Literature*  
 Timothy Mercer, *Theology*  
 Bethany Mills, *Psychology*  
 Mike Morgan, *Engineering*  
 Kashama Mulamba, *English*  
 Connie Murphy, *General Studies/Learning Development*  
 Larry Murphy, *Biblical Literature*  
 Timothy Nelson, *Music*  
 Ivor Newsham, *Physics/Engineering*  
 Gary Newsome, *Exercise/Sports Science*  
 Patricia Nielson, *Nursing*  
 Kent Olney, *Sociology*  
 Dale Oswald, *Education*  
 Elizabeth Patrick-Trippel, *Communication*  
 Charles Perabeau, *Sociology*  
 Douglas E. Perry, *Finance*  
 Douglas Porter, *Exercise/Sports Science*  
 Aggie Posthumus, *Biology*  
 Mark Quanstrom, *Theology*  
 Susan Rattin, *General Studies/Learning Development*  
 Dena Reams, *Education*  
 Max Reams, *Geological Sciences*  
 Don Reddick, *Music*  
 Fran Reed, *Education, Professional Studies*  
 J. Todd Reid, *Exercise/Sports Science*  
 Nathaniel Reiss, *Spanish*  
 Glen Rewerts, *Business*  
 Diane Richardson, *Family/Consumer Science*  
 Ritchie Richardson, *Exercise/Sports Science*  
 Ray Reiplinger, *Graduate/Continuing Studies*  
 Linda Robinson, *Education, Graduate/Continuing Studies*  
 Jeff Schimmelpfennig, *Exercise/Sports Science*  
 Brock Schroeder, *Geology, Academic Support*  
 Joseph Schroeder, *Engineering*

Patricia Skalac, *Physical Science*  
 Elizabeth Schurman, *English*  
 Robert Smith, *Theology*  
 Ryan Spittal, *Graduate/Continuing Studies*  
 Sara Spruce, *Education*  
 William Summers, *Education, Graduate/Continuing Studies*  
 Rebecca Taylor, *Psychology, Graduate/Continuing Studies*  
 Gary Thomas, *Art*  
 Houston Thompson, *Social Work*  
 Vicki Trylong, *Modern Languages*  
 Jacqueline Tutley, *Nursing*  
 Rosalie Tuttle, *Nursing*  
 Stan Tuttle, *Education*  
 James Upchurch, *Education*  
 Larry D. Vail, *Computer Science*  
 David Vance, *Business*  
 David Van Heemst, *Political Science*  
 Kristian Veit, *Psychology*  
 Walter W. Webb, *Student Development*  
 JoEllen Werking-Weedman, *Communication*  
 Brenda Williams, *Exercise/Sports Science*  
 Mark Williams, *Accounting*  
 Sue Williams, *English*  
 David Wine, *Christian Education*  
 Neal Woodruff, *Music*  
 Brian Woodworth, *Criminal Justice*  
 Robert Wright, *Biology*  
 Ovid Young, *Music*

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### Faculty Emeriti

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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.

WILLIAM D. BEANEY (1961–1991)  
*Associate Professor of Biology Emeritus*  
 B.S., M.S.

WILLIAM BELL (1970–2003)  
*Professor of Psychology Emeritus*  
 B.A., M.A., 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.

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.

JANICE HOLMES (1984–2001)  
*Associate Professor of Nursing Emerita*  
B.S.N., M.S.

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.

MICHAEL LAREAU (1988–2005)  
*Associate Professor of Social Work Emeritus*  
B.S., M.S.W., M.A.E.

BILLIE J. MATHENY (1964–1980)  
*Professor of Education Emerita*  
B.A., M.S., Ph.D.

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.

PHYLLIS REEDER (1979–2003)  
*Professor of Nursing Emerita*  
B.S., M.S.N., Ph.D.

ESTHER ROBERTS (1947–1981)  
*Assistant Professor of Business Administration Emerita*  
B.S., M.A.

HARRY R. WESTFALL (1967–1986)  
*Professor of Education Emeritus*  
B.A., M.A., B.D., M.S.Ed., Ph.D.

JUDITH WHITIS (1984–2006)  
*Professor of English Emerita*  
B.A., M.A.E., Ph.D.

NOEL WHITIS (1993–2006)  
*Director of Media and Technical Support Emeritus*  
B.A., M.Ed.

MINNIE WILLS (1971–1991)  
*Associate Professor of Spanish Emerita*  
B.A., M.A.

NORMA WOOD (1995–2005)  
*Professor of Nursing Emerita*  
B.S., M.Div., M.A., Ph.D.

WILLIAM WOODRUFF (1968–1991)  
*Associate Professor of Biblical Literature Emeritus*  
B.A., M.Div., M.R.E., M.Th.

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### School of Graduate and Continuing Studies

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RYAN SPITTAL (2004)  
*Acting Dean, School of Graduate and Continuing Studies*  
B.S., 1999, Olivet Nazarene University  
M.B.A., 2003, Olivet Nazarene University  
Certified Public Accountant  
Doctoral Study, Nova Southeastern University

JOAN DEAN (2000)  
*Chaplain, School of Graduate and Continuing Studies*  
B.A., 1970, Vennard College  
M.R.E., 1975, Western Evangelical Seminary

PATRICIA K. KROHMER, (2005)  
*Associate Dean of Corporate Training and Career Services*  
B.A., 1975, Fontbonne University  
M.B.A., 2004, Saint Xavier University  
Doctoral Study, Capella University

RAY REIPLINGER (2005)  
*Associate Dean of Academic Services*  
B.A., 1965, Northern Illinois University  
M.S., 1970, Northern Illinois University  
Ed.D., 2000, Loyola University

JOYCE HARRIS (2006)  
*Associate Dean of Student Services*  
B.A., 1996, Governors State University  
M.H.S., 2000, Governors State University  
Ed.D., 2006, Argosy University

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B.A., 1998, Olivet Nazarene University  
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*Director of Graduate Programs, School of Education*

B.A., 1966, Olivet Nazarene University

M.S., 1968, Indiana State University

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BA, 1988, Olivet Nazarene University

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B.S., 1993, Olivet Nazarene University

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B.A., 1965, North Park College

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*Director of Programs in Business*

B.A., 1998, Governors State University

M.B.A., 2004, Olivet Nazarene University

# Degree and Enrollment Statistics

## Degrees Granted (July 1 - June 30)

	2002	2003	2004	2005	2006
Associate of Arts	0	12	23	39	65
Bachelor of Arts	157	167	153	184	80
Bachelor of Business Administration	3	20	12	15	26
Bachelor of Science	227	210	235	204	341
Bachelor of Science in Nursing	0	0	0	33	67
Bachelor of Social Work	0	0	0	7	17
Bachelor of Applied Science	15	11	6	12	10
Master of Arts	12	18	17	15	9
Master of Arts in Education	88	109	104	307	354
Master of Church Management	4	1	2	6	13
Master of Business Administration	56	36	84	90	40
Master of Education	310	342	405	373	417
Master of Science in Nursing	0	15	3	2	5
Master of Pastoral Counseling	0	1	2	6	0
Master of Practical Ministry	1	0	0	0	0
Master of Arts in Teaching	36	42	44	50	41
	909	984	1,090	1,343	1,485

## Fall Enrollment Statistics

College Level	2002	2003	2004	2005	2006
Freshmen	722	729	819	820	936
Sophomores	430	474	480	552	504
Juniors	376	440	469	466	522
Seniors	394	420	465	541	502
Other Undergraduates	31	16	18	23	23
Adult Studies, Undergraduate	286	353	391	500	498
Graduate	1,634	1,887	1,731	1,583	1,510
Total Enrolled	3,873	4,319	4,373	4,485	4,495
Equivalent full-time students	2,716	3,024	3,208	3,354	3,432

## Graduation Rates of First-Time Freshmen

Freshman Class	Number	Graduated within 4 years	Graduated within 5 years	Graduated within 6 years
1993	425	173 = 41%	212 = 50%	218 = 51%
1994	374	170 = 45%	213 = 57%	218 = 58%
1995	389	149 = 38%	194 = 50%	199 = 51%
1996	405	141 = 35%	195 = 48%	205 = 51%
1997	426	170 = 40%	228 = 54%	230 = 54%
1998	428	159 = 37%	218 = 51%	227 = 54%
1999	411	169 = 41%	214 = 52%	217 = 53%
2000	468	188 = 40%	238 = 51%	248 = 53%
2001	548	241 = 44%	307 = 56%	

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## For Your Information Needs...

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The postal address of Olivet Nazarene University is One University Avenue, Bourbonnais, Illinois 60914-2345. Mail to administrators, offices, faculty, and students may be sent to this address.

The University is located in the Village of Bourbonnais, 50 minutes south of Chicago's Loop. The campus is one-and-a-half miles southwest of Exit 315 on Interstate 57.

The telephone number of the University switchboard is **(815) 939-5011** or **1-800-648-1463**. 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 Administration Building or as noted below.

Olivet Nazarene University may be found on the World Wide Web at [www.olivet.edu](http://www.olivet.edu).

### **Inquiries to the University may be directed to the following:**

**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** 939-5201

Student academic problems, class schedules, orientation

**Registrar** 939-5201

Registration for classes, graduation requirements, transcripts, grades

**Director of Admissions** 939-5203 Admissions Center

Admission of freshmen and transfer students, requests for catalogs, applications for admission, and other information

**Dean of the School of Graduate and Continuing Studies** 939-5291 Heritage Plaza

Doctoral and Master's degree programs, degree completion for adults

**Director of Financial Aid** 939-5249 Miller Business Center

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 Business Center

Payment and arrangements of University student accounts

**Vice President for Finance** 939-5240 Miller Business Center

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 Marketing Communications** 939-5197

Publications, photography, news, *The Olivetian*, Web site

**Director of Alumni Relations - Bears Camp** 939-5258

Address updates, alumni news, information on where to find alumni, alumni events

**Counseling and Career Center** 939-5243 Center for Student Success

Counseling, student employment, and career planning

**Ludwig Center Reception/Information Desk** 939-5207

**Shine.FM/WONU** 939-5330

**All Other Offices** 939-5011 (24-hour service)

# Undergraduate Academic Calendar

Fall Semester	2007-2008	2008-2009	2009-2010
Orientation for Freshman/Transfers	August 25	August 23	August 22
Registration Days	August 27-28	August 25-26	August 24-25
Wednesday, 7:30 a.m., classes begin	August 29	August 27	August 26
Fall Revival	September 16-19	September 21-24	September 20-23
Final Day to drop Block I courses	September 21	September 19	September 18
Fall Break	October 8-9	October 13-14	October 12-13
Mid-Semester (Block II courses begin)	October 24	October 22	October 21
Homecoming	November 2-4	October 24-26	November 6-8
Final day to drop semester-length courses	November 9	November 7	November 6
Final day to drop Block II courses	November 16	November 12	November 11
Thanksgiving Holiday	November 21-25	November 26-30	November 25-29
Classes Resume at 7:30 a.m.	November 26	December 1	November 30
Final Examinations—Friday, Monday, Tuesday	December 14, 17-18	December 12, 15-16	December 11, 14-15
<b>Spring Semester</b>			
Registration Day and New Student Orientation	January 7	January 5	January 4
Tuesday, 7:30 a.m. classes begin	January 8	January 6	January 5
Final day to drop Block III courses	February 1	January 30	January 29
Winter Revival	January 27-30	February 8-11	TBA
Winter Break	February 14-15	February 13	February 12
Block IV begins	March 4	March 3	March 2
Spring Break	March 15-24	March 7-15	March 6-14
Monday only classes will meet	March 24	N/A	N/A
Final day to drop semester-length courses	March 28	March 27	March 26
Final day to drop Block IV courses	April 4	April 3	April 2
Easter Break	Same as Spring Break	April 10-13	April 2-5
Monday only classes will meet	N/A	April 13	April 5
Final examinations — Monday - Thursday	April 28-May 1	April 27-30	April 26-29
Friday, Baccalaureate Service	May 2	May 1	April 30
Saturday, 9:30 a.m. Commencement	May 3	May 2	May 1

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