


2012

# Olivet Nazarene University Annual Catalog 2012-2013

Olivet Nazarene University  
*Olivet Nazarene University*

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# 2012-2013 Catalog



OLIVET  
NAZARENE  
UNIVERSITY

Olivet Nazarene University  
Bourbonnais, IL 60914  
800-648-1463  
[www.olivet.edu](http://www.olivet.edu)

Dr. John C. Bowling, President





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## List of Departments and Studies

Traditional undergraduate programs of study are offered in 20 academic departments, which are organized in four colleges/schools. These colleges/schools are listed on this page and in Chapter 7, "Undergraduate Programs of Study." In addition, the School of Graduate and Continuing Studies programs are detailed in Chapter 9.

### 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 General Studies  
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 Military Science  
Department of Nursing  
Department of Social Work and Criminal Justice

### School of Theology and Christian Ministry

### School of Graduate and Continuing Studies

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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 Human Resources 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 150 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. River Valley Metro bus service now offers service to University Park as well as throughout the Kankakee-Bradley-Bourbonnais area. Bus stops for Metro are conveniently located along the perimeters of the campus.

Olivet receives mail through the Bourbonnais Post Office. The basic mailing address is Olivet Nazarene University, One University Avenue, Bourbonnais, Illinois 60914-2345.

The 2010 census population of Kankakee County was 113,449, including 26,840 in Kankakee, 13,759 in Bradley and 18,631 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), Howe Hall (1967) and Parrott Hall (1970) and University Place, an apartment complex converted to campus housing in 2001. In addition, the Grand Apartments and Olde Oak Apartments 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 Villa property now houses Olivet's ROTC program and is used by the intramurals program and the Marching Tigers band and color guard.

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 main offices of the School of Graduate and Continuing Studies in 2006. A second satellite location was leased and opened in 2011 in Oak Brook, IL.

In 2010 the Betty and Kenneth Hawkins Centennial Chapel was completed and an additional student residence complex, Stadium Place, was acquired. The initial stages of a new campus plan were implemented as well, and in 2011, work began on the new Student Life and Recreation Center.

## 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

# Design for Educational Excellence

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 and the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462 or <http://www.ncahlc.org/>.

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 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 Accreditation Board of Engineering and Technology (ABET).

Olivet is accredited by the National Association of Schools of Music, the American Association of Colleges for Teacher Education, Midwest Association of Graduate Schools, and the Associated Colleges of Illinois; and holds membership in 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 sustained 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 internships. 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.

## Graduation Requirements, Associate and Bachelor's Degrees

Associate and Bachelor's 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 degrees:

1. A minimum of 64 semester hours for associate degrees or 128 semester hours for bachelor's degrees;
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) for bachelor's degrees;
4. Completion of the general education requirements for the respective degree; the student pursuing a Bachelor of Arts degree must complete foreign language;
5. Completion of a major program of study as specified by the program's College, School, or Department;
6. Completion of supporting courses as specified by the major department;
7. Participation in the senior outcomes testing programs in general education and as may be specified by the major department.
8. The student must file an application for the degree with the Registrar six months prior to the expected date of graduation.
9. 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 syncretical 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
20–36:	ENGL 109
16–19:	ENGL 108
1–15:	***** GNST 093

### 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	

## Design for Educational Excellence

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	
CHED 306 — Cross-Cultural Ministry	
COMM 349 — Intercultural Communication	
ECON 308 — Comparative Economic Systems	
FACS 335 — The World Food Problem	
GEOG 340 — Global Natural Resources	
HIST 379 — The Developing World	
LIT 240 — World Literature	
LIT 307 — Literature of Non-Western Cultures	
LIT 315 — Multiethnic Literature	
MULT 301 — World Musics	
PHIL 325 — World Religions	
PHIL 444 — Islamic Studies	
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
19–36:	MATH 103 or higher math course
14–18: *****	GNST 095 and MATH 103 or higher
1–13: *****	Basic Algebra course or passing equivalent placement exam; GNST 095; MATH 103 or higher

## Design for Educational Excellence

### 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, including a fitness laboratory component. ROTC and varsity sports participants register for 2 hours without the fitness lab component.	3
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<b>Total</b>	<b>3</b>
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<b>Grand Total</b>	<b>45–58 hours</b>
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#### 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. Engineering and Computer Engineering majors satisfy the College Writing II requirement with ENGL 335 Technical Communication and Experimental Design. 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. 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  
472 - Kinesiology  
PHED 360 - Physiology of Exercise  
370 - Adaptive and Corrective Physical Education  
BIOL 246 - Human Anatomy and Physiology I  
247 - Human Anatomy and Physiology II  
369 - Human 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 adviser.

## 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 India 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 in Nashville, Tennessee, 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 inter-disciplinary 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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### India Studies Program

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The India Studies Program offers a unique opportunity to encounter one of today's most fascinating and diverse cultures. The diversity of India, as well as the call to be an obedient witness for Christ throughout the world, provides a rich and engaging setting to equip students to be servant-leaders in a pluralistic world of beliefs, cultures and needs.

The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to explore a variety of issues--poverty, social justice, rapid social change, religious pluralism--through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors.



At its heart, the India Studies Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ-centered manner. It will challenge students to discover for themselves a variety of ways to address the needs of the poor and disenfranchised, acting as agent of salt and light in broken world.

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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 Jerusalem, Israel, with an extended study trip to Turkey. 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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### 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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### Focus Leadership Institute

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The Focus Leadership Institute provides a semester of study in Colorado Springs, CO. Student leaders from both Christian and non-religious universities come to explore a unique academic approach to leadership in the areas of marriage, family, church, society and comparative worldviews. Top-notch teaching flows seamlessly into intentional

community as staff and students share life together, working out in practical ways what it means to live every aspect of one's life to the glory of God alone. 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.

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### Equador — Nazarene International Language Institute

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Students wishing to study abroad in a total immersion situation can learn Spanish and Latin American culture while participating in ministry projects and traveling throughout Equador. Located on the campus of the Nazarene Theological Seminary of South America in the capital city of Quito, Ecuador, NILI offers a variety of Spanish courses which include conversation, grammar, composition and literature. Students are immersed in the language and culture through studies, ministry and travel. Contact the Department of English and Modern Languages for additional information.

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### Tokyo Christian University Studies Program

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Tokyo Christian University is the only Evangelical university completely accredited by the national Japanese Ministry of Education, with roots

going back to 1881. It is an international affiliate of the Council of Christian Colleges and Universities. Based in the Christian liberal arts, TCU's Japanese students take a range of courses in the humanities, theology, social sciences, and physical sciences. Starting from this base in the liberal arts, TCU has created a special one-semester program for visiting students from English-speaking countries, called the East Asia Institute. This program introduces students to East Asia and Japan both academically and experientially. The four core courses in the short term program form a set combining the study of East Asian history, art (including manga and anime), religion, philosophy, economics, and language (Japanese). These courses are integrated with in-depth field trips, all within a Christian context dedicated to the integration of faith, learning, and life. Olivet and TCU have a formal agreement which gives Olivet students priority in the application process. More information on the program is available at <http://acts.tci.ac.jp/eai/>.

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### Korea Nazarene University Study Program

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Sponsored by the business departments of Olivet Nazarene University and Korea Nazarene University, this program is based in Cheonan, South Korea. Students wishing to experience a study abroad program will study the Korean language and explore topics dealing with international business. Students participating in the program will live on the campus of Korea Nazarene University. For more details on requirements for application to the program, refer to the International Business curriculum under the Department of Business.

## 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, History/Political Theory, 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, Master of Divinity, 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 parking 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/her 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.

## Student Activities and Organizations

**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 vice-president and representatives from each of the residential facilities. Membership is voluntary and open to all students living in campus housing.

**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. Groups under Spiritual Life include Urban Children's Ministries, Prayer Warriors, and Best Buddies.

**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, Guitar Combo, Guitar Orchestra, Handbell Choir, Jazz Band, Marching Band, Orpheus Choir, Pep Band, Percussion Ensemble, Saxophone Ensemble, Testament Men's Choir, University Orchestra, Proclamation Gospel Choir, 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, swimming, and track. Intercollegiate sports for women include basketball, softball, golf, tennis, swimming, 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 seven 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.

## University Life

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.

**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.

**Associated Student Council** — The ASC consists of an executive council, which assists the student body president in executing organization by-laws and constitution, and a class council, which organizes events for each class. The Student Council of the Associated Students of Olivet Nazarene University (ASC), in conjunction with the University administrative officers, fosters wholesome social and religious activities on the campus. Under the ASC's direction, academic and social clubs carry out various activities.

**Clubs and Organizations** — Biophilic (Biology Club), Capitol Hill Gang, Chemistry Club, Collegiate Music Educators National Conference (CMENC), Computer Science Club\*, Diakonia (Social Work), Engineering Club\*, Equestrian Club, Exercise Science Club, Going Green, Green Room, International Justice Mission (IJM), Kappa Delta Pi (National Education Honor Society), Kappa Delta Rho (FACS 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), Math Club, Men's Club Volleyball, MuKappa (Nat'l Chapter for Missionary Kids & Military Families serving internationally), Multi-Ethnic Relations Club (MERC), National Science Teachers Association (NSTA), Nursing Student Association (NSA), Officers of Christian Fellowship, Olivet Geological Society (OGS), Phi Alpha Theta (History Honor Society), Pre-Law Society, Psi Chi (Psychology Honor Society), Psychology Club, Seventh Reel (ONU Film Club), Sigma Tau Delta (English Honor Society), Spoons-4-Forks, Student Dietetic Association (SDA), Student Education Association (SEA), Students in Free Enterprise (SIFE), Student Unit of Family and Consumer Sciences (SUFACS)

\* denotes clubs that operate outside ASC

## 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 10:00 a.m. to 10:45 a.m. every Wednesday and from 9:35 a.m. to 10:20 a.m. every Thursday. During special emphasis weeks, required chapels will extend to other days.

**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. The associate academic dean must approve all exemptions of this nature; no individual petition is necessary.

**Commuter Students**— Full-time commuter students taking 12 hours or more are required to attend all assigned 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. Petitions for exemption should be made through the Student Development Office.

**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 Admissions Committee 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 whose high school grade point average was below 2.00 on a 4.00 scale and those whose ACT composite score was 15-17 may be considered for admission to the University through participation in the Essentials of Learning program. Other students may participate in the Essentials of Learning program, particularly when parents, high school teachers, or counselors indicate the need for additional assistance for the student.

The Essentials of Learning program emphasizes effective study skills, 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.

Students admitted through the Essentials of Learning program are limited to a 14 hour course load and are encouraged to carry minimal outside employment and extracurricular commitments. In order to continue enrollment at the University beyond the first semester of attendance, students must successfully complete the Essentials of Learning course and pass at least six hours of college credit.

## 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.

6. Submit the enrollment deposit of \$200. 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 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. 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.
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. Students who enter Olivet with an Associate of Arts (A.A.), Associate of Science (A.S.), or an Associate of Fine Arts (A.F.A.) degree from regionally accredited colleges and universities will have met all general education requirements for graduation from Olivet, except for the general education Religion courses and 6-8 hours of International Culture credits. However, these students may be required to complete additional elective courses beyond the required core courses in their major to satisfy the 128 credit-hour requirement for graduation from Olivet.
5. 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. For additional information regarding academic standing, financial aid eligibility, and athletic eligibility, refer to Chapter 6, "Academic Regulations."
6. A maximum of 15 hours of correspondence coursework may be applied toward a degree at Olivet.
7. 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; students who fall below the above minimum standards are not making satisfactory progress and, if admitted, would be on academic probation.

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

## Admissions Process for International Students

All applicants to Olivet's traditional undergraduate programs who are not citizens or permanent residents of the United States must comply with the following admission requirements before the University may issue an I-20 form to an international applicant.

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



## Admission Policies and Procedures

2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant seeking admission at the same level. Official transcripts submitted directly from the student may be accepted at the discretion of the admission counselor if received in an envelope sealed by the school. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S.
3. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy or provide proof of adequate coverage. The international student should also provide the name and address of a friend or relative in the United States who is empowered and willing to make decisions on behalf of the student in case of an emergency.
4. The University requires that the prospective student demonstrates 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. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. 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 Center for those students needing supplemental work in grammar, vocabulary, reading, and pronunciation. Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.
5. The prospective student is required to provide a notarized affidavit of financial support along with a current bank statement to confirm that he/she will be able to provide for his/her expenses (tuition and fees, books, living costs, etc.) at the University without resorting to unauthorized employment.
6. It is the responsibility of an international student on an F-1 visa to maintain full-time status. 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 \$95 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 2012–2013 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.)	
2. Tuition Charges for 12–18 Hours	\$13,625
(For a student taking a full load of 18 hours, this is equivalent to a tuition charge of \$757 per hour. For more than 18 hours, the charge is \$757 per additional hour. For students taking a part-time load of less than 12 hours in a given semester, the tuition charge is \$1,136 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)	
3. Room and Board (4 plans available at no additional cost*)	\$3,950
21 meals per week is \$250 more per semester	
<b>Total Tuition, Fees, Room/Board (semester)</b>	<b>\$17,995</b>
<b>Total Tuition, Fees, Room/Board for a School Year (two semesters)</b>	<b>\$35,990</b>

\* contact Office of Student Development for meal plan specifics

## Special Fees

Background Check	\$50
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	\$20
International Student Insurance (per semester, Subject to Change)	est. \$675
Key Replacement for Room	\$30
Late Health Forms (required by Illinois state law)	\$25
Late Registration (one day late)	\$20
Second Day and After, Per-Day Additional	\$5
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	\$95
Tuition Deposit	\$200

## Methods of Payment

1. A student is required to pay an enrollment deposit of \$200 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.

## Financial Information

- 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, Private Educational 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.

## 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). The FAFSA application 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.

When it is determined the student qualifies for a federal grant or scholarship, the grant or scholarship is awarded and does not require repayment. Federal loans are awarded on the basis of repayment, in most cases after graduation or 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 (Federal Work Study and Federal Perkins Loans) *until the funds have been exhausted.* 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. In addition, **a student must remain in good academic standing and make satisfactory academic progress, as described in the Academic Regulations chapter of this catalog, to receive any ONU funding. Students on academic probation or academic suspension are not considered to be in good academic standing.**

A number of scholarship awards are made available each year by Olivet Nazarene University. **The total of all grants and scholarships combined with ONU grants/scholarships can never exceed the Direct Cost (tuition, fees, room and board). If the total of grants/scholarships exceeds the Direct Cost, ONU funding will be reduced to bring the total back to the Direct Cost.**

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. Transfer student awards are based on the previous college academic performance.

**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. Transfer student awards are based on the previous college academic performance.

## Scholarship Regulations

1. Only one academic scholarship may be awarded during any school year. The student's cumulative grade point average is reviewed at the end of each academic year to determine eligibility to retain the scholarship. 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.**

**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 Advantage 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.

**Nazarene Senior Pastors and Full-time Associate Pastors:** The ONU Pastor's Children Scholarship is awarded in 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 quizzier, 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 quizzier 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:** Awarded 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 \$555 to \$5,550 per year.

**Federal Supplemental Educational Opportunity Grant (SEOG):** Awarded to students with exceptional financial need with an EFC below \$1,000. The SEOG is awarded through the University from funds allocated to the school by the federal government. Awards are typically \$150 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 \$4,720. The FAFSA form used to apply for federal aid applies to the Illinois state assistance as well. **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. Until the ONU Annual Authorization of Perkins Loan funds (determined by the U.S. Department of Education) have been exhausted, the limited 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 \$5,500 per year, with no more than \$3,500 of that amount subsidized. Loans at the sophomore level (30–59 credit hours completed) are limited to \$6,500, with no more than \$4,500 of that amount subsidized. Loans in the junior and senior years (60 or more credit hours completed) may be up to \$7,500 per year, with no more than \$5,500 of that amount subsidized. 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.

**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.

**Private 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, he/she should plan accordingly, through the use of PLUS Loans, Private Educational 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, data entry clerks, 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.

## Veterans Benefits

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. In addition, ONU is part of the federal Yellow Ribbon Program, which helps to fund the tuition for veterans in certain circumstances. The VA counselor can help determine eligibility.

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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 \$250 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 each year before 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. Recipients must be in good academic standing and have a cumulative GPA of at least 2.0 to be eligible. 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.

*Albrecht, Robert and Lois, Scholarship:* awarded to worthy and needy students who are international students or children of missionaries.

*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.

*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.

*Aussem, Beth Anne (Jensen), Endowed Scholarship:* available to psychology majors.

*Bade, Kenneth Allen, Scholarship:* awarded annually to music students majoring in organ.

*Baldrige Family Scholarship:* awarded to education majors with a preference for English, math or science education majors.

*Ballmer, Verl and Naomi, Scholarship:* awarded to worthy and needy students preparing to serve as full-time ministers or missionaries in the Church of the Nazarene.

*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.

*Beard, Rev. Arthur L. and Ferne L., Endowed Scholarship:* awarded to worthy and needy theology, Christian ministry, teaching, pre-med, nursing and/or instrumental music junior or senior students with minimum 3.0 GPA.

*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.

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

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

*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., Scholarship:* awarded to needy sophomore, junior, or senior pastoral ministry 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.

*Burbrink-Dunnington Ministry Scholarship:* awarded annually to worthy and needy students preparing for Christian ministry.

*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.

*Carmony, Byron M., Scholarship:* awarded to worthy and needy students with a preference to those pursuing a music degree.

*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.

*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

## Olivet Nazarene University Foundation Grants

must exhibit high-level of Christian discipleship; selection made by art faculty based on written testimony submitted by student.

*Comandella, Edgar W., Scholarship:* awarded to undergraduate and graduate non-traditional students preparing for full-time ministry.

*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.

*Cunningham, Dr. Paul G., Scholarship:* awarded to junior or senior pastoral ministry majors.

*Dace, Allen and Virginia, Scholarship:* awarded to religion majors.

*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.

*Deright, Fay, Scholarship:* awarded to worthy and needy students with a preference for those pursuing a degree in nursing or students from Auburn, Indiana, Church of the Nazarene or Grace Point Church of the Nazarene in Ft. Wayne, Indiana.

*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, Jenna Leigh, Vocal Music Scholarship:* awarded to students who express an interest in, and show special aptitude and talent for, vocal music and fine arts.

*Dickey, Dr. John Q., Sr., Pre-Med Scholarship:* available to Pre-medical 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.

*Diehl, Dr. James H., Scholarship:* awarded to junior or senior pastoral ministry majors.

*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.

*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.

*Eimer Voice Scholarship:* awarded to students majoring in voice.

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

*Erbes-Noah Harp Scholarship:* awarded to worthy and needy orchestra/harp students.

*Felesena Family Scholarship:* awarded annually to worthy and needy business and/or education students.

*Foote, Rev. William G. and Reuhama E., Scholarship:* awarded to worthy and needy English or elementary education majors.

*Fowler, Clifford H., Scholarship:* for nursing and science students.

*Fowler, George F. and Dorothy M., Scholarship:* available to nursing students, men pursuing a pastoral/evangelistic degree, or students from Shipshewana, Ind. Church of the Nazarene.

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

*Frank, Don 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 (Illinois) Churches of the Nazarene.

*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.

*Goodwin Scholarship:* awarded to junior or senior accounting majors.

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

*Grimsley, Nellie L., Scholarship:* for students in preparation for definite overseas missionary service.

*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.

*Henneberg, Megan Harms, Scholarship:* available to nursing majors.

*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.

*Holmes, Glenn and Janice Netzel, Scholarship:* available to nursing students who exhibit high standards of academic scholarship and commitment to a Christ-centered nursing profession.

*Hopkins Family Music Scholarship:* awarded to outstanding music students who major on an orchestral instrument.

*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.

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

*Jarvis, Julian and Betty Jean, Scholarship:* awarded to students from the Greencastle Church of the Nazarene and/or worthy and needy students.

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

*JEM Fund Scholarship:* awarded to worthy and needy students from the state of Colorado with preference for those from the Greeley First Church of the Nazarene.

*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, Cal and Vera, Scholarship:* awarded annually for worthy and needy students with preference for those entering the fields of education, nursing, or chemistry.

*Johnson, Calvin Keith and Connie, Scholarship:* awarded to students majoring in chemistry.

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

*Johnson, Otis L., Sr., Scholarship:* awarded to worthy and needy students who are majoring in English.

*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/Lamb, Marjorie, 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.

*Kalemkarian, Katherine E., Scholarship:* awarded to worthy and needy students majoring in fashion merchandising.

*Kappa Sigma Nursing Scholarship:* Available to nursing students.

*Keck, Charlotte Shugart, Nursing Scholarship:* awarded to junior-level nursing student for use in senior year; recipient selected by nursing faculty and approved by department chair.

*Kelly, Hugh G., and Gladys E., Endowed Scholarship:* available to students from Roxana 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.

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

*Kring, Robert M., Central Region NYI Scholarship:* awarded equally to youth ministry majors and other declared majors from the Central Education Region.

*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 full-time ministry.

*Liddell, Daniel Wesley, Scholarship:* awarded to worthy and needy music students who are majoring in voice.

*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.

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

*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 pre-medical 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.

*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 of the Nazarene Scholarship:* available to Dundee, Monroe, and Tecumseh, Michigan Church of the Nazarene students--freshmen to seniors.

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

*Moore, Rev. Norman L. and Mary, Scholarship:* available for worthy and needy students, with preference for those preparing for pastoral ministry, chaplaincy, or missions.

*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.

*Oliver/Granger Scholarship:* awarded to worthy and needy business and education majors.

*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.

*Pennington, Mark and Beth, Scholarship:* awarded to undergraduate students from the Eastern Michigan District.

*Perry, Dr. Ralph E. and Lorene E., Scholarship:* for worthy and needy students preparing for a full-time career in pastoral ministry.

*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.

*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.

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*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.

*Schaafsma, Terry and Dianne, Scholarship:* available to athletic training students.

*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.

*Schroeder, Richard V., Memorial Scholarship:* awarded to worthy and needy students who are veterans of the US armed forces or who are pursuing a career in criminal justice or law enforcement.

*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.

*Severance, Harold and Ruth, Scholarship:* awarded to worthy and needy students preparing for full-time Christian service. A portion of the distribution to support the Preaching Ambassador Program.

*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, Evelyn "Cricket," Scholarship:* awarded to elementary education majors.

*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.

*Social Work Scholarship:* awarded to senior social work majors, based on Christian character and academic record.

*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.

*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.

*Sunberg, Charles and Carla, Scholarship:* awarded to junior or senior female ministerial students.

*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.

*Walker, Mary J., Scholarship:* awarded to two sophomore, junior, or senior female students with a minimum GPA of 3.5; one from the Indianapolis District and one from the Eastern Michigan District.

*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).

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*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, J. L. and Cumming, J. A., Scholarship:* available to worthy and needy students preparing for ministry or missions.

*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.

*Wisconsin District Church of the Nazarene Scholarship:* awarded to each Olivet student whose parents are in full-time ministry on the Wisconsin District.

*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.

*Woodruff, Dr. William and Mrs. Wanda, Scholarship:* awarded annually to the principal cellist of the University orchestra, with a 3.0 GPA or higher and using their musical talents for the glory of God.

*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:

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  
 Byrne, Mary Ann  
 Cheeseman, John  
 Chenoweth, Robert R. and Arlene J.  
 Choate, Elizabeth  
 Clendenen, Rev. and Mrs. Carl B., Sr.  
 Cooper, Aubrey E. and Margaret A.  
 Cox, William A. and Anna R.  
 Culp Family

Davis, Lela M.  
 Dill, Helen and John  
 Donoho, Dr. John J. and Dr. Lora H.  
 Douglas, Fred E.  
 Eilander, Grace  
 Farmer, Howard and Adda  
 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.  
 Hemstreet, Thomas and Doris  
 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  
 Kariolich, Margaret J.  
 Kelley, Frank and Elizabeth  
 Kelley, Seldon Dee, Sr.  
 Keys, Gerald L. Sr. and Celeste F.  
 Kietzke, Hilmer and Virginia  
 Langdon, Cindy  
 Leichty, Elvin and Marjorie  
 Lemna, Mr. and Mrs. William F.  
 Lind, Dr. Richard T.  
 Long, Wesley C.  
 Lundry, Russell  
 Marquart, Linford A.  
 Marroletti, L. Jean  
 Martinson, Milton and Myrna  
 McCormick, James and Pauline  
 McCreary, Glen  
 McHie, Richard H. and V. Aline  
 Meredith, Phil and Pat  
 Miller, Cecil and Grace  
 Mingus, James A. and Beverly E.  
 Mingus, James E. and Judy M.

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Minor, Malvin and Christine	Indianapolis, Indiana, Westside Church of the Nazarene
Mongerson, Harold and Gladys	Kalamazoo, Michigan, First Church of the Nazarene
Moore, Robert and Dottie	Kankakee, Illinois, First Church of the Nazarene
Munson, Della	Kokomo, Indiana, Bon Aire Church of the Nazarene
Murdaugh, George W.	Kokomo, Indiana, First Church of the Nazarene
O'Bryant, Alan and Clinton	Mackey, Michigan, Church of the Nazarene
ONU Foundation Board of Directors	Mason, Michigan, First Church of the Nazarene
ONU Scholarship	Middletown, Indiana, Middletown Church of the Nazarene
Orpheus Memorial Scholarship	Morenci, Michigan, Church of the Nazarene
Phillips, Marjorie L. McCoy and Harold E.	Muskegon, Michigan, Lakes Community Church of the Nazarene
Reader, Paul H. and Delores A.	New Palestine, Indiana, Grace Harbor Church of the Nazarene
Reeves, Emily	Perry, Michigan, Church of the Nazarene
Reynolds, Mary Alice, Memorial Scholarship	Pittsfield, Illinois, Church of the Nazarene
Rice, Paul	Plymouth, Michigan, Church of the Nazarene
Richards, Francis Edward and Minnie	Portland, Michigan, Church of the Nazarene
Ringgenberg, Raymond R. and Mabel G.	Saginaw, Michigan, First Church of the Nazarene
Ritthaler, Virginia M.	St. Joseph, Michigan, First Church of the Nazarene
Roat, Lydia Hendricker	Westbrook, Indiana, Grace Pointe Church of the Nazarene
Robbins, Forrest D. and Venice	
Roth, Sharon	
Ruzich, John and Lynnae	
Shaw, George R. and Gertrude	
Shipman, Sidney P. and Viola	
Smith, Charles Hastings	
Springer, Frank E. and Rose M.	
Stanley, Harry T. and Vera M.	
Suits, Eva Irene	
Sullivan, Mary	
Taplin, Harry	
Thomas, Dr. Weldon L. and Juanita M.	
Shite, Frederick and Mildred	
White, Frederick and Mildred	
Whitehead, R.B. and Elma	
Williams, Lula	
Yanchick, Dennis J.	
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  
Decatur, Illinois 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



## 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

## Registration Changes

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*.

## Grading/Course Repeat Policy

**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."

## Academic Regulations

**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.

### Course Repeating Policy:

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.

## Scholarship Requirements

**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.

## Academic Regulations

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.

## Academic Regulations

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.

## Learning Development 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 Center.

The Learning Development Center (LDC) 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 LDC 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 LDC 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.

## Academic Regulations

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.

## Academic Regulations

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, birth date, Social Security number, graduation date, maiden name, etc., may help to expedite the processing of the request. A convenient request form is available at <http://www.olivet.edu/studentlife/resources/registrar/transcripts.aspx>. 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, whether express or normal processing, are mailed via U.S. mail, and appropriate time should be allowed for delivery. 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, 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 Music (BMus)** – Offered for music programs in which the orientation is toward advanced development of general musicianship allied with competence in an area of specialization. The standards follow those set forth by the National Association of Schools of Music.

**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, the Department of Social Work and Criminal Justice, and the Department of Engineering offer variations of this degree—the Bachelor of Science in Nursing (BSN), the Bachelor of Social Work (BSW), and the Bachelor of Science in Engineering (BSE), 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 — Graduates only
- 900 — Doctoral students only

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 General Studies
- 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 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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## *Janna McLean, 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 nine departments are academic programs of study in the humanities including literature, art, music, and history; the natural sciences including mathematics; the behavioral sciences; along with modern languages, political science, and general studies.

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)

*Associate 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

MARY BETH KOSZUT (2012)

*Assistant Professor of Art*

B.A., 2002, University of Denver

B.F.A., 2005, The School of the Art Institute of Chicago

M.F.A., 2011, Bradley 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 flexibility in the 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 advising and career preparation courses to help students prepare for the future.

Career opportunities for 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 who demonstrate in-depth knowledge with 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.

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## Art Major, B.A.

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### 36 hours

#### Required:

ART 101 - Fundamentals of Drawing

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

206 - Figure Studies

233 or 334 - Basic Oil Painting or Beginning Watercolor

250 - Portfolio Review

281 - History of Western Art I

282 - History of Western Art II

360 - Contemporary Art

or 375 - History of Non-Western 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 101 - Fundamentals of Drawing

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

- 206 - Figure Studies
- 250 - Portfolio Review
- 281 - History of Western Art I
- 282 - History of Western Art II
- 360 - Contemporary Art History  
or 375 - History of Non-Western Art  
or 471 - History of Modern Art
- 495 - Senior Career Preparation

**Plus one of these concentrations:**

**A. Drawing/Illustration Concentration**

- ART 211 - Illustration for Publication
- 233 - Basic Oil Painting
- 308 - Advanced Figure Studies
- 323 - Printmaking I
- 334 - Beginning Watercolor
- 335 - Watercolor for Illustration
- 408 - Advanced Drawing Seminar
- 425 - Printmaking II

And three additional hours of art history

**B. Painting Concentration**

- ART 211 - Illustration for Publication
- 233 - Basic Oil Painting
- 323 - Printmaking I
- 334 - Beginning Watercolor
- 335 - Watercolor for Illustration
- 336 - Composition and Color
- 425 - Printmaking II
- 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 electives

**D. Digital Media: Graphics Concentration**

- ART 275 - Photoshop
- 310 - Graphics Advertising I
- 319 - Typography
- 320 - Package Designing
- 357 - Final Cut Pro
- 459 - Publication Design and Manufacturing
- 461 - Web Production
- 462 - Web Animation
- 473 - History of Graphic Design

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

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**45 hours**

**Required:**

- ART 101- Fundamentals of Drawing
- 123 - Design Studio I
- 125 - 3-Dimensional Design
- 172 - Introduction to Photography
- 200 - Introduction to Graphics
- 201 - Ceramics: Hand Construction
- 206 - Figure Studies
- 233 - Basic Oil Painting
- 250 - Portfolio Review
- 275 - Photoshop
- 281 - History of Western Art I  
or 282 - History of Western Art II
- 302 - Ceramics: Wheel Construction
- 334 - Beginning Watercolor
- 375 - History of Non-Western Art
- 495 - Senior Career Preparation

**And one course from the following:**

- ART 303 Ceramics/Advanced Techniques
- 308 - Advanced Figure Studies
- 323 - Printmaking I
- 335 - Watercolor for Illustration
- 357 - Final Cut Pro
- 461 - Web Production
- 476 - Advanced Photography

**Plus EDUC 214 - Early Adolescent Development, EDUC 387 - Teaching Art in Elementary Schools, and completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

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**Art Studio Minor**

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**27 hours**

**Required:**

- ART 101 - Fundamentals of Drawing
- 123 - Design Studio I
- 125 - 3-Dimensional Design
- 206 - Figure Studies
- 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 101 - Fundamentals of Drawing  
 123 - Design Studio  
 125 - 3-Dimensional Design  
 233 - Basic Oil Painting  
 201 - Ceramics: Hand Construction  
 or 302 - Ceramics: Wheel Construction

#### Plus 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

Fundamentals of Drawing  
 Design Studio  
 College Writing I  
 3-Dimensional Design  
 Figure Studies  
 Introduction to Photography  
 Introduction to Fine Arts  
 Introduction to Graphics

### Sophomore Year

Basic Oil Painting  
 History of Western Art I and II  
 Fundamentals of Communication  
 Studies in Literature  
 College Writing II  
 Art courses in concentration  
 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

RAY BOWER (1987)  
*Professor of Psychology; Chair, Department of Behavioral Sciences*  
 B.A., 1976, Miami University, Ohio  
 M.A., 1987, Miami University, Ohio  
 Ph.D. 1992, Miami University, Ohio

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

ELIZABETH GASSIN (1995)  
*Professor of Psychology*  
 B.S., 1988, University of California  
 M.S., 1990, Purdue University  
 Ph.D., 1995, University of Wisconsin

KENT OLNEY (1995)  
*Professor of Sociology*  
 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

REBECCA TAYLOR (2004)  
*Associate Professor of Psychology*  
 B.S., 1988, Olivet Nazarene University  
 M.A., 1998, Olivet Nazarene University  
 Ph.D. 2007, Capella University

CHARLES PERABEAU (2005)  
*Associate Professor of Sociology*  
 B.A., 1994, Olivet Nazarene University  
 M.A., 1998, Loyola University  
 M.Phil., 2001, Drew University  
 Ph.D., 2011, Drew University

KRISTIAN VEIT (2007)  
*Associate Professor of Psychology*  
 B.A., 1998, University of Nebraska  
 M.A., 2003, Northern Illinois University  
 Ph.D., 2006, Northern Illinois University

DALE SMITH (2008)  
*Associate Professor of Psychology*  
 B.S., 2001, Olivet Nazarene University  
 M.S., 2006, Auburn University  
 Ph.D., 2008, Auburn 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.

### Psychology Major, B.A.

#### 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

### Psychology Major, B.S.

#### 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

### Sociology Major, B.A.

#### 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 Leadership 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 315 - Federal Seminar

### Psychology Minor

#### 21 hours

##### Required:

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

Nine hours of upper division Psychology courses selected from:

PSYC 321 - Social Psychology

331 - Basic Research/ Statistics

345 - Physiological Psychology

346 - Cognitive Psychology

361 - Theories of Personality

362 - Psychological Testing

461 - Counseling Process and Technique

468 - Abnormal Psychology

Plus three additional hours of upper division Psychology courses.

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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 nine hours of psychology, 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 315 - Federal Seminar, or courses taken through participation in approved study programs such as American Studies program, China Studies program, or Focus Leadership 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

DWIGHT GINN (1992)

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

B.A., 1978, Taylor University

M.S., 1983, Purdue University

Ph.D., 1989, The Ohio State University

RANDAL JOHNSON (1986)

*Professor of Biology*

B.A., 1976, Trinity College

M.S., 1982, Idaho State University

D.A., 1983, Idaho State University

GREGORY LONG (1995)

*Professor of Biology*

B.S., 1984, Olivet Nazarene University

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

AGGIE VELD (2005)

*Associate Professor of Biology*

B.S., 1982, University of Florida

M.Ed., 1988, University of Florida

Ph.D., 2011, Capella University

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

MICHAEL PYLE (2008)

*Professor of Biology*

B.A., 1974, Indiana University

M.D., 1978, Indiana University School of Medicine

JANNA MCLEAN (2009)

*Professor of Biology; Dean of College of Arts and Sciences*

B.A., 1983, Hope College

Ph.D., 1990, Carnegie Mellon University

DANIEL SHARDA (2012)

*Assistant Professor of Biology*

B.S., 2002, Calvin College

Ph.D., 2010, The Pennsylvania State University

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
- 319 - Genetics
- 356 - Microbiology
- 370 - Ecology
- 495 - Seminar in Biology (2 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 368 - Vertebrate Natural History/Anatomy
- and 455 - Physiology
- 330 - Pathophysiology
- 335 - Biochemistry
- 352 - Advanced Botany
- 354 - Developmental Biology
- 359 - Immunology
- 360 - Invertebrate Zoology
- 367 - Animal Behavior
- 369 - Human Anatomy
- 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 (2 semesters)

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### Biology Major, B.S.

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#### 48 hours

##### Required:

- BIOL 125 - Biology I
- 126 - Biology II
- 319 - Genetics
- 335 - Biochemistry
- 356 - Microbiology
- 369 - Human Anatomy
- 370 - Ecology
- 455 - Physiology
- 484 - Molecular and Cell Biology
- 495 - Seminar in Biology (2 hours)

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

- BIOL 352 - Advanced Botany
- 354 - Developmental Biology
- 359 - Immunology
- 360 - Invertebrate Zoology
- 367 - Animal Behavior
- 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 2 semesters of Physics

##### Recommended Supporting Courses:

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

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**Zoology Major, B.S.**

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**48 hours**

**Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 319 - Genetics  
 335 - Biochemistry  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 368 - Vertebrate Natural History/Anatomy  
 370 - Ecology  
 455 - Physiology  
 487 - Field Experience  
 495 - Seminar in Biology (2 hours)

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

BIOL 354 - Developmental Biology  
 367 - Animal Behavior  
 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 (2 semesters)

**Recommended Supporting Courses:**

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

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

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**55-61 hours**

**Required:**

ENVI 395 - Seminar in Environmental Science  
 450 - Research/Intern in Environmental Science (3 hours)  
 BIOL 125 - Biology I  
 126 - Biology II  
 370 - Ecology  
 380 - Toxicology  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 GEOL 105 - Physical and Historical Geology  
 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 319 - Genetics  
 352 - Advanced Botany  
 356 - Microbiology  
 360 - Invertebrate Zoology  
 368 - Vertebrate Natural History/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 (2 semesters)

**Recommended Supporting Courses:**

ECON 110 - Principles of Economics  
 PSCI 223 - American Government

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

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**58-67 hours**

**Required:**

BIOL 125 - Biology I  
 126 - Biology II  
 370 - Ecology  
 CHEM 103 - General Chemistry I  
 104 - General Chemistry II  
 GEOL 105 - Physical and Historical Geology  
 130 - Astronomy  
 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 319 - Genetics  
352 - Advanced Botany  
356 - Microbiology  
360 - Invertebrate Zoology  
368 - Vertebrate Natural History/Anatomy  
455 - Physiology  
GEOL 309 - Intro to Weather and Climate

**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  
GEOL 309 - Intro to Weather and Climate

**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  
346 - 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. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**Biology Minor**

**20 hours**

**Required:**

BIOL 125 - Biology I  
126 - Biology II  
319 - Genetics or 356 - Microbiology

**Plus two additional Biology laboratory courses, approved by the chair of the department, that provide a broad background in Biology.**

**Biology Teaching Minor**

**25 hours**

**Required:**

BIOL 125 - Biology I  
126 - Biology II  
246 - Human Anatomy and Physiology I  
or 247 - Human Anatomy and Physiology II  
319 - Genetics  
352 - Advanced Botany  
370 - Ecology  
495 - Seminar in Biology (1 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  
368 - Vertebrate Natural History/Anatomy  
or 370 - Ecology

**Plus two additional Biology laboratory courses, approved by the chair of the department, that provide a broad background in Zoology.**

**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

KASHAMA MULAMBA (1997)

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

B.A., 1974, Moray House College of Education, Scotland

M.A., 1987, Ball State University

Ph.D., 1991, Ball State 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

KAREN KNUDSON (2001)

*Associate Professor of English*

B.A., 1991, Olivet Nazarene University

M.A., 1999, University of Richmond

Purdue University

DAVID B. JOHNSON (2002)

*Associate Professor of English*

B.A., 1995, Olivet Nazarene University

M.A., 2000, Southern Illinois University

Northern Illinois University

ANDREW GIBBS (2006)

*Assistant Professor of English*

B.A., 2001, Olivet Nazarene University

M.A., 2009, Governors State University

WILFREDO CANALES (2007)

*Associate Professor of Spanish*

B.A., 1982, Universidad Nazarena, Costa Rica

M.A., 2006, Instituto Latinoamericano de la Comunicacion Educativa, Mexico

ELIZABETH SCHURMAN (2007)

*Assistant Professor of English*

B.A., 2003, Olivet Nazarene University

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

KRISTY INGRAM (2008)

*Assistant Professor of English*

B.A., 2001, Olivet Nazarene University

M.A., 2005, Governors State University

NANCY BONILLA (2009)

*Assistant Professor of Spanish*

B.A., 1996, Olivet Nazarene University

M.A., 2007, Illinois State University

LISA MCGRADY (2011)

*Assistant Professor of English*

B.A., 1989, Cedarville University

M.A., 1991, University of Illinois at Chicago

Ph.D., 2007, Purdue University

JENNIE DANIELS (2012)

*Assistant Professor of English*

B.A., 2003, Point Loma Nazarene University

M.A., 2007, University of California

Ph.D., 2012, University of California

JEREMY BACHELOR (2012)

*Instructor of Spanish*

B.A., 2010, Eureka College

M.A., 2012, Illinois State 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/Linguistics

303 - Descriptive English Grammar

306 - Advanced Writing

315 - Business/Technical Writing

330 - Visual Literacy

477 - Senior Seminar

LIT 211 - British Literature I

or 212 - British Literature II

240 - World Literature

or 307 - Literature of Non-Western Cultures

255 - American Literature

318 - Shakespeare

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

**Recommended Supporting Courses:**

- ART 200 - Intro to Graphics
  - BSNS 171 - Business Computer Applications and Communication
  - COMM 102 - Performance Studies
    - 364 - Dramatic Literature/History
  - ENGL 120 - Introduction to Theatre
    - 141 - Introduction to Journalism
    - 199/399 - Travel: England
  - PHIL 201 - Introduction to Philosophy
- A minor or second major is recommended

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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/Linguistics
  - 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 211 - British Literature I
  - or 212 - British Literature II
  - 240 - World Literature
  - 255 - American Literature
  - 315 - Multiethnic Literature
  - 318 - Shakespeare
  - 325 - Literary Theory
  - 400 - The Novel

**Required supporting courses:**

Elementary I, II Foreign Language

**Plus completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**Recommended Supporting Courses:**

- EDUC 214 - Early Adolescent Development
  - 325 - Classroom Management
- ENGL 120 - Introduction to Theatre
  - 141 - Introduction to Journalism
  - 199/399 - Travel to England
- 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
  - 211 - British Literature I
  - 212 - British Literature II
  - 240 - World Literature
  - 255 - American Literature
  - 307 - Literature of Non-Western Cultures
  - 315 - Multiethnic Literature

**And two or three hours of English electives above the 100 level.**

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### Literature Minor

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**17-18 hours**

**Four courses selected from the following:**

- LIT 205 - Studies in Literature
  - 211 - British Literature I
  - 212 - British Literature II
  - 240 - World Literature
  - 255 - American Literature
  - 307 - Literature of Non-Western Cultures
  - 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

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## Writing Minor

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**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 303 - Descriptive English Grammar
- COMM 141 - Introduction to Journalism
  - 240 - Scriptwriting for Multimedia
  - 243 - Beat Journalism
  - 331 - Public Relations Writing
  - 340 - Multimedia Storytelling
  - 446 - Magazine and Feature Article Writing

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## English as a Second Language Minor

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**18 hours**

**Required:**

- ENGL 301 - Understanding Language/Linguistics
  - 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

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## English as a Second Language Teaching Minor

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**20 hours**

**Required:**

- ENGL 301 - Understanding Language/Linguistics
  - 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
  - 390 - Practicum (2 hours)

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## Typical Courses for a Student Majoring in English

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**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 I or II
- Christian Scriptures I
- Creative Writing
- Mathematics
- Visual Literacy

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## Spanish Major, B.A.

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**35 hours**

**Required:**

- SPAN 211 - Intermediate Spanish I
  - 212 - Intermediate Spanish II
- 250 - Spanish Proficiency Lab I
- 284 - Spanish Phonetics
- 321 - Spanish Culture & Civilization
- 322 - Latin American Culture & Civilization
- 341 - Advanced Spanish Conversation
- 345 - Advanced Spanish Composition
- 361 or 362 - Spanish Literature
- 425 - Spanish Proficiency Lab II
- 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
- ENGL 301 - Understanding Language/Linguistics
- LIT 315 - Multiethnic Literature
- HIST 379 - The Developing World: Latin America

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## Spanish Teaching Major, B.S.

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**35 hours**

**Required:**

SPAN 211 - Intermediate Spanish I  
 212 - Intermediate Spanish II  
 250 - Spanish Proficiency Lab I  
 284 - Spanish Phonetics  
 321 - Spanish Culture & Civilization  
 322 - Latin American Culture & Civilization  
 341 - Advanced Spanish Conversation  
 345 - Advanced Spanish Composition  
 361 or 362 - Spanish Literature  
 425 - Spanish Proficiency Lab II  
 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  
 ENGL 301 - Understanding Language/Linguistics  
 HIST 379 - The Developing World: Latin America  
 LIT 315 - Multiethnic Literature

**Plus completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

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## Spanish Minor

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**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

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## French Minor

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**18 hours**

**Required:**

FREN 101 - Elementary French I

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

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## Typical Courses for a Student Majoring in Spanish

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**Freshman Year**

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

**Sophomore Year**

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

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## Foreign Language Recommended Placement

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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 200-level courses, pending approval of the language instructor.

## Department of General Studies

### Faculty

CONNIE MURPHY (2000)

*Assistant Professor and Chair of Department of General Studies;  
Director of Learning Development*

B.A., 1979, Fairmont State College

M.A.E., 2000, Olivet Nazarene University

KYLE IRELAND, (2007)

*Assistant Professor, Department of General Studies; Director,  
Freshman Studies*

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 Center (LDC) 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 LDC. Arrangements for accommodations must be made through the Director of the LDC.
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 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)

*Associate Professor of Political Science*

B.A., 1995, University of North Texas

Ph.D., 2007, University of Massachusetts

CHARLES EMMERICH (2012)

*Professor/Legal Scholar in Residence; Director, Center for Law and Culture*

B.A., 1977, Wheaton College

J.D., 1980, University of Idaho

LL.M., 1981, University of Pennsylvania

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 6 hours of U.S. history. Up to nine 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 315 - 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  
 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 six 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 3 hours of upper-division American History and 3 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 completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**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 concentrations must be completed:**

**A. Domestic Policy Concentration**

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 315 - Federal Seminar  
     320 - Urban/Rural America

**B. Foreign Policy Concentration**

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

**Plus** three hours from:

GEOG 480 - Research in Geography  
    490 - Internship in Geography

**And** select six hours from:

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

**And** select six 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 - Economics of the Public Sector  
ENVI 395 - Seminar in Environmental Science  
GEOL 310 - The Earth's Weather  
    321 - Geomorphology and Earth Hazards  
    399 - Topics in Geology  
HIST 213 - World Civilization III  
    232 - American Civilization II  
    360 - History of Russia  
    379 - Developing World  
SOCY 320 - Urban/Rural Sociology  
    366 - Global Issues

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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 - World Civilization I  
    212 - World Civilization II  
    213 - World Civilization III  
    231 - American Civilization I  
    232 - American Civilization II



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

### Social Sciences Teaching Minor

**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.

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

#### 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

## 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

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

JUSTIN A. BROWN (2009)  
*Assistant Professor of Mathematics*  
 B.A., 2003, Point Loma Nazarene University  
 M.S., 2005, Northeastern University  
 Ph.D., 2009, Northeastern University

NICHOLAS BOROS (2012)  
*Assistant Professor of Mathematics*  
 B.A., 2003, University of Michigan  
 Ph.D., 2012, University of Michigan

DARCY IRELAND (2012)  
*Assistant Professor of Mathematics*  
 B.A., 2003, Olivet Nazarene University  
 M.A.E., 2011, Olivet Nazarene 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 in mathematics are readily available at major universities for superior students to pursue graduate studies.

### Mathematics Major, B.A.

**36 hours**

**Required:**

MATH 147 - Calculus I  
 148 - Calculus II  
 151 - Freshman Seminar in Math  
 220 - Number Theory and Proofs  
 241 - Statistics  
 261 - Calculus III  
 351 - Linear Algebra  
 410 - Real Analysis  
 or 430 - Abstract Algebra  
 450 - Senior Seminar in Mathematics

Plus 9 hours of upper-division Mathematics, at least 3 hours of which must be 400-level coursework

**Required Supporting Course:**

CSIS 171 - Logic and Computational Engineering  
or CSIS 251 - Programming I

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

**Mathematics Major, B.S.****45 hours****Required:**

MATH 147 - Calculus I  
148 - Calculus II  
151 - Freshman Seminar in Math  
220 - Number Theory and Proofs  
241 - Statistics  
261 - Calculus III  
351 - Linear Algebra  
410 - Real Analysis  
430 - Abstract Algebra  
450 - Senior Seminar in Mathematics

*Plus* 15 hours of upper-division-mathematics, at least 3 hours of which must be 400-level coursework.

**Required Supporting Course:**

CSIS 171 - Logic and Computational Engineering  
or CSIS 251 - Programming I

**Mathematics Teaching Major, B.S.****36 hours****Required:**

MATH 147 - Calculus I  
148 - Calculus II  
151 - Freshman Seminar in Math  
220 - Number Theory and Proofs  
241 - Statistics  
261 - Calculus III  
351 - Linear Algebra  
373 - Foundations of Mathematics  
430 - Abstract Algebra  
450 - Senior Seminar in Math  
455 - Modern College Geometry

*Plus* one additional three hour Upper-Division Math course.

***Plus completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.***

**Recommended courses:**

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

**Actuarial Science Major, B.S.****55 hours****Required:**

MATH 147 - Calculus I  
148 - Calculus II  
151 - Freshman Seminar in Mathematics  
241 - Statistics  
261 - Calculus III  
330 - Financial Mathematics  
340 - Regression and Time Series  
351 - Linear Algebra  
450 - Senior Seminar in Mathematics  
465 - Probability/Math Statistics  
ACCT 110 - Financial Accounting  
BSNS 160 - Principles of Management  
171 - Business Computer Applications and Communication  
302 - Principles of Finance  
355 - Intermediate Finance  
ECON 110 - Principles of Economics  
311 - Intermediate Microeconomics  
312 - Intermediate Macroeconomics

**Recommended courses:**

BSNS 473 - Investments  
CSIS 251 - Principles of Programming I  
ECON 342 - Intermediate Economic Statistics  
MATH 311 - Discrete Math  
MATH 354 - Numerical Analysis

**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 241 - Statistics

311 - Discrete Mathematics

373 - Foundations of Mathematics

430 - Abstract Algebra

455 - Modern College Geometry

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**Typical Courses for Students Majoring in Mathematics**

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**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

Number Theory and Proofs

**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

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

OVID YOUNG (2007)

*Artist-in-Residence*

B.S., 1962, Olivet Nazarene University

M.S., 1965, Roosevelt University

DENNIS CROCKER (2011)

*Professor of Music; Dean of School of Professional Studies*

B.A., 1975, Olivet Nazarene University

M.M., 1977, University of Michigan

D.M., 1985, University of Missouri-Kansas City

RYAN SCHULTZ (2012)

*Instructor of Music*

B.S., 2006, Olivet Nazarene University

**Adjunct Faculty**

ANNA BARNLUND - *Voice*

M.S., Governors State University

SONYA COMER - *Piano*

B.S., Olivet Nazarene University

FREDDIE FRANKEN - *Guitar*

M.A., Berklee College of Music

MATT JACKLIN - *Percussion*

M.Mus., University of Akron

D.M.A., University of Illinois

RACHEL JACKLIN - *Violin/Viola*

M.Mus., Cleveland Institute of Music

JERRY LUZENIECKI - *Saxophone*

M.A., Governors State University

CHARLES LYNCH - *Harp*

D.M.A., University of Illinois

TRACY MARCOTTE - *Clarinet*

B.S., Olivet Nazarene University

STACY MCMICHAEL - *Upright & Electric Bass*

M.M., University of Miami

KATHERINE NIELSEN - *Flute*

M.Mus., Roosevelt University

LINDA POQUETTE - *Piano*  
B.S., Olivet Nazarene University

ROGER ROCCO - *Low Brass*  
M.M., Northwestern University

JULIE SCHMALZBAUER - *Oboe*  
D.M.A., Northwestern University

CAROL SEMMES - *Cello*  
M.M., DePaul University

KAY WELCH - *Voice*  
M.A., University of Illinois  
Doctoral candidate, University of Illinois

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 each semester of enrollment. 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.

All Music majors are required to participate in at least one ensemble each semester of enrollment. Music minors are required to participate in an ensemble for at least four semesters. Only one ensemble 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 398 in Course Descriptions section). Most, but not all ensembles, are offered each semester. Not all ensembles offered fulfill the major/minor requirement.

Music Education majors are exempted from the Recital lab and ensemble requirements during their semester of student teaching.

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 majoring in Music are required to present a senior recital/project that includes music from the major style periods. Students wishing to complete multiple Music majors 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 major 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 a 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:*

## College of Arts and Sciences

- 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 (Music Education majors only)
- Composition portfolio (Music Composition majors 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 major must pass the Piano Proficiency Exam. Students majoring in Music Education must complete the exam prior to student teaching and the senior recital. Students with a Music Ministry major 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 Major, B.A.**

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#### **42-56 hours**

This major 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 (all semesters)
- 225 - Upper-Division Hearing
- 490 - Senior Seminar
- 495 - Senior Recital
- Ensembles (all semesters)
- Applied Music Emphasis - 8 hours
- Piano (non-Keyboard emphasis) - 0-4 hours
- Voice (non-Voice emphasis) - 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 Major, B.Mus.**

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#### **70-84 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 major 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

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 (all semesters)

225 - Upper-Division Hearing

490 - Senior Seminar

495 - Senior Recital

Ensembles (all semesters)

Applied Music Emphasis - 14 hours

Piano Proficiency - 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/Keyboard 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. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**Preparatory applied course credit does not count toward the Applied Music emphasis. The 14 hours of college-level credit are to be divided into eight hours lower-division and six 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.**

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## Music Performance Major, B.Mus.

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### 62-78 hours

This major 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

MUAP 200 - Recital Lab (all semesters)

225 - Upper-Division Hearing

395 - Junior Recital

490 - Senior Seminar

495 - Senior Recital

Applied Music Emphasis - 20 hours

Ensembles (all semesters)

Piano Proficiency - 0-4 hours

**And two additional courses selected from the following:**

MUED 350 - Choral Lit/Conducting

351 - Instrumental Lit/Conducting

MUTH 494 - Instrumentation

**Plus one of the following tracks:**

*Vocal Majors:*

MUVO 240 - Diction I

250 - Diction II  
 320 - Seminar in Vocal Performance  
 MULT 370 - Vocal Lit/Pedagogy

*Instrumental Majors:*

MUVO 107 - Class Voice or equivalent (2 hours)  
 MULT 335 - Instrumental Pedagogy/Literature

*Keyboard Majors:*

MUVO 107 - Class Voice or equivalent (2 hours)  
 MULT 300/304 - Organ/Piano Literature  
 302/305 - Organ/Piano Pedagogy

395 - Music History II  
 396 - Music History III  
 MUCH 377 - Music in Worship  
 MUAP 200 - Recital Lab (all semesters)  
 225 - Upper-Division Hearing  
 490 - Senior Seminar  
 496 - Senior Composition Project  
 Ensembles (all semesters)  
 Applied Music emphasis - 8 hours  
 Piano Proficiency - 0-4 hours

**Music Composition Major, B.Mus.**

**75-87 hours**

This major is offered for the student who is interested in the creative process of music. The emphasis in Music Composition 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 major 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)  
 260 - Jazz Theory I  
 300 - Form and Analysis I  
 320 - Counterpoint  
 325 - Choral Arranging  
 330 - Advanced Music Technology  
 360 - Jazz Theory II  
 401 - Practices in Contemporary Music  
 420 - Composition II (six hours)  
 425 - Instrumental Arranging  
 494 - Instrumentation  
 MULT 280 - Twentieth Century Popular Music  
 295 - Music History I  
 301 - World Musics

**Music Ministry Major, B.Mus.**

**52-64 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 Music Ministry program that will enable the graduate to serve the local church.

The Piano Proficiency Exam must be satisfied prior to the internship and 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  
 260 - Jazz Theory I  
 360 - Jazz Theory II  
 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 (all semesters)  
 225 - Upper-Division Hearing  
 490 - Senior Seminar  
 495 - Senior Recital  
 MUVO 240 - Diction I (Voice emphasis only)  
 or 107/109 - Class Voice or equivalent  
 Ensembles (all semesters)  
 Applied Music Emphasis - 10 hours  
 Piano Proficiency (0-4 hours)  
**Required Supporting Courses:**

BLIT 250 - Biblical Hermeneutics  
305 - Old Testament Intro  
310 - New Testament Intro  
CMIN 116 - Fund of Christian Ministry  
THEO 310 - Christian Theology I  
320 - Christian Theology II

**Plus 12 hours selected from the following (other music courses may be substituted with the approval of the Music Department Chair):**

ACCT 110 - Financial Accounting  
ART 200 - Intro to Graphics  
CMIN 400 - Intro to Christian Worship  
COMM 120 - Intro to Theatre  
MUAP xxx - Secondary Applied Study  
MUED 376 - Advanced Conducting  
MUTH 250 - Music Composition I  
MUTH 494 - Instrumentation  
THEO 357 - History of Christianity III  
THEO 462 - Doctrine of Holiness

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### Music Minor

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#### 22-30 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 (4 semesters)  
Eight hours of Applied Music Emphasis  
Music Ensembles (4 semesters)  
Music elective courses (4 hours)  
Piano Proficiency

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### Musical Theatre Minor

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#### 20-26 hours

#### Required:

COMM 110 - Introduction to Acting  
120 - Introduction to Theatre  
198/398 - Theatre Practicum (2 hours)  
320 - Directing  
399 - Topics in Theatre  
MUVO 115/315 - Contemporary Voice (2-6 hours)  
MUAP 150/350 - Choreographic Stage Movement (4 hours)  
Piano (0-2 hours)

**Music majors will take 2 hours of MUVO 315 and 4 hours of other applied voice (part of their major). Non-Music majors will take MUVO 115/315 for 6 hours.**

Piano requirement depends on piano skill level.

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### Typical Courses for Students Majoring in Music

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#### Freshman Year

Musicianship I  
Piano (2 hours)  
Introduction to Fine Arts  
College Writing I  
Wellness or Nutrition  
Ensembles (two semesters)  
Applied Music (4 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  
Piano (2 hours)  
Beginning Conducting  
Fundamentals of Communication  
Ensembles (two semesters)  
Applied Music (4 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

CHARLES CARRIGAN (2004)

*Associate 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)

*Professor of Chemistry*

B.S., 1991, Olivet Nazarene University

Ph.D., 2002, Northern Illinois University

PRISCILLA SKALAC (2005)

*Assistant Professor 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, and 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 (1 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 261 - Calculus III

or 351 - Linear Algebra

Physics (two semesters)

**Highly Recommended:**

CHEM 335 - Biochemistry

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## Chemistry Major, B.S.

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**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 (1 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  
261 - 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  
319 - 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 261 - Calculus III  
or 351 - Linear Algebra

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

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**Chemistry Minor**

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**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.

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**Chemistry Teaching Minor**

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**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**

Courses to be approved by the department chair.

**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

**Plus** three hours from:

GEOG 480 - Research in Geography  
 490 - Internship in Geography

**And** select six hours from:

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

**And** select six 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 - Economics of the Public Sector
- ENVI 395 - Seminar in Environmental Science
- GEOL 310 - The Earth's Weather
  - 321 - Geomorphology and Earth Hazards
  - 399 - Topics in Geology
- HIST 213 - World Civilization III
  - 232 - American Civilization II
  - 360 - History of Russia
  - 379 - Developing World
- SOCY 320 - Urban/Rural Sociology
  - 366 - Global Issues

**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 105 - First Time Programming
  - or 131 - Intro to Web Programming
  - or 251 - Principles of Programming I

**Plus an additional 45 hours of science (includes Biology or Mathematics) with a minimum of 24 additional hours in one physical science area of study.**

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

**58-67 hours**

**Required:**

- BIOL 125 - Biology I
  - 126 - Biology II
  - 370 - Ecology
- CHEM 103 - General Chemistry I
  - 104 - General Chemistry II
- GEOL 105 - Physical and Historical Geology
  - 130 - Astronomy
- 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 319 - Genetics
  - 352 - Advanced Botany
  - 356 - Microbiology
  - 360 - Invertebrate Zoology
  - 368 - Vertebrate Natural History/Anatomy
  - 455 - Physiology
- GEOL 309 - Intro to Weather and Climate

**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
- GEOL 309 - Intro to Weather and Climate

**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
  - 346 - 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. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

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

**55-61 hours**

**Required:**

- ENVI 395 - Seminar in Environmental Science
  - 450 - Research/Intern in Environmental Science (3 hours)
- BIOL 125 - Biology I
  - 126 - Biology II
  - 370 - Ecology
  - 380 - Toxicology
- CHEM 103 - General Chemistry I
  - 104 - General Chemistry II

College of Arts and Sciences

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 319 - Genetics  
352 - Advanced Botany  
356 - Microbiology  
360 - Invertebrate Zoology  
368 - Vertebrate Natural History/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 (2 semesters)

***Recommended Supporting Courses:***

ECON 110 - Principles of Economics  
PSCI 223 - American Government

366 - Structural Geology and Field Methods  
395 - Applied Geophysics  
ENGN 171 - 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  
261 - Calculus III  
357 - Differential Equations  
PHYS 201 - General Physics I  
202 - General Physics II

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

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***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

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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)

*Director of Faculty Development and Accreditation*

B.A., 1999, Olivet Nazarene University

M.S., 2003, Indiana University

Ph.D., 2009, 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

KELLY BROWN (2006)

*Professor of Education*

B.A., 1992, Olivet Nazarene University

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

Ed.D., 2006, Argosy University

ROXANNE FORGRAVE (2007)

*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

Ed.D., 2010, Argosy University

DENA REAMS (2007)

*Associate Professor of Education*

B.A., 1989, Olivet Nazarene University

M.A., 1992, Michigan State University

Ed.D., 2011, Nova Southeastern University

SUSAN MOORE (2008)

*Professor of Education*

B.A., 1975, MidAmerica Nazarene University

M.A.E., 1984, Tennessee State University

Ed.D., 2001, Nova Southeastern University

MARIANNE GLENN (2008)  
*Director of Graduate Education Programs*  
B.A., 1974, University of Illinois  
M.Ed., 1975, University of Illinois  
M.A., 1988, Governors State University  
Ed.D., 2000, Loyola University

LANCE KILPATRICK (2011)  
*Assistant Professor of Education*  
B.A., 2002, Olivet Nazarene University  
M.A., 2008, San Jose State University

#### Teacher Education Department Specialists

*Art* - Mary Beth Koszut  
*English* - Beth Schurman  
*Family/Consumer Sciences* - Diane Richardson  
*Mathematics* - Darcy Ireland  
*Music* - Don Reddick  
*Natural Science* - Aggie Veld, Priscilla Skalac  
*Physical Education* - Aaron Thompson, Scott Armstrong  
*Social Studies* - William Dean  
*Spanish* - Nancy Bonilla

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#### Teacher Education Outcomes

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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.

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#### General Education for Teachers

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***All professional education and content-area coursework, including general education courses, that form part of an application for certification, endorsement, or approval must be passed with a grade no lower than "C" or better.***

The general education requirements for teachers are generally the same as those of other students in the University. However, specific courses have been designated as requirements in certain teacher education programs, as listed below.

- A. Elementary and Early Childhood Education majors are required to complete all general education courses with a "C" or better grade. Group I - Christian Living courses are exempt from this grade requirement. In addition, Elementary and Early Childhood Education majors must complete the following specific general education courses: BIOL 201 or BIOL 125, PHSC 110, GEOL 140, and ENVI 310, MATH 111 and MATH 112, PSCI 223, and either 1) a two-semester sequence of foreign language or 2) 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.
- B. Secondary and K-12 Education majors are required to earn a grade of "C" or better in the following general education courses: ENGL 108/109, ENGL 209/210, COMM 105, PSCI 223, MATH 103 or higher, and either 1) a two-semester sequence of foreign language or 2) six hours of international culture courses.
- C. Several secondary/K-12 programs have specific general education courses that require a "C" or better grade:  
Family/Consumer Sciences Education — BIOL 169 and CHEM 101  
Art Education and Music Education — FINA 101  
Physical Education — PHED 169

Students should reference specific program and grade requirements at [www.olivet.edu/studentlife/resources/registrar/degreeeqs.aspx](http://www.olivet.edu/studentlife/resources/registrar/degreeeqs.aspx)

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#### Elementary Education Major, B.S.

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**48 hours**

**Required:**

***All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.***

***Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.***

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 Major, B.S.**

**45 hours**

**Required:**

**All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.**

- 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
- 351 - Sociology of the Family
- or 360 - Parenting
- HIST 231 - American Civilization I
- PSYC 211 - Child Development

**Secondary School Program**

**Professional Education Courses. 30 hours**, including these required professional education courses for prospective secondary teachers. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.

**Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.**

- 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
English	40
Family and Consumer Sciences	40-42
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. A grade of "C" or better is required in all courses applied to endorsement areas.

**Middle-School Endorsement**

Students majoring in Elementary, Secondary, or K-12 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. A grade of "C" or better is required for endorsement courses. 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 art, music, physical education, and Spanish. The professional education courses for these programs are listed in the following sections.



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### Art Teaching Program, K-12: B.S. Professional Education Requirements

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**36 hours**

**Required:**

*All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.*

*Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.*

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
- 385 - Middle/Secondary Methods
- 387 - Teaching Art in Elementary Schools
- 456 - Management/Professional Practices
- 485 - Supervised Student Teaching

#### Subject Matter Specialization

See Department of Art.

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### Music Teaching Program, K-12: B.Mus. Professional Education Requirements

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**25 hours**

*All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.*

*Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.*

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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*Completion of this program leads to K-12 certification in physical education and 6-12 certification in health, provided Illinois content area tests are passed in both physical education and health. Effective*

*2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.*

*All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.*

**30 hours**

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

*All students who have declared Physical Education as their major are required to complete the annual fall fitness testing. Failure to complete the test will result in a delay of enrolling in further PHED, EXSS, and EDUC courses. If a student is unable to complete any of the fitness testing components due to documented injury, illness, or disability, the Department of Exercise and Sports Science will provide appropriate accommodations that will 1) enable them to complete the test component as it was intended, or 2) provide a suitable component that satisfies the testing criteria and is accommodating to the student's need.*

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

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**35 hours**

*All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.*

*Effective 2012, all teacher education programs require passing scores on the appropriate Illinois Assessment of Professional Teaching (APT) test prior to completion of graduation requirements and certification.*

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

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## Master's Programs

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

*All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification 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. Application is usually made during the sophomore year; later application may result in delays in progress through the professional education courses. 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, physical health, competence in communication, 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 108/109 - 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/Test of Academic Proficiency (TAP), or must have

attained a composite ACT score of 22 or higher with the writing component, or an SAT score of 1030 or higher (mathematics and critical reading).

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, 465, 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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### Teaching: Securing Credentials

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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. Illinois standards currently state that "all professional education and content-area coursework that form part of an application for certification, endorsement, or approval must be passed with a grade no lower than 'C' or better."

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. Once the University's certification officer submits entitlement information to the Illinois State Board of Education, the applicant will be notified to complete an electronic application for certification and to register the certificate with a Regional Office of Education (ROE). 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 makes available to students notices of teaching position vacancies, at the student's request supplies copies of his/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/she graduates. The University's placement service is free to graduating seniors and registered alumni. The student should register with this office at the indicated time even though he/she may have secured a teaching position prior to registering.

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### 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, 100 percent of Olivet Teacher Education students passed the basic skills test; 98 percent passed the academic content test; and 99 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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## *Dennis Crocker, D.M., Dean*

The School of Professional Studies includes nine departments: Business, Communication, Computer Science, Engineering, Exercise and Sports Science, Family and Consumer Sciences, 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

D.M., 2009, University of Phoenix

MATT DWYER (2007)

*Assistant Professor of Business*

B.A., 1998, Governors State University

M.B.A., 2004, Olivet Nazarene University

BRAD THOMAS (2011)

*Assistant Professor of Business*

B.S., 1987, Olivet Nazarene University

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

STEVEN BUTLER (2011)

*Executive in Residence*

B.S., 1975, Indiana University

M.S., 1980, Indiana University

M.S.A., 1987, Central Michigan University

M.B.A., 2001, Webster 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 two areas of specialization: management and not-for-profit management. The department also offers majors in economics/ finance, marketing, international business and business information systems.

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## Accounting Major, B.S.

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**62 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  
171 - Business Computer Applications and Communication  
241 - Business Statistics  
253 - Principles of Marketing  
271 - Business Computations and Management Support  
302 - 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  
BSNS-444 - Corporate Finance  
496 - Financial Planning Capstone

***To be supported by:***

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

***Recommended supporting courses:***

BSNS 480, 481 - Enterprise Resource Planning I and II  
CMIN 101 - Sharing Our Faith  
CSIS 245 - Database/Information Systems

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**Business Administration Major, B.S.**

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***51-56 hours***

***Required Courses:***

BSNS 160 - Principles of Management  
171 - Business Computer Applications and Communication  
241 - Business Statistics  
253 - Principles of Marketing  
302 - Principles of Finance  
303 - Management Information Systems  
351 - Business Law I  
352 - Business Law II  
367 - Organizational Behavior  
490 - Policy and Strategy  
495 - Seminar in Leadership

ACCT 110 - Financial Accounting  
111 - Managerial Accounting  
ECON 110 - Principles of Economics

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

**A. Management Concentration**

***Select three courses from the following, with at least two from the Department of Business:***

BSNS 271 - Business Computations and Management Support  
315 - Federal Seminar  
444 - Corporate Finance  
450 - Small Business Management  
468 - Human Resource Management  
480 and 481 - Enterprise Resource Planning I and II  
489 - Internship (1-4 hours)  
492 and 493 - Students in Free Enterprise I and II  
496 - Financial Planning Capstone

COMM 347 - Organizational Communication

ECON 311 - Intermediate Microeconomics

342 - Intermediate Economics Statistics

FACS 455 - Food Systems Management

PSYC 324 - Industrial/Organizational Psychology

**B. Not-for-Profit Management Concentration**

BSNS 385 - Fundamentals of Fundraising

489 - Internship (3 hours)

FACS 480 - Admin/Supvsn for Human Services Organizations

BSNS 450 - Entrep/Small Business Management

or ECON 345 - Economics of the Public Sector

**B. Information Management Concentration**

BSNS 271 - Business Computations and Management Support

480 and 481 - Enterprise Resource Planning I and II

CSIS 245 - Database/Information Systems

310 - Systems Analysis and Design

***Required Supporting Courses (all concentrations):***

MATH 117 - Finite Mathematics

or 147 - Calculus I

***Recommended Supporting Courses:***

CMIN 101 - Sharing our Faith

ENGL 315 - Business/Technical Writing

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**International Business Major, B.S.**

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***49-58 hours***

***Required Courses:***

BSNS 160 - Principles of Management  
171 - Business Computer Applications and Communication  
241 - Business Statistics  
253 - Principles of Marketing  
302 - 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

## School of Professional Studies

### 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, the American Studies Program, the Korea Studies program or a foreign travel study program approved by the Department of Business.

#### **Required Supporting Courses:**

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 Europe, India, and China.

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 Policy and 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 and a satisfactory recommendation from the 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.

**The Korea Nazarene University Program**, sponsored by the business departments of ONU and KNU, is based in Cheonan, South Korea. It is comprised of Korean language study and topics dealing with international business. The program involves living on the campus of Korea Nazarene University for one semester.

Prerequisites for participation in the Korea Studies Program include ECON 110, ACCT 110, ACCT 111, BSNS 253, ECON 308, and ECON 365. For further information, contact the Chair of the Business Department. Nine credits are earned for participation in the Korea Nazarene University 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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## Business Information Systems Major, B.S.

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### **64-65 hours**

#### **Required Courses:**

BSNS 160 - Principles of Management

171 - Business Computer Applications and Communication

241 - Business Statistics

253 - Principles of Marketing

271 - Business Computations and Management Support

302 - Principles of Finance

303 - Management Information Systems

351 - Business Law I

367 - Organizational Behavior

480 and 481 - Enterprise Resource Planning I and II

495 - Seminar in Leadership

ACCT 110 - Financial Accounting

CSIS 131 - Intro to Web Programming

245 - Database and Information Systems

255 - Systems Administration

310 - Systems Analysis & Design

326 - Network Administration & Theory

ECON 110 - Principles of Economics

#### **Plus one course selected from:**

CSIS 436 - Project Management/Development

494 - Field Experience in Information Systems (3 hours)

#### **And one course selected from:**

CSIS 251 - Principles of Programming I

340 - Human Computer Interface

427 - Security Administration

485 - Great Issues of Computing

#### **Required Supporting Courses:**

MATH 117 - Finite Mathematics

or 147 - Calculus I

**Recommended Supporting Courses:**

CMIN 101 - Sharing our Faith  
CSIS 251 - Principles of Programming I  
    340 - Human Computer Interface  
    427 - Security Administration  
PSYC 324 - Industrial/Organizational Psychology

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**Marketing Major, B.S.**

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**59-63 hours**

**Required Courses:**

ACCT 110 - Financial Accounting  
ECON 110 - Principles of Economics  
BSNS 160 - Principles of Management  
    171 - Business Computer Applications and Communication  
    241 - Business Statistics  
    253 - Principles of Marketing  
    302 - 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 4 courses from the following (at least three must be from ACCT, BSNS, or ECON):

ACCT 111 - Managerial Accounting  
ART 200 - Intro to Graphics  
BSNS 315 - Federal Seminar  
    352 - Business Law II  
    356 - Retail Merchandising  
    450 - Small Business Management  
    489 - Internship (1-4 hours)  
ECON 342 - Intermediate Economic Statistics  
    365 - International Trade and Finance  
COMM 342 - Persuasion and Media Influence  
    or 331 - Public Relations Writing

**B. Commercial Graphics Concentration**

ART 200 - Introduction to Graphics  
    275 - Photoshop  
    310 - Graphics Advertising  
    320 - Package Designing

**C. Communication/PR Concentration**

Select 4 courses from the following:

COMM 141 - Introduction to Journalism  
    305 - Professional Communication  
    325 - Event Planning  
    331 - Public Relations Writing  
    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

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**Economics/Finance Major, B.S.**

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**59-64 hours**

**Required:**

ACCT 110 - Financial Accounting  
    111 - Managerial Accounting  
BSNS 160 - Principles of Management  
    171 - Business Computer Applications and Communication  
    241 - Business Statistics  
    253 - Principles of Marketing  
    271 - Business Computations and Management Support  
    302 - Principles of Finance  
    303 - Management Information Systems  
    351 - Business Law I  
    352 - Business Law II  
    355 - Intermediate Finance  
    490 - Business Policy and Strategy  
    495 - Seminar in Leadership

ECON 110 - Principles of Economics

**Plus select one of the following:**

**A. Certified Financial Planning Concentration**

ACCT 365 - Income Taxation  
BSNS 445 - Insurance Planning  
    496 - Financial Planning Capstone

ECON 473 - Investments

**Plus required supporting course:**

MATH 147 - Calculus I

**B. Economics Concentration:**

ECON 311 - Intermediate Microeconomics  
    312 - Intermediate Macroeconomics

**Plus 2 courses from the following:**

ECON 308 - Comparative Economic Systems  
    342 - Intermediate Economic Statistics  
    345 - Economics of the Public Sector  
    365 - International Trade/Finance



*Plus required supporting course:*

MATH 117 - Finite Mathematics  
or 147 - Calculus I

**C. Corporate Finance Concentration:**

BSNS 444 - Corporate Finance  
473 - Investments  
480 and 481 - Enterprise Resource Planning I and II  
ECON 362 - Financial Markets and Institutions  
365 - International Trade and Finance

*Plus required supporting course:*

MATH 117 - Finite Mathematics  
or 147 - Calculus I

**Recommended supporting course (all):**

CMIN 101 - Sharing our Faith

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**Accounting Minor**

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**17-18 hours**

**Required:**

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

and six to seven additional hours of accounting courses.

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**Business Minor**

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**22 hours**

**Required:**

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

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**Business Information Systems Minor**

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**20 hours**

**Required:**

BSNS 171 - Business Computer Applications and Communication  
271 - Business Computations and Management Support  
303 - Management Information Systems  
480 and 481 - Enterprise Resources Planning I and II  
CSIS 245 - Database/Information Systems  
310 - Systems Analysis and Design

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**Economics Minor**

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**15 hours**

**Required:**

ECON 110 - Principles of Economics  
311 - Intermediate Microeconomics  
312 - Intermediate Macroeconomics

And six hours of upper-division Economics

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**Finance Minor**

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**19 hours**

**Required:**

BSNS 241 - Business Statistics  
302 - Principles of Finance  
355 - Intermediate Finance  
473 - Investments  
ECON 342 - Intermediate Economic Statistics  
362 - Financial Markets/Institutions

**To be supported by the following:**

MATH 117 - Finite Mathematics

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**Management Minor**

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**18 hours**

**Required:**

BSNS 160 - Principles of Management  
171 - Business Computer Applications and Communication  
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

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**Marketing Minor**

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**18 hours**

**Required:**

BSNS 171 - Business Computer Applications and Communication  
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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## Not-for-Profit Management Minor

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### 22 hours

#### Required:

ACCT 110 - Financial Accounting  
BSNS 160 - Principles of Management  
    253 - Principles of Marketing  
    385 - Fundamentals of Fundraising  
    489 - Internship (3 hours)  
        or SOWK 400 - Field Placement  
ECON 345 - Economics of the Public Sector  
FACS 480 - Admin/Supvsn for Human Svcs Organizations  
    or SOWK 412 - Social Work Practice III

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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  
    171 - Business Computer Applications and Communication  
    241 - Business Statistics  
    253 - Principles of Marketing  
    302 - Principles of Finance  
    489 - Internship (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  
Business Computer Applications and Communication  
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)

*Chair, Department of Communication; Professor 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)

*Associate Professor of Communication*

B.A., 1979, Northwest Nazarene University

M.A., 2007, Central Washington University

GREGG CHENOWETH (2002)

*Vice President for Academic Affairs; Professor of Communication*

B.A., 1990, Olivet Nazarene University

M.A., 1993, Northern Illinois University

Ph.D., 2003, Wayne State University

CARL FLETCHER (2007)

*Assistant Professor of Communication*

B.A., 1992, Olivet Nazarene University

M.A., 1999, Olivet Nazarene University

EMILY LAMB-NORMAND (2007)

*Associate Professor of Communication*

B.A., 2000, Millikin University

M.S., 2002, Illinois State University

Ph.D., 2010, University of Nebraska-Lincoln

THALYTA SWANEPOEL (2009)

*Associate Professor of Communication*

B.A., 1986, Potchefstroom University for Christian Higher Education

M.A., 2007, North-West University, South Africa

Doctoral Studies, North-West University, South Africa

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

## School of Professional Studies

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, broadcast journalism, and print/online journalism.

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### Communication Studies Major, B.A.

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#### **37 hours**

#### **Required:**

- COMM 100 - Freshman Seminar in Communication
  - 102 - Performance Studies
  - 203 - Interpersonal Communication
  - 221 - Mass Media and Society
  - 300 - Service Learning
  - 305 - Professional Communication
  - 342 - Persuasion & Media Influence
  - 349 - Intercultural Communication
  - 391 - Communication Ethics
  - 450 - Senior Seminar
  - 457 - Communication Theory
  - 460 - Philosophy of Human Communication
  - 466 - Internship (3 hours)

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

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### Communication Studies Major, B.S.

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#### **52-54 hours**

#### **Required:**

- COMM 100 - Freshman Seminar in Communication
  - 102 - Performance Studies
  - 203 - Interpersonal Communication
  - 221 - Mass Media and Society
  - 300 - Service Learning
  - 305 - Professional Communication
  - 342 - Persuasion & Media Influence
  - 349 - Intercultural Communication
  - 391 - Communication Ethics
  - 450 - Senior Seminar
  - 457 - Communication Theory
  - 460 - Philosophy of Human Communication
  - 466 - Internship (3 hours)

**AND** one of the following concentrations:

#### **A: Corporate Communication Concentration**

- COMM 235 - Teambuilding and Leadership

- 325 - Event Planning
- 331 - Public Relations Writing
- 347 - Organizational Communication

#### **and 6 hours selected from the following:**

- BSNS 160 - Principles of Management
- 253 - Principles of Marketing
- 394 - Marketing Management
- 457 - Advertising and Promotions
- COMM 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 (2 hours)
  - 320 - Directing
  - 364 - Dramatic Literature/History
  - 399 - Topics: Theatre
- LIT 318 - Shakespeare

#### **Recommended supporting courses (either concentration):**

- Elementary Foreign Language I, II

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### Multimedia Studies Major, B.S.

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#### **47-60 hours**

#### **Required:**

- COMM 100 - Freshman Seminar in Communication
  - 141 - Introduction to Journalism
  - 171 - Fundamentals of Broadcasting/Begin Announcing
  - 175 - Non-linear Editing
  - 221 - Mass Media and Society
  - 240 - Scriptwriting for Multimedia
  - 300 - Service Learning
  - 305 - Professional Communication
  - 342 - Persuasion & Media Influence
  - 391 - Communication Ethics
  - 410 - Media Management
  - 450 - Senior Seminar
  - 457 - Communication Theory
  - 466 - Internship (3 hours)

#### **and 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 260 - Film Studies
  - 290 - Basic Video Production
  - 380 - Documentary Production

#### **plus required supporting course:**

- ART 172 - Introduction to Photography

\*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.

### **B. Radio Broadcasting Concentration**

COMM 102 - Performance Studies  
 273 - Beginning Audio Production  
 374 - News and Interviewing for Audio Media  
 375 - Radio Programming/Advanced Announcing

#### **Required Supporting Courses:**

BSNS 253 - Principles of Marketing  
 390 - Salesmanship

### **C. Television and Video Production Concentration**

COMM 290 - Basic Video Production  
 372 - Remote TV Production and Editing  
 380 - Documentary Production

#### **And required supporting courses:**

ART 172 - Introduction to Photography  
 275 - Photoshop  
 461 - Web Production

### **D. Broadcast Journalism Concentration**

COMM 102 - Performance Studies  
 243 - Beat Journalism  
 335 - Advanced Reporting/Writing  
 340 - Multimedia Storytelling  
 374 - News/Interviewing for Audio  
 425 - TV News  
 490 - Broadcast Journalism Practicum

#### **And required supporting courses:**

ART 172 - Introduction to Photography  
 274 - Introduction to Photojournalism

### **E. Print/Online Journalism Concentration**

COMM 210 - Print Journalism Practicum  
 243 - Beat Journalism  
 335 - Advanced Reporting/Writing  
 340 - Multimedia Storytelling  
 344 - Layout and Design  
 435 - Print/Online Editing  
 446 - Magazine/Feature Article Writing

#### **And required supporting courses:**

ART 200 - Introduction to Graphics  
 461 - Web Production

#### **Strongly recommended supporting courses for all concentrations:**

Elementary Foreign Language I, II

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### **Communication Studies Minor**

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**15 hours**

#### **Required:**

COMM 102 - Performance Studies  
 203 - Interpersonal Communication  
 or 235- Teambuilding and Leadership  
 221 - Mass Media and Society  
 342 - Persuasion and Media Influence

And three hours of electives in upper-division Communication courses.

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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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### **Mass Communication Minor**

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**15 hours**

#### **Required:**

COMM 203 - Interpersonal Communication  
 or 235 - Teambuilding and Leadership  
 221 - Mass Media and Society  
 457 - Communication Theory

And six hours of communication coursework in Journalism, Radio, or Television/Radio Production.

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### **Musical Theatre Minor**

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**20-26 hours**

#### **Required:**

COMM 110 - Introduction to Acting  
 120 - Introduction to Theatre  
 198/398 - Theatre Practicum (2 hours)  
 320 - Directing  
 399 - Topics in Theatre

MUVO 115/315 - Contemporary Voice (2-6 hours)

MUAP 150/350 - Choreographic Stage Movement (4 hours)

Piano (0-2 hours)

**Music majors will take 2 hours of MUVO 315 and 4 hours of other applied voice (part of their major). Non-Music majors will take MUVO 115/315 for 6 hours.**

Piano requirement depends on piano skill level.

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## Theatre Minor

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**20 hours**

**Required:**

COMM 102 - Performance Studies  
 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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## Typical Courses Recommended for Communication Majors

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Courses will vary according to the specific concentration.

**Freshman Year**

Freshman Seminar in Communication  
 Fundamentals of Communication  
 College Writing I  
 General Psychology  
 Christian Formation  
 Laboratory Science  
 Wellness or Nutrition  
 Basic Video Production  
 Introduction to Journalism  
 Fundamentals of Radio/Beginning Announcing  
 Non-linear Editing

**Sophomore Year**

Mass Media and Society  
 Foreign Language  
 Interpersonal Communication  
 Introduction to Theatre/Acting  
 Teambuilding and Leadership  
 Scriptwriting for Multimedia  
 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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**42 hours**

**Required:**

CSIS 104 - Seminar I  
 105 - First Time Programming  
 or 131 - Introduction to Web Programming  
 115 - Computing and Society  
 245 - Database and Information Systems  
 251 - Principles of Programming I  
 304 - Seminar II

326 - Network Administration and Theory  
404 - Senior Seminar

**Plus additional required Computer Science courses:**

CSIS 252 - Principles of Programming II  
311 - Discrete Mathematics  
366 - Computer Organization and Design  
381 - Systems Programming  
457 - Software Engineering  
453 - Design Patterns  
or 485 - Great Issues of Computing  
Plus 3 additional CSIS hours numbered 200 or above

**Required Supporting Courses:**

MATH 147 - Calculus I  
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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**54 hours**

**Required:**

CSIS 104 - Seminar I  
105 - First Time Programming  
or 131 - Intro to Web Programming  
115 - Computing and Society  
245 - Database and Information Systems  
251 - Principles of Programming I  
304 - Seminar II  
326 - Network Administration and Theory  
404 - Senior Seminar

**Plus additional required Computer Science courses:**

CSIS 252 - Principles of Programming II  
255 - Systems Administration  
311 - Discrete Mathematics  
366 - Computer Organization and Design  
381 - Systems Programming  
453 - Design Patterns  
457 - Software Engineering  
475 - Theory of Computation  
485 - Great Issues of Computing  
491 - Research Problems (3 hours)  
Plus 3 additional CSIS hours numbered 200 or above

**Required Supporting Courses:**

ENGN 270 - Digital Systems  
MATH 147 - Calculus I  
151 - Freshman Seminar

241 - Statistics  
351 - Linear Algebra

**Plus one of the following sequences:**

CHEM 103 and 104 - General Chemistry I and II  
or PHYS 201 and 202 - General Physics I and II  
or BIOL 125 and 126 - General Biology I and II  
or two courses from the following:  
GEOL 105 - Physical and Historical Geology  
121 - Physical Geography  
130 - Astronomy

**Plus one additional science course from those listed above**

**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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**41 hours**

**Required:**

CSIS 104 - Seminar I  
115 - Computing and Society  
245 - Database and Information Systems  
251 - Principles of Programming I  
304 - Seminar II  
326 - Network Administration and Theory  
404 - Senior Seminar

**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  
436 - Project Management  
485 - Great Issues in Computing  
Plus 3 additional CSIS hours numbered 200 or above

**Required Supporting Courses:**

MATH 117 - Finite Math  
or 147 - Calculus I  
241 - Statistics  
or BSNS 241 Business Statistics

**Plus one of the following:**

BSNS 367 - Organizational Behavior  
COMM 347 - Organizational Communication  
ENGL 315 - Business and Technical Writing

*A departmentally approved minor or second major is also highly recommended.*

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### Information Systems Major, B.S.

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**50 hours**

**Required:**

CSIS 104 - Seminar I  
115 - Computing and Society  
245 - Database and Information Systems  
251 - Principles of Programming I  
304 - Seminar II  
326 - Network Administration and Theory  
404 - Senior Seminar

**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  
436 - Project Management  
445 - Advanced Databases and Administration  
485 - Great Issues in Computing  
494 - Field Experience in Information Systems (3 hours)

Plus 3 additional CSIS hours numbered 200 or above

**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:**

BSNS 367 - Organizational Behavior  
COMM 347 - Organizational Communication  
ENGL 315 - Business and Technical Writing

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### Computer Engineering Major, B.S.E.

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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  
453 - Design Patterns or an approved 400 level CSIS course  
457 - Software Engineering  
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  
261 - Calculus III  
357 - Differential Equations  
PHYS 201 - General Physics I  
202 - General Physics II  
Plus CSIS 311 - 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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**19 ½ hours**

**Required:**

CSIS 104 - Seminar I  
115 - Computing and Society  
251 - Principles of Programming I  
252 - Principles of Programming II

Plus nine additional CSIS hours, 6 of which must be numbered 200 or above

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### Information Systems Minor

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**19 ½ hours**

**Required:**

CSIS 104 - Seminar I  
115 - Computing and Society  
131 - Introduction to Web Programming  
245 - Database and Information Systems  
310 - Systems Analysis and Design  
340 - Human Computer Interface  
436 - Project Management and Development

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## Information Technology Minor

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21½ hours

**Required:**

CSIS 104 - Seminar I

112 - Technology Today

115 - Computing and Society

131 - Introduction to Web Programming

255 - System Administration

310 - Systems Analysis and Design

326 - Network Administration and Theory

427 - Security Administration

## Department of Engineering

### Faculty

KEN JOHNSON (2012)

*Professor of Engineering; Chair, Department of Engineering*

B.S., 1993, Olivet Nazarene University

M.Eng., 1997, University of Michigan

Ph.D., 2008, Loughborough University, England

JOSEPH SCHROEDER (2001)

*Professor of Engineering*

B.S., 1991, University of Illinois

M.S., 1994, Michigan State University

Ph.D, 2006, Michigan State University

ROBERT ALLEN (2008)

*Associate Professor of Engineering*

B.A., 1971, Olivet Nazarene University

M.S., 1978, University of Illinois

M.B.A., 1987, University of Chicago

Ph.D., 2001, Illinois Institute of Technology

JOSEPH MAKAREWICZ (2010)

*Assistant Professor of Engineering*

B.S., 2007, Olivet Nazarene University

M.S., 2009, University of Kansas

The Department of Engineering at 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 in Engineering degree is awarded to graduates of the Engineering programs--the Engineering program with a Mechanical or Electrical concentration (accredited by the Accreditation Board of Engineering and Technology), the Computer Engineering program (non-ABET) and Geological Engineering program (non-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.

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## Engineering Student Outcomes

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*The B.S.E. graduate should be able to demonstrate at the time of graduation the following knowledge and skills:*

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

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## Engineering Major, B.S.E.

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60 hours

**Required:**

ENGN 101 - Engineering Design I

102 - Engineering Design II

171 - 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
  - 261 - Calculus III
  - 357 - Differential Equations
- PHYS 201 - General Physics I
  - 202 - General Physics II

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**Computer Engineering Major, B.S.E.**

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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
  - 453 - Design Patterns or an approved 400 level CSIS course
  - 457 - Software Engineering
- 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
  - 261 - Calculus III
  - 357 - Differential Equations
- PHYS 201 - General Physics I
  - 202 - General Physics II
- Plus CSIS 311 - 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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**Geological Engineering Major, B.S.E.**

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**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 171 - 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
  - 261 - Calculus III
  - 357 - Differential Equations
- 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

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; Director of Athletics*  
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

AARON THOMPSON (2009)  
*Assistant Professor of Exercise and Sports Science*  
B.S., 1997, Olivet Nazarene University  
M.A.E., 2005, Olivet Nazarene University

MICHAEL MCDOWELL (2009)  
*Assistant Professor of Exercise and Sports Science*  
B.S., 1980, University of Iowa  
M.O.L., 2009, Olivet Nazarene University

BRIAN FISH (2011)  
*Assistant Professor of Exercise and Sports Science*  
B.A., 1997, Olivet Nazarene University  
M.A., 1999, Olivet Nazarene University

SCOTT TEETERS (2011)  
*Assistant Professor of Exercise and Sports Science*  
B.S., 1981, Oakland University  
M.S., 2006, Wayne State University

DAVID BLAHNIK (2012)  
*Assistant Professor of Exercise and Sports Science*  
B.S., 2008, Olivet Nazarene University  
M.B.A., 2010, Olivet Nazarene University

LAUREN STAMATIS (2012)  
*Assistant Professor of Exercise and Sports Science*  
B.A., 2005, University of Redlands  
M.O.L., 2009, Olivet Nazarene University

### Athletics Staff

TIM ANNIS, M.A., Certified Athletic Trainer  
NICHOLAS BIRKEY, B.S.  
OBIE COOMER, Ed.S.  
WILLIAM GEASA, JR., M.A., Certified Athletic Trainer

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 sport 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 (C or above for the teaching major) 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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**33 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  
241 - First Aid  
429 - Personal Training  
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 (6 hours)  
MATH 147 - Calculus I  
241 - Statistics  
PSYC 101 - Introduction to Psychology  
211 - Child Psychology  
or 212 - Adolescent/Adult Development  
PHYS 121, 122 - College Physics I and College Physics II  
or PHYS 201, 202 - General Physics I and General Physics II

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### Physical Education/Health Teaching Major, B.S.

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*Completion of this program leads to K-12 certification in physical education and 6-12 certification in health, provided Illinois content area tests are passed in both physical education and health.*

**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 professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.*

*All students who have declared Physical Education as their major are required to complete the annual fall fitness testing. Failure to complete the test will result in a delay of enrolling in further PHED, EXSS, and EDUC courses. If a student is unable to complete any of the fitness testing components due to documented injury, illness, or disability, the Department of Exercise and Sports Science will provide appropriate accommodations that will 1) enable them to complete the test component as it was intended, or 2) provide a suitable component that satisfies the testing criteria and is accommodating to the student's need.*

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### Athletic Training Major, B.S.

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**57 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
- 375 - Manual Muscle Testing and Function
- 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 (6 hours)
- PSYC 331 - Basic Research & 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. A complete list of admission criteria for traditional and transfer students for the Athletic Training Education Program can be found on the website [http://academics.olivet.edu/athletic\\_training/about](http://academics.olivet.edu/athletic_training/about).

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 or refer to the program website at [http://academics.olivet.edu/athletic\\_training](http://academics.olivet.edu/athletic_training).

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**Sport Management Major, B.S.**

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**35 hours**

**Required:**

- EXSS 129 - Principles of Sport Management
- 300 - Promoting and Marketing of Athletics
- 320 - Sports Psychology
- 350 - Sports Law
- 440 - Internship in Sport Management
- 450 - Sports Facility Planning and Management
- 471 - Organization and Administration of Athletics
- 477 - Sport Management Seminar

**Required Supporting Courses:**

- ACCT 110 - Financial Accounting
- ART 200 - Intro to Graphics
- 275 - Photoshop
- BSNS 160 - Principles of Management
- 171 - Business Computer Applications and Communication
- 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 Sport 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 171 - Business Computer Applications and Communication  
253 - Principles of Marketing

---

### Physical Education Teaching Minor

---

**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

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### Health Education Teaching Minor

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**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

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**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

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### Sport Management Minor

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**22 hours**

**Required:**

EXSS 129 - Principles of Sport Management  
300 - Promoting and Marketing Athletes  
320 - Sports Psychology  
350 - Sports Law  
450 - Sports Facility/Planning  
471 - Organization/Administration of Athletics

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### Athletic Coaching Minor

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**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 Sport 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

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### Associate of Applied Science - Recreation Administration Major

---

**24 hours**

**Required:**

EXSS 129 - Principles of Sport Management  
210 - Intro to Recreation/Leisure  
229 - Recreation Sports Management  
300 - Promoting/Marketing of Athletics  
496 - Practicum in Recreation  
BSNS 171 - Business Computer Applications and Communication  
253 - Principles of Marketing  
PHED 274 - Outdoor Education

**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 Exercise and Sports Science Programs

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### **Freshman Year**

Wellness  
 College Writing I  
 Christian Formation  
 Introduction to Fine Arts  
 Nutrition, Health, and Fitness  
 First Aid/Emergency Care  
 Sport 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  
 Intro to Recreation/Leisure

*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)  
*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  
 Ph.D., 2010, 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  
 Ph.D. 2012, University of Illinois  
 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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### **35 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 200 - Lifespan Development  
 312 - Professional Image/Dress  
 488 - Internship (5 hours)  
 498 - Professionalism, Issues and Actions

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

##### **A. Hospitality Concentration**

FACS 134 - Food Safety  
 230 - Food Preparation  
 337 - Quantity Foods  
 356 - Retail Merchandising  
 455 - Food System Management  
 496 - Projects in FACS (3 hours)  
 or 325 - Event Planning

##### **and a minor in Business**

##### **B. Family Studies Concentration**

FACS 340 - Sociology of Marriage  
 351 - Sociology of the Family  
 360 - Parenting  
 365 - Crisis Intervention  
 480 - Admin/Supvsn for Human Svc Organizations  
 496 - Projects in FACS (3 hours)

##### **Recommended Courses (for Concentration B)**

SOWK 330 - Social Work in Aging  
 360 - Child Welfare Services

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**Family and Consumer Sciences Teaching Major, B.S.**

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**39-41 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
- 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

**Plus completion of the professional education courses and General Education courses described in the School of Education information. All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**Recommended Supporting Courses**

- EDUC 214 - Early Adolescent Development
- 325 - Classroom Management
- ENGL 320 Reading: Process & Skills
- SOCY 305 - Human Sexuality

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**Dietetics Major, B.S.**

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**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:**

- BIOL 211 - Medical Terminology
- 330 - Pathophysiology
- BSNS 367 - Organizational Behavior
- FACS 331 - Topics in Nutrition
- NURS 226 - Pharmacology for Nursing I
- PHED 360 - Physiology of Exercise
- PSYC 461 - Counseling

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.

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### Child Development Major, B.S.

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**54 hours**

**Required:**

FACS 101 - Orientation to Family and Consumer Sciences

126 - Nutrition, Health, and Fitness

134 - Food Safety/Sanitation

241 - First Aid/Emergency Care

252 - Consumer Economics

262 - Child Development

264 - Child, Family, and Community Relations

265 - Infant and Toddler Care

266 - Infant and Toddler Nutrition

351 - Sociology of the Family

360 - Parenting

480 - Administration of Human Services

488 - Internship (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

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### Fashion Merchandising Major, B.S.

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**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

or 344 - Contemporary Design

356 - Retail Merchandising

488 - Internship (5 hours)

496 - Projects (1 hour)

498 - Professionalism, Issues, and Actions

**Required Supporting Courses:**

BSNS 160 - Principles of Management

171 - Business Computer Applications and Communication

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.*

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### Housing and Environmental Design Major, B.S.

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**52 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

346 - Interior Detailing

347 - Lighting/Building Codes

356 - Retail Merchandising

440 - Nonresidential Design Studio

488 - Internship (five hours)

496 - Projects, Applied Design (3 hours)

498 - Professionalism, Issues and Actions

**Required Supporting Courses:**

ART 101 - Fundamentals of Drawing

123 - Design Studio I

275 - Photoshop

300 - Perspective and Rendering

**Recommended Supporting Courses:**

ART 125 - Three Dimensional Design

281 - History of Western Art I

or 282 - History of Western Art II

BSNS 160 - Principles of Management

253 - Principles of Marketing

390 - Salesmanship

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### Family and Consumer Sciences Minor

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**16 hours**

**Required:**

Courses approved by the Department Head.



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### Fashion Merchandising Minor

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**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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**17 hours**

**Required:**

- FACS 126 - Nutrition, Health, and Fitness
- 134 - Food Safety and Sanitation
- 230 - Food Preparation
- 312 - Professional Image and Dress
- 337 - Quantity Foods
- 455 - Food Systems Management
- 488 - Internship (2 hours)  
or 496 - Projects in FACS (2 hours)

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### Associate of Applied Science - Child Development Major

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**25 hours**

**Required:**

- FACS 101 - Orientation to Family and Consumer Science
- 134 - Food Safety and Sanitation
- 241 - First Aid and Emergency Care

- 262 - Child Growth and Development
- 264 - Child, Family, Community Relations
- 265 - Infant and Toddler Care
- 266 - Infant and Toddler Nutrition
- 488 - Internship (3 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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### 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

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### Department of Military Science

**Faculty**

ROMAN ORTEGA, JR, (2012)

*Professor of Military Science; Chair, Department of Military Science; Major*

B.A., 2003, Northern Illinois University

Lewis University

PATRICK HAMEL, (2012)

*Instructor of Military Science; Captain*

B.S., 2004, U.S. Military Academy at West Point

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 leadership and management 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 2 two-year courses of study. 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 on campus may attend the Army's Leader Training Course, an comprehensive 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/she agrees to complete the course of instruction, attend the Leader Development and Assessment Course at Fort Lewis, Washington, and accept a commission in the regular Army, the Army reserve or Army National Guard for a period as specified by the Secretary of the Army. The Advanced Course requires four semester-length courses, plus attendance at the Leader Development and Assessment Course, a 32-day advanced training course during the summer following the junior year. Students must also satisfactorily complete an approved military history course.

Army ROTC can offer two-, three-, and four-year scholarships that pay full tuition and mandatory fees to qualified students. 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 \$1,200 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 Military Science department and ONU's financial aid department to discuss complete benefit packages.

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### Military Affairs Minor

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**14 hours**

**Required:**

- MSCI 121 - Introduction to Leadership
  - 122 - Leadership and Decision Making
  - 221 - Leadership and Problem-Solving
  - 222 - Small Unit Leadership and Tactics
  - 380 - Fundamentals of Emergency Management
  - 443 - American Military History

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### Military Science Minor

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**23 hours**

**Required:**

- MSCI 331 - Tactical Leadership Development I
  - 332 - Tactical Leadership Development II
  - 338 - Leader Development and Assessment Course
  - 441 - Junior Officer Leadership I
  - 442 - Junior Officer Leadership II
  - 443 - American Military History

## Department of Nursing

### Faculty

LINDA DAVISON (1984)

*Professor of Nursing; Chair, Department 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

LINDA GREENSTREET (1981)

*Associate Professor of Nursing*

B.S., 1979, Olivet Nazarene University

M.S.N., 1984, Governors State 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

ROSALIE TUTTLE (2005)

*Associate Professor of Nursing*

B.S.N., 1974, University of Texas

M.S.N., 1978, Texas Women's University

Ph.D., 2009, 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

D.N.P., 2012, Governors State University

PATRICIA NIELSEN (2006)

*Associate Professor of Nursing; Director, Nursing Programs—SGCS*

B.S.N., 1995, Indiana Wesleyan University

M.S.N., 2005, Valparaiso University

F.N.P., 2006, Valparaiso University

D.N.P., 2010, Valparaiso University

YVETTE ROSE (2008)

*Assistant Professor of Nursing*

B.S., 1998, Olivet Nazarene University

M.S., 2007, Governors State University

TIFFANY GREER (2009)

*Associate Professor of Nursing*

B.S., 1997, Olivet Nazarene University

M.S.N., 2001, Governors State University

PAMELA LEE (2009)

*Professor of Nursing*

B.S.N., 1975, St. Xavier University

M.S.N., 1979, Governors State University

Ph.D., 2002, Loyola University

BROOKE PIPER (2011)

*Assistant Professor of Nursing*

B.S.N., 2005, Olivet Nazarene University

M.S.N., 2009, University of Phoenix

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.

A 2.75 cumulative GPA and a satisfactory score on the Test of Essential Academic Skills (TEAS) must be attained before taking NURS 202 - Introduction to Professional Nursing. Formal application to the Nursing major is made in NURS 202. Admission requirements for the Nursing major include completion of all prerequisite courses, and a cumulative GPA 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.

## Nursing Major, B.S.N.

### 63 hours

#### Required:

NURS 202 - Introduction to Professional Nursing

205 - Fundamentals of Nursing I

206 - Health Assessment

226 - Pharmacology for Nursing I

315 - Fundamentals of Nursing II

327 - Pharmacology for Nursing II

335 - Community Health/Population

340 - Transcultural Family Nursing

342 - Mental Health Nursing

349 - Adult Health Nursing I

378 - Childbearing Family Health

388 - Gerontology and Palliative Care

415 - Child Health Nursing

439 - Adult Health Nursing II

449 - Adult Health Nursing III

450 - The Global Community

456 - Leadership/Trends in Nursing

466 - Nursing Research

478 - Synthesis/Capstone in Nursing

#### To be supported by the following:

BIOL 125 - Biology I

211 - Medical Terminology

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

PHED 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**

Freshman Connections  
 College Writing I and II  
 Intro to Chemistry/General Chemistry  
 Christian Formation  
 Biology I  
 Anatomy & Physiology I and II  
 Medical Terminology  
 Lifespan Development  
 Studies in Literature

### **Sophomore Year**

Introduction to Professional Nursing  
 Microbiology  
 Introduction to Fine Arts  
 Introduction to Sociology  
 Fundamentals of Communication  
 Christian Scriptures I  
 Pathophysiology  
 Pharmacology for Nurses I  
 Fundamentals of Nursing I  
 Health Assessment  
 Nutrition/Health/Fitness

### **Junior Year**

Fundamentals of Nursing II  
 Pharmacology for Nurses II  
 Transcultural Family Nursing  
 Mental Health Nursing  
 Gerontology and Palliative Care  
 Childbearing Nursing  
 Adult Health Nursing I  
 Community Health & Population Focused Care  
 Nursing Research  
 Introduction to Statistics  
 Christian Scriptures II

### **Senior Year**

International Culture  
 Adult Health Nursing II and III  
 Nursing Leadership/Trends in Nursing  
 Global Community  
 Western Civilization  
 Senior Synthesis/ Capstone  
 Child Health Nursing  
 Christian Faith

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## Registered Nurse Degree Completion Track

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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)

*Professor of Social Work; Chair, Department of Social Work and Criminal Justice; Director, Social Work Program; Director, Doctoral Program in Ethical Leadership*

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

BARRY LEE (2008)

*Associate Professor of Social Work*

B.A., 1982, Coe College

M.S.W., 1993, University of Illinois at Chicago

RACHEL GUIMOND (2010)

*Assistant Professor of Social Work*

B.A., 2002, Point Loma Nazarene University

M.A., 2004, University of Chicago

CRAIG BISHOP (2011)

*Associate Professor of Criminal Justice*

B.S., 1985, Illinois State University

M.O.L., 2008, Olivet Nazarene University

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 department offers two distinct majors: social work and criminal justice. Students may also choose a minor in either of these fields.

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## Social Work

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The Social Work major consists of 51 credit hours of core social work courses, plus 16 hours of required supporting course work. Students are prepared for generalist social work practice, placing emphasis on developing foundational social work skills that are needed in a wide variety of professional social work environments. Utilizing the ecological and strengths-based perspectives, students learn about social work with individuals, families, groups, organizations, and communities.

The degree conferred upon successful completion of all requirements is a Bachelor of Social Work (BSW). The BSW 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 on Social Work Education (CSWE).

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### Social Work Core Competencies

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Social work majors are required to demonstrate mastery of the following core competencies prescribed by the Council on Social Work Education:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

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### Social Work Program Admittance

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Any student may 'declare' social work as a major at any time during his or her academic undergraduate study. However, declaring the major does not automatically ensure a student will graduate with the BSW degree. To be considered a candidate for the BSW degree, a student must be formally admitted to the major program.

To be considered for formal admittance a student must have the following:

1. Completion of the following courses with a C- or higher grade:
  - SOWK 200 - Introduction to Social Work
  - SOWK 213 - Human Behavior and Social Environment I
  - SOWK 214 - Human Behavior and Social Environment II
  - BIOL 169 - Survey of Anatomy and Physiology
  - SOCY 120 - Introduction to Sociology
  - PSYC 101 - Introduction to Psychology
2. Cumulative GPA of 2.50 or higher
3. All social work competency assessment scores must be 70% or higher (based on specific assignments for social work courses completed)
4. Completion of one 20-hour block of applied learning in addition to that required in SOWK 200

Students who have met the above criteria may request an application packet and schedule an interview. Following the interview, the social work faculty will make a determination on formal admittance into the BSW program. The student will be notified in writing of this determination.

At the discretion of the social work faculty, a student may be admitted into the program 'conditionally.' This may occur when a student needs to improve his or her GPA, repeat a course, modify attitude or behavior, or another reason deemed appropriate. When this occurs, the student will

either be notified in writing with the reason for conditional status or a meeting will be conducted with the student to explain the conditional status.

During preregistration each semester, students on conditional status must provide an update to his/her academic adviser on the issues related to the conditional status.

Students must formally be admitted into the Social Work program to enroll in the following:

- SOWK 310 - Social Work Practice I
- SOWK 311 - Social Work Practice II
- SOWK 412 - Social Work Practice III
- SOWK 420 - Social Policy Analysis
- SOWK 401 - Field Seminar I
- SOWK 405 - Field Seminar II
- SOWK 400 - Field Placement

For reasons outlined in the Social Work Handbook, a student's admission may be revoked. A student whose admission into the program has been revoked must wait one full academic year before reapplying for readmission. The application for readmittance is the same as the initial application process.

The Social Work program reserves the right to schedule a meeting for any reason at any time with any student admitted into the program to discuss his/her progress and pursuit of the social work profession.

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### Social Work Applied Learning

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To gain understanding of, appreciation for, and experience in working with diverse clients in community-based human services, social work majors must complete 90 clock-hours of applied (or service) learning. Students complete 30 clock-hours during SOWK 200. An additional 60 clock-hours must be completed as outlined below.

1. Hours must be completed after successfully passing SOWK 200.
2. Hours may be completed during a semester, summer, or break; the hours may occur around Olivet, the student's home, or another community (including international volunteer service).
3. The 60-clock hours of applied learning must be divided into three separate applied learning experiences with three different demographics in three different agencies (20 hours each). Approved demographics include children's services, youth services, adult services, aging services, services for individuals (any age level) with disability, advocacy and policy services, organizational or community outreach, or formal training in areas related to social work.
4. All applied learning (except SOWK 200) must be approved by the student's academic adviser. Completion of applied learning must be officially documented by the agency where the applied learning occurs. This documentation must be submitted to the academic adviser who will approve it and give it to the program director for the student file. If the student's academic adviser is not a social work faculty member, the social work program director should give written approval for the applied learning.
5. The student must be accountable to his/her adviser for applied learning each semester during academic advising based on the following schedule:
  - fall, junior year - a minimum of 20 hours completed
  - spring, junior year - a minimum of 40 hours completed
  - fall, senior year - 60 hours completed

6. Generally speaking, volunteering at church, church camps, mission trips, MIA, regular study abroad activities, campus clubs and activities, etc. are not approved applied learning, although some exceptions apply for campus outreach clubs. Job shadowing and positions for which pay is received are not considered applied learning.
7. Service experiences must include a significant learning experience. For example, distributing food at a food pantry is not adequate; doing intake assessments for eligibility of food distribution at the pantry is acceptable.
8. Trainings must be formal in nature and include certification or documentation.
9. Students must complete the Co-curricular Transcript form and have the applied learning added to this transcript. The academic adviser must sign the form to approve the addition of the applied learning hours (includes SOWK 200). Eligibility for SOWK 400 - Field Placement is determined once the student presents an official copy of the Co-curricular Transcript with documentation of the 90 completed hours.

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### Social Work Field Placement

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All social work majors must successfully complete a 450-clock-hour field placement as the culminating experience of their education. During this placement, students must demonstrate mastery of all core competencies.

To be eligible to enroll in SOWK 400 - Field Placement and SOWK 405 - Field Seminar II, students must have the following:

1. Cumulative GPA of 2.50 or higher
2. All final grades for major courses, supporting courses, and social work elective courses must be C- or higher
3. All social work competency assessment scores must be 70% or higher (based on specific assignments for social work courses)
4. Completion of applied learning:
  - 30 clock-hours during SOWK 200 or SOWK 202
  - 60 clock-hours--three learning experiences in differing practice settings of 20 clock-hours each
5. Submission of official copy of the Co-curricular Transcript, provided by the Center for Student Success

A criminal background check may be required as a prerequisite to a student's beginning field placement. In addition, students with conditional status must schedule an interview with social work faculty during the semester preceding the student's field placement to determine readiness for the field placement experience.

The Social Work program reserves the right to deny enrollment in SOWK 400 - Field Placement and SOWK 405 - Field Seminar II to any student that the Social Work faculty determines unprepared to enter field placement.

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### Social Work Major, B.S.W.

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**51 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
- 323 - Human Diversity
- 331 - Basic Research/Statistics
- 365 - Crisis Intervention
- 400 - Field Placement
- 401 - Field Seminar I
- 405 - Field Seminar II
- 412 - Social Work Practice III
- 420 - Social Policy Analysis

**Plus two courses selected from:**

- SOWK 315 - Drugs in Society
- 330 - Social Work with the Aging
  - 332 - Advanced Research and Statistics
  - 340 - Topics in Social Work
  - 360 - Child Welfare Services
  - 370 - Mental Health Issues in Social Work
  - 380 - Fundamentals of Emergency Management
  - 385 - Fundamentals of Fundraising
  - 394 - Juvenile Justice

**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

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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
  - 320 - Urban/Rural Sociology
  - 351 - Sociology of the Family
  - 374 - The World Food Problem
- SOWK 315 - Drugs in Society

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### Not-for-Profit Management Minor

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**22 hours**

**Required:**

- ACCT 110 - Financial Accounting

BSNS 160 - Principles of Management  
253 - Principles of Marketing  
385 - Fundamentals of Fundraising  
489 - Internship (3 hours)  
or SOWK 400 - Field Placement  
ECON 345 - Economics of the Public Sector  
FACS 480 - Admin/Supvsn for Human Svcs Organizations  
or SOWK 412 - Social Work Practice III

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## Criminal Justice

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The Criminal Justice major consists of 40 hours of core coursework, plus 9 hours of required supporting courses. The major balances theoretical concepts with practical experience. Students will be exposed to a variety of community, legal and police environments. The program is excellent preparation for careers in law enforcement, probation, the courts, and corrections. Students who successfully complete the criminal justice major will receive the Bachelor of Science (BS) degree.

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## Criminal Justice Core Competencies

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Criminal Justice majors are required to demonstrate mastery of the following core competencies:

1. Administration of justice including correctional processes, criminological theory, law adjudication, law enforcement, and juvenile justice
2. Critical thinking and reasoning skills
3. Professionalism, including legal conduct and behavior, integrity, ethics, interpersonal relationships, problem solving, communications, diversity, fairness and equality
4. Research and analytical methods
5. Practical experience

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## Criminal Justice Field Placement

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All criminal justice majors must successfully complete a 270-clock-hour field placement (CJUS 400) in the final year of academic study. During this placement, students must demonstrate mastery of all core competencies.

Students are eligible to enroll in an additional field placement up to 270 clock-hours to further develop skills and gain practical experience. This additional field placement may be completed in a different setting than the first field placement.

The Criminal Justice program reserves the right to deny enrollment in CJUS 400 - Field Placement to any student that the Criminal Justice faculty determines unprepared to enter field placement.

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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  
CJUS 370 - Criminalistics  
380 - Fundamentals of Emergency Management  
405 - Field Placement II  
440 - Special Topics in Criminal Justice  
499 - Independent Study  
COMM 305 - Professional Communication  
ENGL 315 - Business and Technical Writing  
HIST 430 - American Social/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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## 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 Criminal Justice  
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  
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 graduate programs to enable those who are preparing for professional ministry or further graduate study and ministers who wish to continue their education, to engage in advanced study of religion and ministry.

The objectives 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

#### **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

#### **LEON BLANCHETTE (2003)**

*Associate Professor of Christian Education*

B.A., 1992, Trevecca Nazarene University

M.A., 1995, Trevecca Nazarene University

Ed.D., 2008, Southern Baptist Theological Seminary

KEVIN MELLISH (2004)

*Associate 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)

*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)

*University Chaplain; 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)

*Associate 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

FRANK MOORE (2008)

*Professor of Theology*

B.A., 1973, MidAmerica Nazarene University  
M.Div., 1976, Nazarene Theological Seminary  
M.A., 1985, Vanderbilt University  
Ph.D., 1988, Vanderbilt University

MARK FRISIUS (2008)

*Assistant Professor of Theology*

B.A., 1998, George Fox University  
M.Div., 2002, Asbury Theological Seminary  
M.A., 2006, The Catholic University of America  
Ph.D., 2009, The Catholic University of America

JASON ROBERTSON (2010)

*Assistant Professor of Christian Ministry*

B.A., 1999, Mount Vernon Nazarene University  
M.A., 2011, George Fox University

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## Biblical Studies Major, B.A.

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### 35 hours

#### Required:

BLIT 243 - Hebrew I  
244 - Hebrew II  
250 - Biblical Hermeneutics  
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 three additional hours of upper division Theology; and BLIT 233 and 234 - Elementary Greek I, II to satisfy the general education foreign language requirement.

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## Biblical Studies Minor

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### 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.

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## Greek Minor

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### 14 hours

#### Required:

BLIT 233 - Elementary Greek I  
234 - Elementary Greek II

And six additional hours of upper-division Greek.

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### Hebrew Minor

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**14 hours**

**Required:**

BLIT 243 and 244 - Elementary Hebrew I and II  
And six additional hours of upper-division Hebrew

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### Biblical Languages Minor

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**19 hours**

**Required:**

BLIT 233 and 234 - Elementary Greek I and II  
243 and 244 - Hebrew I and II  
And three hours of upper-division Greek or Hebrew

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### Christian Education Major, B.A.

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**41 hours**

**Required:**

CHED 115 - Christian Education  
240 - Spiritual Formation  
290 - Community Ministry Experience I  
311 - Transformational Teaching  
420 - Discipleship in Community  
CMIN 116 - Fund of Christian Ministry  
THEO 310 - Christian Theology I  
320 - Christian Theology II  
462 - Doctrine of Holiness  
BLIT 250 - Biblical Hermeneutics  
305 - Old Testament Introduction  
310 - New Testament Introduction

Plus 6 additional hours of Christian Education, as approved by adviser

**Required Supporting Courses:**

PSYC 211 - Child Development  
or 212 - Adolescent/Adult Development

Students interested in a Youth Ministry concentration should include CHED 200, and CHED 369 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.

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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 115 - Christian Education

200 - Foundations of Youth Ministry  
240 - Spiritual Formation  
290 - Community Ministry Experience I  
369 - Youth Ministry in the Local Church  
385 - Ministry Conference  
450 - Senior Seminar  
490 - Integrated Summer Ministry

**Plus three hours of Christian Education selected from the following:**

CHED 311 - Transformational Teaching  
420 - Discipleship in Community  
CMIN 116 - Fundamentals of Christian Ministry  
305 - Church in Mission  
394 - Pastoral Care/Counseling  
400 - Introduction to Christian Worship  
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 and three additional hours of upper division Theology

**Required Supporting Courses:**

PSYC 212 - Adolescent and Adult Development  
BLIT 233 and 234 - Elementary Greek I and II  
or BLIT 243 and 244 - Hebrew I and 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:**

BLIT 250 - Biblical Hermeneutics  
305 - Old Testament Introduction  
310 - New Testament Introduction  
CHED 115 - Christian Education  
210 - Foundations of Children's Ministry  
240 - Spiritual Formation  
290 - Community Ministry Experience I  
300 - Issues in Children's Ministry  
385 - Ministry Conference  
450 - Senior Seminar  
490 - Integrated Summer Ministry

## School of Theology and Christian Ministry

CMIN 116 - Fundamentals of Christian Ministry  
305 - Church in Mission  
394 - Pastoral Care/Counseling  
400 - Introduction to Christian Worship

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

Plus three Upper-Division hours of Old Testament, three Upper Division hours of New Testament, three Upper Division hours of Theology, and three Upper Division hours of Christian Education.

### **Required supporting courses:**

BLIT 233 and 234 - Elementary Greek I and II  
or BLIT 243 and 244 - Hebrew I and II

PSYC 211 - Child Development

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### **Christian Education Minor**

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**17 hours**

#### **Required:**

CHED 115 - Christian Education

240 - Spiritual Formation

290 - Community Ministry Experience

311 - Transformational Teaching

385 - Ministry Conference

Plus six upper-division hours of Christian Education

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### **Youth Ministry Minor**

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**17 hours**

#### **Required:**

CHED 200 - Foundations of Youth Ministry

240 - Spiritual Formation

290 - Community Ministry Experience

385 - Ministry Conference

420 - Discipleship in Community

475 - Issues in Youth Ministry

And three additional hours of Christian Education

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### **Children's Ministry Minor**

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**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

311 - Transformational Teaching

or 420 - Discipleship in Community

385 - Ministry Conference

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### **Pastoral Ministry Major, B.S.**

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**74 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

305 - The Church in Mission

306 - Cross-Cultural Ministry

394 - Pastoral Care/Counseling

400 - Introduction to Christian Worship

401 - Advanced Homiletics

440 - Senior Seminar

452 - Minister as Leader and Administrator

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 Theology and three additional hours of upper division Philosophy or Theology.

#### **Required Supporting Courses:**

BLIT 233 and 234 - Elementary Greek I and II

or BLIT 243 and 244 - Hebrew I and II

#### **Recommended Supporting Courses:**

MUCH 377 - Music in Worship; additional hours of upper-division Biblical Literature, Philosophy, or Theology

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### Religious Studies Major, B.A.

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#### 45 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 3 additional hours of upper division Theology; and 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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#### 48 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

**Plus 3 additional hours of Theology;  
Plus 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  
394 - Pastoral Care/Counseling  
400 - Introduction to Christian Worship  
440 - Senior Seminar  
450 - Missiological Foundations  
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 3 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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### 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 selected 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

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

Spiritual Formation

Studies in Literature

Biblical Hermeneutics

Old Testament Introduction

## 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 — Graduate students, qualified seniors
- 600 — Graduate students only
- 700 — Graduate students only
- 800 — Graduate students only
- 900 — Doctoral students only

## Accounting

### 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 *why's* as well as the *how-to's* regarding accounting information. Topics include a brief review of the accounting cycle and financial statements; a look at the conceptual framework and how that affects GAAP; time value of money concepts; 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 489 — Internship. 1-4 hours.

Same as BSNS 489.

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## Art

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### **ART 101 — Fundamentals of Drawing. 3 hours.**

Introduction to drawing, the application of basic principles and elements of art as they relate to drawing. Students will work from observation in order to gain an understanding of proportion and space. A broad range of media and techniques will be explored.

### **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 101, 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 101, 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 206 — Figure Studies. 3 hours.**

Emphasis is given to the understanding of the figure and its expressive qualities as it relates to drawing. Various compositional strategies will be introduced. Prerequisites: ART 101 or permission of instructor.

### **ART 211 — Illustration for Publication. 3 hours.**

Image development for specific applications such as editorial, narrative and advertising publications. Traditional and contemporary techniques will be explored. Prerequisites: ART 206.

### **ART 233 — Basic Oil Painting. 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 101, 123, 125, 206.

### **ART 250 — Portfolio Review. 0 hours.**

Students pursuing any art degree must successfully complete portfolio review. This course is to be taken the spring of the sophomore year. The student portfolio will include an artist statement of intent, a self-evaluation form, a current progress report and a physical portfolio of

seven to ten works of art created from foundational core classes. In addition, a CD portfolio will be submitted for archival purposes. The review will include an interview with the Department of Art and Digital Media faculty and a written evaluation will be submitted to the student and kept on file. Successful completion is required before student may enroll in 300 level art courses.

### **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 101, 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 308 — Advanced Figure Studies. 3 hours.**

Continued emphasis on the expressive qualities of the human figure as they relate to drawing. Thematic and conceptual development and experimentation will be encouraged. Prerequisites: ART 206 or permission of instructor.



**ART 310 — Graphic Advertising. 3 hours.**

This is a desktop publishing, layout, and design course. Areas explored will be newspaper advertising theories, tear sheets, and product advertising. Students will experience a range of projects that create innovative forms in design, theories of advertising, and proven ways to sell a product. Prerequisite: ART 275.

**ART 315 — Historical Dress and World Cultures. 3 hours.**

Same as FACS 315.

**ART 319 — Typography. 3 hours.**

This course provides a fundamental understanding of the structure, history, technology and application of typography. Assignments address the functional aspects of typography and explore the interaction of form and meaning in typographic design. Typographic syntax and hierarchies are stressed. Prerequisites: ART 200, ART 275.

**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 323 — Printmaking I: Relief and Intaglio. 3 hours.**

Introduction to traditional and contemporary practices in printmaking. Relief and intaglio techniques will be explored. Prerequisites: ART 206 or permission of instructor.

**ART 334 — Beginning Watercolor. 3 hours.**

The students will learn two approaches in watercolor: 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 101, 123, 125, 206, 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 336 — Composition and Color. 3 hours.**

Refining technical skills; emphasis given to developing successful composition strategies. Further exploration in the expressive qualities of paint application and color. Prerequisites: ART 206 or permission of instructor.

**ART 343 — Heritage of Interiors. 3 hours.**

Same as FACS 343.

**ART 357 — Final Cut Pro. 3 hours.**

This course introduces students to the primary feature set and basic interface of Final Cut Pro. Students will learn to perform basic editing functions while familiarizing themselves with the user interface. Topics include basic setup; adjusting and customizing preferences and settings; capturing video and audio; and various editing techniques. Prerequisites: ART 319.

**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 Non-Western Art. 3 hours.**

A comparative study of the art forms of non-Western based societies. Attempts to provide a basis for aesthetic appreciation of the works of the majors: Africa, Oceanic, Pre-Colombian, Native Americas, Asian, and Islamic cultures. A tour of the Oriental Institute of the University of Chicago is a requirement of the course.

**ART 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 387 — Teaching Art in Elementary Schools. 2 hours.**

Same as EDUC 387.

**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 308.

**ART 425 — Printmaking II: Advanced Techniques. 3 hours.**

Advanced exploration of printmaking processes and their application to image development will be explored. Students will continue to develop imagery from drawing to finished print. Prerequisites: ART 323.

**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 459 — Publication Design and Manufacturing. 3 hours.**

This course looks at the theory, technology, and preparation needed for publication layout, print separation, print reproduction and manufacturing. The focus is on the development, planning, design and production of print publications. Students will learn methods of preparation for creation of camera-ready artwork and the principles of output to film for pre-press delivery. Prerequisites: ART 357.

**ART 461 — Web Production. 3 hours.**

HTML and Adobe Dreamweaver will be utilized for Web page design in this course. Students will learn how to build a website, add pages, insert and format text and graphics, and hyperlink from page to page. Students will produce a website that includes a home page and links to resumé, gallery, and autobiographical pages. Prerequisites: ART 357.

**ART 462 — Web Animation. 3 hours.**

Instruction in how to create basic web animations using Adobe Flash. The student will learn to navigate the software interface, create new animated web files, and set properties. Also included: importing images into the software, creating/editing text, creating/formatting drawing

objects, and adding layers. Students will use the timeline feature in the software to create basic frame-by-frame animations and motion animations to be used in assignments. Prerequisites: ART 200, ART 275 and ART 461 or permission of instructor.

**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 473 — History of Graphic Design. 3 hours.**

The course provides students with a knowledge and understanding of the places; people; events; historical and cultural factors; and technological innovations that have influenced the development of graphic design into the practice that it is today.

**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 now 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 resumé, 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.

**Biblical Literature**

**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 Aramaic 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

## Course Descriptions - Traditional Undergraduate

Psalms Literature. At the instructor's discretion, students may be allowed to translate selected Aramaic 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 365 — Hebrews and General Epistles. 3 hours.**

An exegetical study of Hebrews and select general epistles (James, 1 and 2 Peter and Jude) in English translation. Prerequisite: BLIT 310.

### **BLIT 369 — The Early Church and the Scriptures. 3 hours.**

Same as THEO 369.

### **BLIT 371 — Pentateuch. 3 hours.**

A study of ancient and modern methods of reading the Pentateuch and the historical context in which it was written. Special attention will be devoted to examining the major literary and theological issues related to Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Prerequisite: BLIT 250, BLIT 305.

### **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 analysis 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 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.

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## Biology

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### **BIOL 125 — Biology I. 3-4 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. Nursing majors may register for 3 hours without completing lab component of the course.

**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 319 — 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 319. 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, 319, 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 367 — Animal Behavior. 4 hours.**

An interdisciplinary analysis of animal behavior in field, laboratory and captive settings while surveying theory and applied concepts. Proximate and ultimate causations of bird songs, navigation, communication, foraging and sociobiology are a few topics of exploration. A semester-long analysis of causations of seasonal and circadian behavior will be conducted by the student. Prerequisites: BIOL 125, 126. Three lecture periods and one laboratory period.

## Course Descriptions - Traditional Undergraduate

### **BIOL 368 — Vertebrate Natural History and Anatomy. 4 hours.**

A study utilizing the techniques of comparative anatomy and taxonomy in analyzing the classes of vertebrates.

### **BIOL 369 — Human Anatomy. 4 hours.**

Explores the anatomy of the human organism and includes a comprehensive laboratory dissection of a human cadaver.

### **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. Three lecture periods and one lab per week. 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 319, 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, 319 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. 1-4 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. ½ 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 171 — Business Computer Applications and Communication. 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 171.

### **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 271 — Business Computations and Management Support. 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 302 — Principles of Finance. 3 hours.**

An introduction to the principles of modern finance. The focus is on the financial planning process as it relates to the life cycle of an individual investor. Ten principles of personal finance will be identified and referred to as the following topics are considered: time value of money applications, personal financial statements, cash flow measurements, debt management, asset acquisition, risk assessments, investment planning, retirement planning, ethics, and the business of financial planning.

**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 315 — Federal Seminar. 1-3 hours.**

Same as SSCI 315. This course, when taken for 3 credit hours, may serve as a Management or Marketing elective.

**BSNS 325 — Event Planning. 3 hours.**

Same as COMM-325.

**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 355 — Intermediate Finance. 3 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 302 and ECON 110.

**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 385 — Fundamentals of Fundraising. 3 hours.**

Focuses on basic principles of not-for-profit fundraising, donor development, and grant writing. Topics include annual campaigns, special events, major gifts, planned giving, researching and writing grants, and measuring outcomes for accountability.

**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, 302.

**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 444 — Corporate Finance. 3 hours.**

Builds upon the principles and theories presented in BSNS 355 - Intermediate Finance. It examines the primary forms of business, roles of the financial manager, financial markets and the articulation of accounting and finance. The basic tools utilized by the finance profession are presented and applied to include the roles and applications of financial decision-making and the cost of capital analysis. Prerequisite: BSNS 355 or permission of department chair.

**BSNS 445 — Insurance Planning. 3 hours.**

Introduces students to risk management and insurance decisions in financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. Prerequisites: BSNS 241, 302, 351, 352, ECON 110, and ACCT 110.

**BSNS 450 — Entrepreneurship and Small Business Management. 3 hours.**

A workshop approach to study and practice of methods, problems, and skills necessary for launching and operating a successful small business venture. Procedures for raising capital, real-time development of a business plan, and seminar format will be used to create a hands-on environment. Prerequisites: BSNS 160, 171, 253, and 302 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 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. 4 hours.**

Provides the student with an understanding of various types of securities traded in financial markets, investment theory and practice, portfolio construction and management, and overall risk/investment strategies and tactics. Prerequisite: BSNS 355.

**BSNS 480 — Enterprise Resource Planning I. 2 hours.**

As part of the strategic planning of an organization, students will be required to research an ERP system specifying the hardware, software, and licensing requirements to be obtained. Students will also develop a training and implementation schedule to properly integrate the ERP system for the organization. An introduction to Project Management will also be required. Prerequisites: BSNS 303 and CSIS 245 or permission of the Business Department chair.

**BSNS 481 — Enterprise Resource Planning II. 2 hours.**

As part of the strategic planning of an organization, students will be required to implement and maintain the ERP System chosen in ERP I, managing the data conversion and migration of information loaded to database. The students will also be challenged to troubleshoot malfunctions and errors while managing transactions captured and loaded into the data warehouse for query and reports. Prerequisite: BSNS 480.

**BSNS 489 — Internship. 1-4 hours.**

This course requires a work/study program of one credit hour for each 55 clock hours of on-site experience. There is a maximum of two internships per student. The work/study program includes: (1) self-search for appropriate work setting; (2) confirmation by supervisor of hours worked and level of performance; and (3) a major paper required at the end of the placement that meets departmental specifications. Approval from the Chair of the Department of Business is required. Prerequisites: 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 494 — Field Experience in Info Systems. 1-4 hours.**

Same as CSIS 494.

**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.

**BSNS 496 — Financial Planning Capstone. 3 hours.**

Focuses on the efficient conservation and transfer of wealth, consistent with client goals. It is a study of the legal, tax, financial, and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes. Prerequisites: BSNS 302, 351, 352, 445, and ACCT 365.

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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. Offered every fall and spring. 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. Offered every fall and spring. 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. Offered every fall and spring. 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. Offered spring of odd years. 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. Offered every fall. 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. Offered every spring. 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. Offered fall of odd years. Prerequisite: CHEM 311. Three lecture periods.

**CHEM 335 — Biochemistry. 4 hours.**

Same as BIOL 335. Offered every fall.

**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. Offered fall of even years. Prerequisite: CHEM 311. CHEM 312 is recommended. Three lecture periods.

**CHEM 375 — Optical and Electron Microscopy. 3 hours.**

Same as GEOL 375. Offered fall of odd years.

**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. Offered fall of even years. Prerequisites: MATH 148, PHYS 202. Three lecture periods and one laboratory period.

**CHEM 385 — Environmental Geochemistry. 4 hours.**

Same as GEOL 385. Offered spring of odd years.

**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. Offered every fall.

**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. Offered spring of odd years. Prerequisites: MATH 148, PHYS 202. 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. Offered spring of even years. 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, amperometric determinations, and coulometry). Offered spring of even years. Prerequisites: CHEM 301 and 311. 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. Offered spring of even years. Prerequisite: CHEM 335 or consent of the instructor. 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. Offered every spring. Prerequisite or corequisite: CHEM 312.

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**Christian Education**

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**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.



## Course Descriptions - Traditional Undergraduate

### **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 competencies. 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 305 — The Church in Mission. 3 hours.**

Same as CMIN 305.

### **CHED 306 — Cross-Cultural Ministry. 3 hours.**

Same as CMIN 306.

### **CHED 311 — Transformational Teaching. 3 hours.**

Examines educational and theological theory and best practices for the ministry of teaching within the church. The class provides a learning environment that enables students to develop a personal teaching style that is consistent with God's design in their lives. Attention is given to the empowerment of the Spirit of God, the true source of transformation. Focus is on fostering a passion for communicating God's truth with excellence and creativity.

### **CHED 367 — Materials and Methods for Recreation. 2 hours.**

Same as PHED 367. Prerequisites: CHED 115, PSYC 101, 211.

### **CHED 369 — Youth Ministry and the Local Church. 3 hours.**

Addressing concerns regarding the effectiveness of youth ministry in the local church, this course attempts to answer tough questions about what will be essential program content for youth and families in determining the future of youth ministry in the 21st century. For the student, practical

tools should assist in designing local church ministry programming that is Biblical, missional, relevant and sustainable. Prerequisite: CHED 200.

### **CHED 377 — Music in Worship. 2 hours.**

Same as MUCH 377.

### **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 394 — Pastoral Care and Counseling. 3 hours.**

Same as CMIN 394.

### **CHED 420 — Discipleship in Community. 3 hours.**

The course focuses on the primary task of making disciples through the establishment, nurture and support of community within the life of the local church for children, youth and adults. Biblical foundations of discipleship in community are explored as well as John Wesley's model for making disciples. Contemporary expressions of disciple-making are also researched and evaluated. Emphasis is given to apply the truth, theory and content of the class by experiencing community.

### **CHED 450 — Senior Seminar. 1 hour.**

An integrated ministry experience during the senior year, in harmony with the student's interest and calling. Experience must include 40 hours of ministry experience in a local church, parachurch organization, or appropriate ministry setting. The student will spend 10 hours of class time with his/her integrated summer ministry coordinator debriefing the summer ministry experience, discussing issues in church leadership, personal spiritual development, and post-graduate options, i.e., placement and/or graduate school.

### **CHED 452 — The Minister as Leader and Administrator. 3 hours.**

Same as CMIN 452.

### **CHED 475 — 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 488 — Topics in Christian Education. 3 hours.**

A comprehensive study of a significant topic in the field of Christian education, such as family ministry, staff ministry, and child and adolescent spirituality. This course may be repeated with a different subtitle. Prerequisite: CHED 115.

### **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.

## 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 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 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, 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 394 — 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: THEO 310, junior standing.

### **CMIN 400 — Introduction to Christian Worship. 3 hours.**

An introduction to Christian worship and the practice of preaching in the context of worship in four areas: 1) the theology of worship and theological implications of worship practices; 2) specific issues of worship planning and leadership, and practical preparation; 3) the disciplines of preparation and delivery in preaching; and 4) pastoral implications of worship and worship leadership. Prerequisite: THEO 320.

### **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 400.

### **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 440 — Senior Seminar. 1 hour.**

Same as CHED 450.

### **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 480 — 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. Prerequisite: CMIN 305 or consent of instructor.

**CMIN 496 — Field Training. 3-6 hours.**

Prerequisite: Completion of junior year, approval by the supervisor of Field Placements, and the following courses: BLIT 250, CMIN 101, 116, and 350, THEO 310 and 351.

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**Communication**

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**COMM 100 — Freshman Seminar in Communication. 1 hour.**

An introduction to all communication majors, regardless of their specific program or concentration. Offers an introduction to the department, including its professors, concentrations, clubs, internship opportunities, academic expectations, and various career opportunities.

**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 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.

**COMM 141 — Introduction to Journalism. 3 hours.**

An introduction to the journalistic writing style. Emphasis is on learning what news is, how to gather news, and how to write news stories. Students are encouraged to publish in the student newspaper.

**COMM 171 — Fundamentals of Radio/Beginning Announcing. 3 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 digital editing with a nonlinear editing system. While the post-production phase of editing will be emphasized, students will also be introduced to cameras (production), and storyboarding (pre-production). Students will also learn professional audio recording software in the campus audio recording lab.

**COMM 198, 398 — Dramatic Practicum. 1-3 hours.**

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 203 — Interpersonal Communication. 3 hours.**

Life as all about healthy relationships. This course offers theoretical and practical understanding toward the development of healthy relationships--personal as well as professional. It begins with understanding the self, and then examines ways in which we interact with others. Specifically, some topics include: perception, perspective-taking, effective listening, conflict management, appropriate use of emotions, healthy relational development, and effective language use.

**COMM 210 — Print Journalism Practicum. 1 hour.**

The emphasis is on the development of skills in news writing, editing, and layout and design for the student newspaper (print and online version). Practicum may be repeated up to six credit hours, but only two hours are required. 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/section editors of the publications. Prerequisite: COMM 141.

**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 235 — Teambuilding and Leadership. 3 hours.**

As people we are born into groups (families) and from that point onward find ourselves in a variety of groups and teams for the rest of our lives. Interaction within groups is qualitatively different from one-on-one communication. This course examines theories of group dynamics and leadership. It also utilizes experiential learning methods as students are placed in groups and, throughout the semester, are given various group tasks in which they apply (and reflect upon) the theoretical concepts. Special attention is given to the development of ethical leadership skills.

**COMM 240 — Scriptwriting for Multimedia. 3 hours.**

This class introduces the industry standard multimedia script writing formats. Each student will not only study script formats, but will also be required to write original scripts in these areas. Script formats emphasized include the single column (audio) script, the double column (TV) script, and the master scene (film) script.

**COMM 243 — Beat Journalism. 3 hours.**

An introduction to the beat system in journalism--police, the courts, business, education, etc. Students will learn how to run a beat (on campus and in the community) while honing their reporting and writing skills. Students are encouraged to publish in the local and student media. Prerequisite: COMM 141.

**COMM 260 — Film Studies. 3 hours.**

Study of major works of film, focusing upon fundamental philosophies informing criticism as well as the practical application of critical methods. Attention is given to developing tools of critical analysis of film, including aesthetics of cinematography, screenwriting, acting, film production, and directing. Prerequisite: COMM 175, COMM 200, or permission of instructor.

**COMM 273 — Beginning Audio Production. 3 hours.**

Basic concepts of multi-track audio production including commercial production, promotional, Public Service Announcement, and interview editing. Use of beds, sound effects, creation of sound effects and voice editing. COMM 277 must be taken concurrently with this course. Prerequisite: COMM 171.

**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 171, 273, 374 or 375.

**COMM 290 — Basic Video Production. 4 hours.**

The focus of this course is on the three main phases of production; pre-production, production, and post-production. Students will study and practice the fundamentals of quality camera work, audio techniques, general lighting, and editing. Special emphasis is placed on shooting and editing digital video projects as a member of a student production team. Upon completion, students will possess a working video vocabulary and be prepared for more advanced courses. Prerequisite: COMM 175.

**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. Offered in alternate years.

**COMM 325 — Event Planning. 3 hours.**

This course is designed to provide an introduction to the event industry, including all aspects of planning and executing events, meetings, and conferences, and to acquaint students with the skills and tools necessary for industry success. Students will gain understanding of the meeting/event planning industry and its required competencies through classroom study as well as practical application, guest lectures, and field trips. Topics covered will include: the history of the industry, the building blocks for event management, research, sales and marketing, risk management, creative elements, food and beverage, entertainment, technical production, and logistical considerations.

**COMM 331 — Public Relations Writing. 3 hours.**

This course prepares students to communicate with the various publics organizations serve through appropriate channels such as mass media. Emphasis falls on effective writing through relevant formats including media advisories, press releases and news stories for internal media. This course also addresses ethical issues related to public relations.

**COMM 335 — Advanced Reporting/Writing. 3 hours.**

Students learn and implement advanced reporting/writing techniques to develop deeper, richer, longer stories on more complex issues than

routine news (depth reporting). Investigative and enterprise journalism are introduced. Prerequisite: COMM 243.

**COMM 340 — Multimedia Storytelling. 3 hours.**

This course focuses on the online news platform. Students learn how to adapt print journalism stories for search engine optimization and how to create multimedia stories, i.e., using text, photos, video and audio. Students are encouraged to publish their work on a personal blog or professional online medium, including the campus newspaper. Prerequisites: COMM 335 and ART 461.

**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.**

The focus of this course is the process of newspaper layout and design, which aims to present news as an attractive package. Magazine layout is introduced. Emphasis falls on creating a thorough understanding of the role of layout and design in the production process of a newspaper product as well as the relevant technical skills. Corequisite: COMM 435; prerequisites: COMM 335 and ART 200.

**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 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 theatre history. Special attention is paid to the cultural and historical factors influencing the development and decline of each period. Prerequisite: LIT 205.

**COMM 372 — Remote TV Productions and Editing. 3 hours.**

During the semester, students are treated as members of a professional video production company with emphasis on creating projects for their resume reel. Projects may include shooting videos for local community companies, sporting event shoots, shooting live music events, commercial projects, and other professional oriented projects as assigned by the professor. Prerequisite: COMM 290 and COMM 175.

**COMM 374 — News and Interviewing for Audio Media. 3 hours.**

Organization and operation of a radio news department; gathering, writing and recording news for audio broadcast, internet and podcast. Instruction and practice in announcing news, news services, handling of wire copy, use of actualities and telling stories with audio only. Conducting and editing of news, and long-form interviews. COMM 277 must be taken concurrently with this course. Prerequisite: COMM 273. Offered alternate years.

**COMM 375 — Radio Programming/Advanced Announcing. 3 hours.**

Lecture based class discussing and developing advanced skills and techniques related to the programming of radio. Historical perspective of

## Course Descriptions - Traditional Undergraduate

programming will be given, discussion of actual techniques used by programmers using music, promotions, imaging, jingles and personalities. Critiquing air talent, music scheduling, audio production, copy writing, advanced imaging, and staff management is a sampling of projects. COMM 277 must be taken concurrently with this course. Prerequisite COMM 171. Offered alternate years.

### **COMM 380 — Documentary Production. 3 hours.**

Designed to have students produce, direct, write, and edit a documentary project. The class will emphasize the three stages of production: pre-production, production, and post-production, specific to the documentary process. While the focus will be on producing their own documentary project, students will participate in studying classic and current documentaries along with researching documentary history and documentary directors. Pre-requisites: COMM 175 and COMM 290.

### **COMM 391 — Communication Ethics. 3 hours.**

This course is designed to help students understand the theoretical and philosophical framework of decision-making in communication. A variety of ethical systems (Christian, utilitarian, Aristotelian, etc.) are used to assist the student, and a case study approach is followed to examine the role of ethics in human communication, and in other communication disciplines, including public relations, journalism, advertising/marketing 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 410 — Media Management. 3 hours.**

Survey of management issues most commonly encountered in broadcast media management. Projects cover management issues exclusive to media and day-to-day management, including sales management, financial statements, and planning of needed advertising for radio stations. Also discussed are regulatory issues and laws; FCC regulations; rule-making procedures that govern the broadcast industry; and how policies evolve from changes in society, politics, technology, and the marketplace. Explores media research methods, including market research by station managers; research methods of Arbitron, Nielsen and other media research organizations. Prerequisites: COMM 171 and 3 hours of COMM 277. Offered alternate years.

### **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. Reporting, producing and reporting will be the key factors, along with the daily newsroom routine. Students will shoot, write, and edit reports for a university television or online news magazine. Prerequisite: COMM 175.

### **COMM 435 — Print and Online Editing. 3 hours.**

General copy editing and language skills in print and online journalism will be honed based on Associated Press style. Attention is given to headline writing and ethical and legal concerns. Students are required to work as story coaches with students in the Introduction to Journalism course. Corequisite: COMM 344; prerequisite: COMM 335.

### **COMM 446 — Magazine and Feature Article Writing. 3 hours.**

A study of various magazine formats and nonfiction article types will precede intensive feature writing assignments. Attention will also be paid to freelance writing and students will be encouraged to submit articles to various markets. Prerequisite: COMM 335.

### **COMM 450 — Senior Seminar. 2 hours.**

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 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.

### **COMM 490 — Broadcast Journalism Practicum. 1 hour.**

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 104 — 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 115.

### **CSIS 105 — First Time Programming. 3 hours.**

Intended for students with little or no previous computer programming experience. Includes programming embedded systems such as LEGO robots and mobile devices. Will build a gentle yet solid and significant foundation for subsequent programming courses.

### **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 115 — Computing and Society. 3 hours.**

Studies ways in which technology and twenty-first century society intersect and explores problems that computing can and cannot solve.

**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 171 — Logic and Computational Engineering. 3 hours.**

Introduce fundamentals of computers (binary number systems and Boolean logic) and computer programming (e.g. C/C++). Apply elementary engineering numerical analysis to physical problems, particularly the use of numerical integration, matrices, and iteration with Matlab™ and C/C++ programming tools.

**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 105, CSIS 131, CSIS 171, or BSNS 271.

**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 105, CSIS 131, CSIS 171, 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 304 — 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 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 311— Discrete Mathematics. 3 hours.**

Same as MATH 311. Prerequisite: MATH 147 and CSIS 171 or CSIS 251, or instructor permission.

**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 261, MATH 351, and CSIS 171 or 251, or instructor permission.

**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 404 — Senior Seminar. 1 hour.**

Covers case studies and discusses ethical issues related to computing. Also includes preparation of presentation and report for capstone experience. Offered fall semester.

**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 436 — Project Management and Development of Information Systems. 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 453 — Design Patterns. 3 hours.**

Study of a variety of design patterns, proven solutions to recurring problems in object-oriented software systems. Includes programming exercises to allow students to practice implementing selected design patterns. Prerequisite: Senior standing; corequisite: CSIS 326.

**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 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 252 and CSIS 311.

**CSIS 480 — Topics of Computer Science. 1-3 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 485 — Great Issues of Computing. 3 hours.**

Study of recurring major issues of computing such as parallelism, optimization, concurrency, large data sets, security/privacy, and communication. Prerequisite: Junior/Senior standing.

**CSIS 491 — Research Problems in Computer Science. 1-4 hours.**

The student will be assigned to a faculty adviser for the project. The student will choose an area of interest for the project along with the adviser. Periodic progress reports and a final report describing the project must be completed. Prerequisite: Consent of the project faculty adviser.

**CSIS 494 — Field Experience in Info Systems. 1-4 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 adviser monitoring the work.

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## 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: 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 380 — Fundamentals of Emergency Management. 3 hours.**

Same as SOWK 380.

**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: 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.

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**Economics**

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**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 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 302.

**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 302.

**ECON 473 — Investments. 4 hours.**

Same as BSNS 473.

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**Education**

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**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, pre-reading 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.



## Course Descriptions - Traditional Undergraduate

**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. 2 hours.**  
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, in part because they begin with classroom management procedures. This course will explore theories and applications of effective teaching and classroom management. It deals with the topic of 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, 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.

## Course Descriptions - Traditional Undergraduate

### **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 387 — Teaching Art in Elementary Schools. 2 hours.**

Presentation of the elements of art and the principles of design to the prospective elementary art teacher (specialist) to be used for the correlation and integration into the classroom setting. The focus will be on the artistic developmental stages of children, art fundamentals, classroom preparation and sequential grade curriculum development. A practicum experience of ten hours (approximately one hour in every elementary level) is required in the elementary art setting, preferably with an Art Specialist. 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 Lab View, 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 171 — Logic and Computational Engineering. 3 hours.**

Same as CSIS 171.

**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 261, 357.

**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 261, 357.

## Course Descriptions - Traditional Undergraduate

### **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 261, 357.

### **ENGN 356 — Computer Aided Engineering. 3 hours.**

Application to computer geometrics, animation, analysis, database, and optimization to engineering design. Review of computer programs and languages, linear and nonlinear programming, matrix methods, and numerical techniques. Prerequisite: ENGN 101, 102, 261, MATH 261, 357.

### **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 261, 357.

### **ENGN 380 — Thermodynamics. 4 hours.**

Introduction to classical thermodynamics through the second law; system and control volume analyses of thermodynamic processes; irreversibility and availability; relations among thermodynamic properties; and discussion and microscopic aspects. Lectures and weekly lab. Prerequisites: PHYS 202, 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 261, 357.

### **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 261, 357.

### **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.

### **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 141 — Introduction to Journalism. 3 hours.**

Same as COMM 141.

### **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 301 — Understanding Language: An Introduction to Linguistics. 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. Includes four hours of field experience for ESL minors. Prerequisite: C- or above in ENGL 108 or 109.

**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 and the study of usage. Includes eight hours of field experience for ESL minors. Prerequisite: C- or above in ENGL 108 or 109.

**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 each spring semester. 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 446 — Magazine and Feature Article Writing. 3 hours.**

Same as COMM 446.

**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.**

As a Capstone experience, this course emphasizes synthesis of the major curriculum. It focuses on the development of a philosophy paper related 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 professional readiness for careers. Assessment of the major takes place through a national test of literature, a formal interview, resume, and Capstone paper/presentation. 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 not only to the comparison and contrast of first and second language acquisition, but also to the study of learners' interlanguage and the pragmatic functions of language. Includes eight hours of field experience. 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 not only to the criteria for evaluating and selecting ESL learning materials appropriate to learners' needs, but also to ESL curriculum design. Includes ten hours of 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 six hours of 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. Includes four hours of field experience. Prerequisite: ENGL 209 or 210.

**ESL 390 — Practicum. 1-2 hours.**

For students working toward elementary or secondary certification or who already hold a valid teaching certificate. Students will complete either 30 or 60 hours of practicum at a time at approved sites. Those completing 30 hours (1 hour) may repeat to meet the required hours. Prerequisite: ESL 350 or 360.

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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 and early childhood 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 201 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.

**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. 1 hour.**  
Progression of athletic training clinical skills that include the assessment of lower extremity injuries, postural, and neurological abnormalities. A minimum of 150 hours 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 375 — Manual Muscle Testing and Function. 2 hours.**

An in-depth study of muscles' origins, insertions, and actions. Major muscle groups and isolated muscle actions will be examined. The relationship of muscle movement and joint motion will also be explored. Basic joint mobilization and soft tissue mobilization techniques will be introduced. Prerequisite: EXSS 215, 275, 472, and acceptance into the Athletic Training major.

**EXSS 380 — Athletic Training Clinical III. 1 hour.**

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, 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. 2 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 and a state food safety manager certification.

**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 134, 230; CHEM 101 or 103 and a state food safety manager certification.

**FACS 232 — Nutrition Assessment. 3 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 252 — Consumer Economics. 3 hours.**

Emphasizes basic problems for the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, and frauds. The purpose of the course is to make the student aware of the rights of the consumer and legislation enforcing these rights.

**FACS 262 — Child Developmental Psychology. 3 hours.**

Same as PSYC 211.

**FACS 263 — Adolescent and Adult Developmental Psychology. 3 hours.**

Same as PSYC 212.

**FACS 264 — Child, Family and Community Relations. 3 hours.**

For parents, teachers, or others who expect to be responsible for young children. Increases understanding of the needs and feelings of both the developing child and the adult caregiver. Effective ways for the child, family, and community to work together to provide for the optimum development of young children, including children from other cultures and ethnic groups. A wide variety of philosophies and techniques will be explored.

**FACS 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 266 — Infant and Toddler Nutrition. 2 hours.**

Focuses on the nutritional needs of infants and children and feeding practices of caregivers that promote normal development. Health problems with relationship to feeding and nutrition are discussed, and preparation of healthy snacks and meals is included. Includes classroom and laboratory experiences. Prerequisites: FACS 126 and 134.

**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



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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 325 — Event Planning. 3 hours.**

Same as COMM 325..

### **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. 4 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 101 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 101 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, 246 and ART 275. Recommended prerequisite: ART 300.

### **FACS 346 — Interior Detailing and Materials. 3 hours.**

Study of materials and their installation for interior construction. Students will develop details and specifications for interior components including floors, walls, ceilings, glazing, millwork, and cabinetry. Prerequisites: ART 101, FACS 140, and 245 / 246.

### **FACS 347 — Lighting and Building Codes. 3 hours.**

Study of the interior aspects of lighting and mechanical systems. Emphasis is placed on lighting design in the human environment. Students will develop knowledge of electrical, mechanical, plumbing, structural and security systems and codes of the constructed environment. Prerequisite: FACS 140 and 245 and 246.

### **FACS 351 — Sociology of Family. 3 hours.**

Same as SOCY 351.

### **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 262.

### **FACS 365 — Crisis Intervention. 3 hours.**

Same as SOWK 365.

### **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, 246 and ART 275. Recommended prerequisite: ART 300.

**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 488 — Internship. 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.

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**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.

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**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. 5 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. 1-3 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.

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**General Studies**

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**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: Math ACT score of 14 or above, or passing a course in Basic Algebra. 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 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. 1 hour.**

A required freshman seminar designed to introduce freshmen to university learning and to facilitate academic advising. Topics will help

## Course Descriptions - Traditional Undergraduate

students connect to academic advisers and campus resources for success, and develop student success strategies.

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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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#### **GEOL 105 — Physical and Historical Geology. 4 hours.**

The Earth's surface and interior and the processes which form them. Origin of the earth and its changing patterns of continents, oceans, and life. Laboratory uses minerals, rocks, fossils, topographic and geologic maps, and aerial photographs to interpret changes in the Earth and its life through time. Includes a field trip. Offered every fall and spring. Three lecture periods and one laboratory period.

#### **GEOL 106 — Geology and Geography of North American Regions. 2-3 hours.**

Selected field studies of North American regions. No prerequisites. May be repeated.

#### **GEOL 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. Offered every fall. Three lecture periods and one laboratory period.

#### **GEOL 130 — Astronomy. 4 hours.**

An introduction to the structure and origin of the universe. Includes the study of the solar system, stars, galaxies, black holes, quasars, etc. Laboratory introduces the student to various techniques used in astronomical studies. The planetarium and observatory are utilized. Offered every fall and spring. Three lecture periods and one laboratory period.

#### **GEOL 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. Offered every fall and spring. Prerequisite or corequisite: EDUC 150.

#### **GEOL 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. Offered spring of odd years. Prerequisite: GEOL 105, 121, 140, BIOL 201 or 125. Block course—three lecture periods and one laboratory period per week.

#### **GEOL 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. Offered fall of even years. Prerequisite: GEOL 105, 121, 140, CHEM 101, 103, or PHSC 110. Three lecture periods and one laboratory period per week.

#### **GEOL 309 — Introduction to Weather and Climate. 1 hour.**

A broad introduction to meteorologic topics including composition and structure of the atmosphere, analysis of weather data, atmospheric motions, principles that govern weather and climate, and weather's impact on humans. Credit cannot be given for both GEOL 309 and GEOL 310. Offered every fall.

#### **GEOL 310 — The Earth's Weather. 3 hours.**

A study of weather and climate of the Earth. Prerequisite: a laboratory science. Credit cannot be given for both GEOL 309 and GEOL 310. Offered every fall.

#### **GEOL 321 — Geomorphology and Earth Hazards. 3 hours.**

The study of Earth surface processes and the landforms they produce. Hazards to humans, such as earthquakes, tsunani, 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. Offered fall of even years. Prerequisite: GEOL 105, 121, or 140. Two lecture periods and one laboratory period.

#### **GEOL 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. Offered spring of even years. Prerequisites: GEOL 105, 121, CHEM 103, or permission of the instructor. Three lectures and one laboratory period.

#### **GEOL 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. Offered every fall. 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. Offered every spring. 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. Offered spring of odd years. Prerequisite: GEOL 302. Block course—three lecture periods and one laboratory period per week.

**GEOL 360 — Geographic Information Systems and Global Positioning Systems. 3 hours.**

Spatial analysis using handheld receivers of satellite positioning information (GPS) combined with a multilayered geographic mapping and analysis program (GIS) designed to integrate many sources of information to address various physical and social problems. Offered every spring. 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 fall of odd 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. Offered spring of even years. Prerequisite: GEOL 105, 121, or 140. Trigonometry is recommended. Three lecture periods and one laboratory or field period.

**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. Offered fall of odd years. Prerequisites: PHYS 122 or 202 and CHEM 103, or consent of instructor.

**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. Offered spring of odd years. Prerequisites: CHEM 104, GEOL 302, or consent of instructor. Three lecture periods and one lab period.

**GEOL 390 — Seminar in Geology. 1 hour.**

Professional development and special topics of current interest in the geological sciences. Offered fall of even years. Prerequisite: seven hours of geological sciences.

**GEOL 395 — Applied Geophysics. 2 hours.**

Methods of geophysical exploration for natural resources and environmental analysis. Field trips. Offered fall of odd years. Prerequisites: PHYS 121 or 201 and MATH 147. One lecture and one laboratory period.

**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: consent of instructor. May be repeated.

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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 Spener, 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 315 — Federal Seminar. 1-3 hours.**

Same as SSCI 315. This course does not satisfy the requirement for American government for teacher education majors.

**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 420 — Blood at Little Bighorn. 3 hours.**

Course examines the relationship between the U.S. government and the Plains Indians between 1860 and 1890. More specifically, it surveys the events which preceded the Battle of Little Bighorn, carefully treats the battle itself, and finally considers the aftermath of the battle, which culminated in the tragedy at Wounded Knee. Structured as a colloquium, the course involves a heavy reading load and literature review; it is designed for upper division history majors, particularly those with an interest in graduate school. Prerequisites: HIST 231, HIST 232, and HIST 390.

**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 471 — Senior Seminar in History. 2 hours.**

Same as SSCI 471. Prerequisite: HIST 390.

**HIST 490 — History Internship. 1-6 hours.**

Same as PSCI 490.

**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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**Honors**

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**HONR 110 — Exploring Faith and Humanity. 3 hours.**

As the first semester offering in the honors curriculum, this course introduces students to interdisciplinary learning through an overarching four-semester theme with a chosen topic for each semester's course. In this particular course, the theme of "What Does It Mean to be Human?" is addressed through the topic of film. During the course of the semester, students will view films, read stories, have discussions on both of those topics, as well as topics from wellness and Christian formation, and do activities that will provide theory and content in the four courses from

which this interdisciplinary course is drawn. This course, along with the other three core honors courses, substitutes for COMM 105, ENGL 209/210, PHED 190, and THEO 101.

**HONR 150 — Human Disciplines. 3 hours.**

The second course in the honors curriculum continues an interdisciplinary approach to the four general education components through the overarching four-semester theme of "What Does It Mean to be Human?" with a focus on discipline. Besides addressing five major areas of discipline within an individual's life--physical, emotional intellectual, spiritual, and social--the course also introduces students to the disciplines necessary to succeed in their chosen major fields. During the course of the semester, students create their own goals and begin to work to achieve those goals in the five areas, as well as research their individual fields. This course, as do the three other core courses, draws theory and content from the four courses for which the core honors courses substitute: COMM 105, ENGL 209/210, PHED 190, and THEO 101.

**HONR 250 — Advertising. 3 hours.**

In this third segment of the overarching four-semester theme of what it means to be human, the question will be addressed through the topic of advertising. During the course of the semester students will study the advertising process, discuss interactions between other content areas and advertising, and do activities that will provide theory and content. This course, along with the other three core honors courses, substitutes for COMM 105, ENGL 209/210, PHED 190, and THEO 101.

**HONR 260 — Technology. 3 hours.**

In the ongoing dialog of what it means to be human, this course will examine today's technologically advanced world. We will explore the roots of various manifestations of technologies, we will examine the interactions we humans have with technology in the world today, and we will envision our future world as it continues to be impacted by technology. Inherent within this project is a critique of a world that has become less human as technology has become more powerful. The final outcome of the course should be an increasingly clear view of our humanity against a backdrop of technology. This course, along with the other three core honors courses, substitutes for COMM 105, ENGL 209/210, PHED 190, and THEO 101.

**HONR 500 — Honors Research Project. 0-6 hours.**

An independent, in-depth examination of a topic or creative effort in the major field of study, supervised by a faculty mentor. Project may be in area of interest within or outside the major discipline or an interdisciplinary topic. It may involve an internship or study abroad experience. Students in the Honors program must enroll in HONR 500 each semester and must complete a total of six credit hours. Prerequisites: successful completion of HONR 110, 150, 250 and 260.

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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 an appreciation of and critical thought about literature. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 211 — British Literature I. 3 hours.**

A survey of representative authors, works and literary forms from Anglo-Saxon times through the British Renaissance. Offered spring of even years. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 212 — British Literature II. 3 hours.**

A survey of representative authors, works and literary forms from the British Restoration through the twenty-first century. Offered spring of even years. Offered spring of odd years. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 240 — World Literature. 3 hours.**

A comparative and historical survey of representative writers of Western Civilization. Attention given to the emergence and development of major themes, literary forms, and genres. 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 authors of both genders, diverse backgrounds, and various philosophical stances. Prerequisite: "C-" or above in ENGL 108/109.

**LIT 307 — Literature of Non-Western Cultures. 3 hours.**

A study of works of non-Western contemporary writers, such as those in Africa, India, Asia, and Central and South America with attention to cultural, historical, political, and social contexts. Prerequisite: LIT 205, 211, 212, 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, 211, 212, 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, 211, 212, 240, 255, 307, 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, 211, 212, 240, 255, 307, 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 each fall semester. 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. May be repeated for credit. Topic must be different. Offered every year in alternate 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 each spring semester. 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: a course in College Algebra, GNST 095 with a minimum grade of C-, or a math ACT score of 19 or above. 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: completion of a pre-calculus course that includes trigonometry and an ACT math score of 26 or above, 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, an AP Calculus AB score of 4 or 5, or consent of the instructor.

### **MATH 151 — Freshman Seminar in Mathematics. 1 hour.**

Students will be introduced to using Scientific Notebook, a computer algebra system. A unit on the mathematics of finance will also be covered, along with selected topics that may include fractals, chaos, cryptography, or conics. Prerequisite: MATH 147.

### **MATH 220 — Number Theory and Proofs. 3 hours.**

An introduction to proofs through the discipline of Number Theory. Topics include: natural numbers, integers, prime factorization, divisibility, congruences, continued fractions, and Diophantine equations. Proof techniques to include deductive proof procedures like direct, indirect, by cases, by contradiction, as well as mathematical induction. Prerequisite: MATH 148 or permission of the 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 261 — 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, an AP Calculus BC score of 4 or 5, or consent of the instructor.

### **MATH 311 — 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 and either CSIS 171 or CSIS 251, or consent of instructor.

### **MATH 330 — Regression and Time Series. 3 hours.**

Building on the regression material in MATH 241, this course will include multiple regression, analysis of covariance, time series, forecasting, along with hypothesis and confidence intervals for these models. Prerequisite: MATH 241. Offered in alternate years.

### **MATH 340 — Financial Mathematics. 3 hours.**

Provide an understanding of the fundamental concepts of financial mathematics including interest, yield rates, present and accumulated values, annuities, loans, and bonds. Discrete and continuous rates will be covered. Prerequisite: MATH 148, 151, and BSNS 355. Offered in alternate years.

### **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 261, MATH 351, and CSIS 171 or CSIS 251 or consent of instructor.

**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 261 or consent of instructor.

**MATH 373 — Foundations of Mathematics. 3 hours.**

A consideration of the origin, history, literature, and nature of mathematics. Possible topics include Euclid's Elements, development of non-Euclidean geometries, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic, and philosophy. Corequisite: MATH 220.

**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 220, 261.

**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. Prerequisite: MATH 220; corequisite: 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. This course is only open to majors in the Department of Mathematics and should be taken during the student's last available fall semester. 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 220.

**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, 261.

**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 practicum experience in a public school setting is included.

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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). 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 principles 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 that 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 the Army's 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 will possess a fundamental understanding of both leadership and officership. They will be able to apply this understanding in real-world situations, and be mentally and physically prepared to shoulder the responsibility of a commissioned officer in the U.S. Army. Includes one weekend field training exercise, weekly leadership laboratories, and physical training. Corequisite: MSCI 022.



## Course Descriptions - Traditional Undergraduate

### **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. It is designed to teach the fundamentals of soldiering and leadership. Students gain personal confidence through practical, hands-on exercises, including land navigation, rifle marksmanship, first aid, individual and unit tactics, obstacle courses, and rappelling. Includes a military stipend of approximately \$450.

### **MSCI 230 — Northern Warfare. 1 hour.**

A two week course conducted in Alaska. Provides training in cold weather survival and small unit tactics. This course trains squad and platoon level leaders in the knowledge/skills required to successfully conduct small unit operations in a cold, snow-covered environment. Emphasis is placed on the effects of cold on personnel and material, use of basic cold weather clothing and equipment, winter field craft, snowshoe/ski techniques, and winter/cold regions navigation and route planning. Attendees will receive comprehensive instruction/training materials enabling them to implement basic cold weather and ski training programs within their units. Cold weather risk management procedures are stressed throughout the course. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Department of Military Science.

### **MSCI 235 — Air Assault Operation. 1 hour.**

A two week course conducted at an Army installation in the continental United States which provides students with training in helicopter operations. It includes sling loading and rappelling. Students are required to submit an After Action Review (AAR) discussing the practical applications of Air Mobile and Air Assault Operations in modern warfare. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Department of Military Science.

### **MSCI 240 — Airborne Operations. 1 hour.**

A three week course conducted at Fort Benning, Georgia. This course trains students in military ski diving techniques with practical applications. Students are required to submit an After Action Review (AAR) discussing the practical applications of Airborne Operations in modern warfare. Grading is pass/fail. Prerequisites: successful completion of MSCI 221 and 222 and approval of the Department of Military Science.

### **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 Leader Development and Assessment Course (LDAC) 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 LDAC. Course includes weekly leadership lab, one weekend field trip, and physical training. Prerequisite: MSCI 331; corequisite: MSCI 022.

### **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 337 — Cadet Troop Leadership Training. 2 hours.**

This two week course conducted at an Army Installation in the continental United States or overseas provides firsthand experience in an Army unit. Students learn about military life and the duties of a lieutenant. This is a four week internship with the Army in which students apply the Army's 16 Leadership Dimensions while working under the direct supervision of a senior Army Officer. Students will receive an Officer Evaluation Report (DA Form 67-9) at the end of the internship. Students will be required to submit an After Action Review (AAR) illustrating how he/she applied the 16 Leadership Dimensions during the internship. Prerequisites: successful completion of MSCI 331, 332, and 338 and approval of the Department of Military Science.

### **MSCI 338 — Leader Development and Assessment Course. 4 hours.**

Approximately 3,500 cadets nationwide will attend LDAC at Fort Lewis, Washington, each year. An Advanced Course requirement, LDAC provides an opportunity to live and work with other cadets from around the country for 32 days. LDAC 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 380 — Fundamentals of Emergency Management. 3 hours.**

Same as SOWK 380.

### **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.

**MSCI 445 — Ranger Challenge Preparation. 1 hour.**

An eight week course conducted on campus at Alfred Fortin Villa (ROTC building) that provides hands-on experience in preparation for the intense and rigorous training of the Army Ranger Course. This course is available to enrolled Military Science cadets. Students learn military mountaineering skills, advanced land navigation skills, and advanced survival skills. The course also includes advanced and intense physical training. It concludes with a three-day regional competition at Marseilles Training Center in Marseilles, Illinois involving Army ROTC programs from up to 20 colleges and universities. Students may only be admitted after competing in the Army Physical Fitness Test. Students will be required to submit a written paper using the U.S. Army's After Action Review (AAR) format in which they analyze the effectiveness of their pre-competition training and competition strategies in terms of the actual performance outcomes. They will also attend a breakfast seminar and participate in a roundtable discussion. Maximum enrollment is 22. Grading is pass/fail. Course can be taken maximum 4 times. Prerequisite: approval of the Department of Military Science.

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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
- MUVC — 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 150, 350 — Choreographic Stage Movement. 2 hours.**

Applied study of the principles of choreography for the stage, including stand-alone works and presentations within musical productions. Includes elements of stage deportment, standard terminology, movement, body placement, muscle development, and flexibility.

**MUAP 200 — Recital Lab. 0 hours.**

All Music majors are required to complete eight 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. 2 hours.**

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.

## Course Descriptions - Traditional Undergraduate

### **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. 2 hours.**

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:

General Music	30 minutes
Music Ministry	30 minutes
Music Education	30 minutes
Performance	60 minutes

Prerequisite: permission of the Applied professor and completion of the Piano Proficiency Exam; MUAP 395 (Music Performance only).

### **MUAP 496 — Senior Composition Project. 2 hours.**

Students majoring in Music Composition will complete a substantive project related to the major in lieu of the Senior Recital. The project should be approved by 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. 2 hours.**

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.

**MUGU 102 — Beginning Guitar. 1 hour.**

Class guitar instruction. Open to students without prior musical knowledge or guitar skills. Geography of the guitar, hand/finger positions, music notation, and basic theory as needed. Placement by guitar faculty. This course does not fulfill applied study requirement for music majors.

**MUGU 107 — Class Guitar. 2 hours.**

Class guitar instruction. Open to students with elementary knowledge of music and prior experience with the guitar. Emphasis on music reading, chord structure, strumming techniques, and style. Placement by guitar faculty.

**MULT 172–198, 372–398 — Ensemble. 0–1 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. Freshmen and sophomores will enroll in the ensemble course under the MULT 172–198 series of numbers. Juniors and seniors will enroll under the upper-division numbers MULT 372–398. Ensembles are 0–1 hour credit each semester. Students should note that several ensembles below do not fulfill the ensemble requirements for music majors and minors.

**MULT 172, 372 — Chrysalis Women's Choir.**

**MULT 173, 373 — Testament Men's Choir**

**MULT 178, 378 — Brass Consort (does not fulfill ensemble requirement)**

**MULT 179, 379 — Jazz Band**

**MULT 181, 381 — University Orchestra**

**MULT 182, 382 — Concert Singers**

**MULT 184, 384 — Orpheus Choir**

**MULT 185, 385 — Handbell Choir (does not fulfill ensemble requirement)**

**MULT 188, 388 — Concert Band**

**MULT 189, 389 — Marching Band**

**MULT 192, 392 — Wind Ensemble**

**MULT 193, 393 — Chamber Ensemble (does not fulfill ensemble requirement)**

**MULT 194, 394 — Gospel Choir (does not fulfill ensemble requirement)**

**MULT 197, 397 — University Strings**

**MULT 198, 398 — Symphonic Band**

**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 Gabriellis.

**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

## Course Descriptions - Traditional Undergraduate

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. 2 hours.**

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. 2 hours.**

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. 2 hours.**

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 260 — Jazz Theory I. 2 hours.**

The study of fundamental theoretical concepts and tools necessary to understand jazz and contemporary harmony and theory in a diatonic context. This will apply to instrumental performance, compositional and arranging skill, music pedagogy, and overall musicianship in jazz and contemporary genres. The main course elements are: jazz notation and nomenclature; chord structures, function, and extensions; Roman numeral and functional analysis; common jazz and contemporary chord progressions; melodic function and analysis; re-harmonization techniques; chord-scales and commonly used scales in these genres; the blues form; modal theory and harmony.

**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 325 — Choral Arranging. 2 hours.**

Introduces the techniques of scoring for choral ensembles. Involves the arranging of various musical works for vocal solo, women's choir, men's choir, mixed choir, and children's choir. Arrangements will involve the study of vocal range, balance between voices, and syntax or the proper handling of text.

**MUTH 330 — Advanced Music Technology. 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 360 — Jazz Theory II. 2 hours.**

Covers advanced jazz and contemporary harmony and theory. These concepts apply to instrumental performance, compositional and arranging skill, music pedagogy, and overall musicianship in jazz and contemporary genres. The main elements of this course include: function and analysis of secondary dominants and interpolated II-V7 (secondary-supertonic) chords, extended dominant and the use of tritone substitution dominant chords (SubV7); modulation and temporary tonic; modal interchange concept; re-harmonization techniques and the use of non-diatonic chords and altered tensions; analysis of common idiom chord progressions with non-diatonic chords; advanced chords nomenclature; use of upper-structure (hybrid) chords and multifunctional chord structures; chromatic approach chords; non-functional harmony; jazz-minor, harmonic minor scales and modes, and advanced chord-scales.

**MUTH 401 — Practices in Contemporary Music. 3 hours.**

An independent study in which students compare and analyze various works of the twentieth and twenty-first centuries. Works will be studied and comparisons drawn between various music styles in terms of form, timbre, harmonic language, rhythmic complexity, media types, and notational systems.

**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 425 — Instrumental Arranging. 2 hours.**

The study of arranging music works for instrumental solo and band and orchestra ensembles. Concepts of range, balance and timbre, and studio versus live performance arranging will be explored. Students will be asked to complete arranging projects assigned by the professor.

**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.

## Course Descriptions - Traditional Undergraduate

### **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 115, 315 — Contemporary Voice. 2 hours.**

Private voice instruction focusing on contemporary commercial music styles, with primary focus on Broadway techniques. Elements of voice culture; correct breath management; throat freedom; stage deportment. Repertoire includes selections from Broadway and cross-over shows, and other literature as appropriate. Specific attention will be given to the healthy, functional differences between classical, "legit," and "belting" techniques. Required participation in studio class (MUAP 050) and end of semester jury. Placement by voice faculty.

### **MUVO 240 — Diction I. 2 hours.**

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. 2 hours.**

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 202 — Introduction to Professional Nursing. 2 hours.**

This course provides the learner an overview of the history of the nursing profession and the wide variety of roles nursing has to offer. The course discusses the communication and collaboration of nurses and other health care professionals. Learners begin to identify with the nursing process and how it relates to planning care for patients. Legal and ethical issues are examined through the Standards of Care, Scope and Standards of Practice, Code of Ethics, and an ethical decision making model. The application of basic math skills and medical terminology are reviewed. Formal application into the Nursing program takes place near the end of the course. Prerequisites: CHEM 101/103, BIOL 125, 211, 246, and 247. Pre/Corequisite: ENGL 210. TEAS and GPA of 2.75 must be achieved to enroll in the course.

### **NURS 205 — Fundamentals of Nursing I. 4 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 in the adult population. Time will be spent in the Virtual Learning Center perfecting and demonstrating assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisites: NURS 202 and admission to nursing program. Corequisite: NURS 205.

### **NURS 206 — 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 Virtual Learning Center perfecting assessment skills. The course will culminate with the student performing a complete history and physical. Prerequisites: NURS 202 and admission to nursing program. Corequisite: NURS 205.

### **NURS 226 — Pharmacology for Nurses I. 2 hours.**

Provides a foundation of pharmacological concepts and principles. Assessment and evaluation of medication administration along with symptom evaluation and the diagnostics related to drug therapy for the long term client. Prerequisite: NURS 202 and admission to nursing program or permission of the instructor. Corequisites: NURS 205 and 206.

### **NURS 315 — Fundamentals of Nursing II. 4 hours.**

This course will build on the content presented in Fundamentals of Nursing I. Clinical skills are expanded and refined in the Virtual Learning 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: NURS 205, 206, 226, and FACS 126.

### **NURS 327 — Pharmacology for Nurses II. 2 hours.**

Assessment and evaluation of medication administration along with symptom evaluation and the diagnostics related to drug therapy for the acute client. Prerequisites: NURS 205, 206, 226, BIOL 330 and FACS 126. Corequisite: NURS 315.

**NURS 335 — Community Health and Population-Focused Care. 2 hours.**

The theoretical foundation of the nurse's role in the health and well-being at a local, state, and national level. Health promotion, health prevention, and health maintenance of individuals, families, aggregates communities, and populations are assessed. Strategies of health education, health promotion, and illness prevention, and illness prevention are analyzed to meet the needs of the community health nurses' clients. Discussions include the role, function, and structure of health care systems in the United States. The effects of the environment on health are investigated, and modification of risk factors in aggregates and populations are examined, along with principles of epidemiology. The role of the community health nurse in disaster management is explored. Observations in the community are assigned in Adult Health I. Prerequisites: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120, COMM 105, MATH 120. Corequisite: NURS 466.

**NURS 340 — Transcultural Family Nursing. 3 hours.**

Focuses on developing insights into the diverse cultural venue. An emphasis is on transcultural nursing and its contribution to holistic healthcare. Theories related to both the family and transcultural nursing will be explored. The assessment element of the nursing process is discussed in relation to the nurses' role to provide cultural competent care. Prerequisites: acceptance into the nursing program and COMM 105, SOCY 120.

**NURS 342 — Mental Health Nursing. 4 hours.**

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 principles of therapeutic communication and the nursing process in this diverse setting. Selected therapeutic groups will be observed and group assignments completed. Prerequisites: NURS 205, 206, 226, FACS 126.

**NURS 349 — Adult Health Nursing I. 5 hours.**

Provides a strong theoretical and clinical basis for holistic nursing care needs of patients with a chronic disease. A variety of clinical areas provide the students with a diverse patient population in order to highlight evidence-based interventions. Clinical judgment and skills are developed by refining the nursing analysis of the patient's history and symptom severity, establishing rationale and priority for nursing and collaborative interventions, and evaluating patient response to various treatment modalities. Prerequisites: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120.

**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. ANA and AWONN standards are addressed. Students will spend time in the clinical setting observing and providing care for the childbearing family. Prerequisites: NURS 315, 327, 340, 342, 388, FACS 126, SOCY 120.

**NURS 388 — Gerontology and Palliative Care. 2 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 life span will also be studied,

including ethical, legal, and sociocultural concerns. The role of the professional nurse will be explored. Prerequisites: NURS 205, 206, 226.

**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.**

Provides a theoretical and clinical practice foundation for nursing care of children and adolescents. Family-centered care is the patient-centered approach in providing nursing care to the acute and chronically ill child and adolescent. An emphasis on evidence based practice, quality improvement measurements, and patient safety principles are used as a framework to study nursing theory. The *2008 Pediatric Nursing: Scope and Standards of Practice* is the foundation for theory and clinical practice. Development of clinical reasoning is emphasized in this course. Prerequisites: NURS 315, 327, 340, 342, 378, 388, FACS 126, SOCY 120. Corequisite: NURS 449.

**NURS 435 — Community Health and Population-Focused Care. 2 hours.**

Focus of this course is the theoretical foundation of the nurse's role in the health and well-being at a local and national level. Health promotion, health prevention, and health maintenance are assessed and evaluated in relation to sociopolitical forces and the health care delivery system. The effects of the environment on health are analyzed, and modification of risk factor in aggregates is explored, along with principles of epidemiology. Prerequisites: all Level II nursing courses.

**NURS 439 — Adult Health Nursing II. 5 hours.**

Continues topics of Adult Health Nursing I, with an emphasis on analyzing the holistic nursing care needs of patients with a chronic disease who are now demonstrating co-morbid sequelae. Strong development of clinical judgment, skills, and critical thinking and the safe application of evidence-based practice remain the essential focus of the course. Prerequisites: NURS 335, 349.

**NURS 440 — Senior Synthesis I. ½ hour.**

This seminar integrates the application and analysis of scenarios utilizing nursing concepts and principles presented in Adult Health, Child Health, and Community. Also included within the seminar are current issues impacting nursing today. 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 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 449 — Adult Health Nursing III. 5 hours.**

Exposes the learner to the complex and delicate care needs of the patient experiencing end-of-life symptom severity, co-morbidities, and complications. Evaluation of the patient's response to critical treatment modalities are peer reviewed. Prerequisites: NURS 378, 439, 450, 456, 466.



**NURS 450 — The Global Community. 2 hours.**

The role of the nurse in preserving and promoting health in diverse global communities is presented. 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, socioeconomic, and cultural forces. The effects of the global environment on health are analyzed and modification of risk factors in aggregates is explored, along with principles of epidemiology. The theoretical experience from the Community Health and Population Focused Care and this course will culminate with a student led project in the community. Prerequisites: NURS 315, 327, 335, 340, 342, 388, 466, FACS 126, SOCY 120, COMM 105, MATH 120. Corequisite: second required intercultural course.

**NURS 455 — Leadership in Nursing. 3 hours.**

This course studies leadership theory, organizational structure of the present health care system 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 456 — Leadership and Trends in Nursing. 4 hours.**

Studies of leadership theory and organizational structure of our present health care system at the national and local levels are analyzed. Collaborative strategies are investigated to impact healthcare teamwork and national patient safety initiatives. Commonly encountered administrative and professional dilemmas, including patient issues are student researched and presented utilizing evidence based practice and quality improvement strategies; students will apply ethical decision-making models to these situations in preparation for their transition into the role of the professional nurse. A leadership shadow experience exposes the student to some of the challenges typically experienced by the nurse administrator, director, or manager. Students will prepare a professional portfolio. Prerequisites: NURS 335, 349.

**NURS 465 — Senior Synthesis II. ½ hour.**

This seminar integrates the application and analysis of scenarios utilizing nursing concepts and principles presented in Advanced Adult Health, Leadership, and Global Community. Nursing issues confronting the new graduate nurse will also be examined. Prerequisites: all Level II 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: NURS 315, 327, 340, 342, 388, FACS 126, MATH 120, SOCY 120.

**NURS 478 — Synthesis and Capstone in Nursing. 3 hours.**

The practice course places the student with an experienced RN Preceptor who helps the student with their continued development of patient analysis, professional team communication, documentation, clinical judgment and critical thinking, and prioritizing and delegating. Students complete 120 clinical hours and attend a weekly seminar which provides opportunity for a shared debriefing of clinical experiences. A program-end ATI review course assists with final preparation for the NCLEX as entry into practice. Successful completion of the Assessment Technologies Institute (ATI) predictor test is required for graduation approval. Prerequisites: NURS 439, 456, 466. Corequisites: NURS 415, 449.

**NURS 499 — Topics in Nursing. 1-3 hours.**

Provides opportunity for individual attention to selected topics of interest in the field of nursing, or to expand on topics covered in other nursing courses. This course will provide flexibility and allow responsiveness to the dynamic and rapidly changing field of nursing. Hours to be arranged. Prerequisites: all Level II nursing courses and approval of the Department Chair.

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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 320 — Epistemology. 3 hours.**

The most recent shift toward skepticism, represented by the development of postmodernism in the late 20th century, is addressed. The questioning of the status of knowledge and belief will be examined using prominent theories regarding the nature of knowledge. Special attention will also be given to the historical development of these theories. Finally, the principles derived from the theories will be applied to the disciplines of science and religion so that these two types of knowledge can be compared and contrasted. Prerequisite: PHIL 201.

**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.

**Physical Education**

**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 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. 4 hours.**

Same as BIOL 246.

## Course Descriptions - Traditional Undergraduate

**PHED 247 — Human Anatomy and Physiology II. 4 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.**  
Course is designed to provide students with the knowledge to organize and teach outdoor activities. Emphasis is placed on lifetime activities the community values as leisure and recreation.

**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.

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### Physical Science

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**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. Students receiving credit for PHSC 110 or GEOL 140 cannot take PHSC 102 for credit. Offered every fall and spring.

**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. Offered every fall and spring. Prerequisite or corequisite: EDUC 150.

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### Physics

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**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.

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### Political Science

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**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

## Course Descriptions - Traditional Undergraduate

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 315 — Federal Seminar. 1-3 hours.**

Same as SSCI 315. 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 490 — 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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## Portuguese

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### **PORT 101 — Elementary Portuguese I. 4 hours.**

A comprehensive elementary course that includes grammar, pronunciation, oral practice, written composition, and culture.

### **PORT 102 — Elementary Portuguese II. 4 hours.**

A continuation of PORT 101, with an additional emphasis on reading. Prerequisite: PORT 101 or two years high school Portuguese.

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## Psychology

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### **PSYC 101 — Introduction to Psychology. 3 hours.**

An introduction to the scientific study of mind, brain, and behavior. A variety of content areas will be covered including psychological disorders, therapy and treatment, neuroscience, learning and conditioning, memory, theories of personality, sensation and perception, motivation and emotion, human development, social relationships and influence, research methods used to study human and animal behavior, 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.

## Course Descriptions - Traditional Undergraduate

### **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 203.

### **PSYC 233 — Group Dynamics. 3 hours.**

Same as COMM 235.

### **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 in-depth 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.

### **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. Prerequisite: PSYC 101.

**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. 1-5 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.

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**Social Science**

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**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 315 — 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. If taken for 3 credit hours, this course may be applied as an elective for the Business Administration (Management Concentration) major or the Marketing (Management Concentration) major.

**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.

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**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 202 — Applied Learning Experience. 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. 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

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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 315 — Drugs in Society. 3 hours.**

Same as SOCY 315.

### **SOWK 323 — Human Diversity. 3 hours.**

Same as PSYC 323.

### **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 331 — Basic Research and Statistics. 4 hours.**

Same as PSYC 331.

### **SOWK 332 — Advanced Research and Statistics. 3 hours.**

Same as PSYC 332. Prerequisite: SOWK 331.

### **SOWK 340 — Topics in Social Work. 3 hours.**

This course is designed to address current topics and issues in social work. A study of the historical, theoretical, political, and practical applications will be made for each topic. Course content will include addressing issues related to ethics and diversity in the context of the topic. Prerequisite: SOWK 200.

### **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 370 — Mental Health Issues in Social Work. 3 hours.**

This course is designed to provide an introductory knowledge of mental health issues affecting the delivery of services to clients in social work practice. Content will include assessment, service plans, treatment options, appropriate interventions, referrals, and multi-disciplinary teams. Issues related to legalities, ethics, diversity, service delivery, and professional collaborations will be addressed. Prerequisites: PSYC 101, SOWK 200, 213, and 214.

### **SOWK 380 — Fundamentals of Emergency Management. 3 hours.**

An introduction to the construct and practice of homeland security and domestic preparedness. Preparedness and management of local, state, and national emergencies, disasters and threats will be discussed. Content will include emergency preparedness, first responders, personnel management and incident management.

### **SOWK 385 — Fundamentals of Fundraising. 3 hours.**

Same as BSNS 385.

### **SOWK 394 — Juvenile Justice. 3 hours.**

Same as CJUS 394.

### **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 part of this preparatory course. Students will meet weekly for one hour. Prerequisite: Senior status in social work program.

### **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 sociology.

**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.

**SPAN 250 — Spanish Proficiency Lab I. 0 hours.**  
A laboratory for the assessment of language learners' oral proficiency in the Spanish language. Students will complete the Oral Proficiency Interview in order to gauge their current proficiency. Those who reach the target proficiency level of at least Intermediate-Mid will submit evidence of their proficiency (a copy of their official OPI certificate) and will not be required to complete additional laboratory work. Those who do not attain the target proficiency level of Intermediate-Mid will be required to complete a series of proficiency-building exercises with the

Spanish tutors. Students are responsible for the cost of completing the OPI. *To be taken concurrently with SPAN 212.*

**SPAN 284 — Spanish Phonetics. 2 hours.**  
A study of the phonetic system and phonology of the Spanish language with emphasis on practice and application. The knowledge of common phonological processes in Spanish will help to improve pronunciation and comprehension of Spanish. Prerequisite: SPAN 112 or 3 years 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 20th century. A survey course that includes a history of the literature and the reading of selected works representative of the various periods. Offered alternate years. Prerequisite: SPAN 345.

**SPAN 362 — Latin-American Literature. 3 hours.**  
Latin-American literature from the *Conquistadores* through the 20th century. A survey course that includes a history of Latin-American literature and the reading of selected works representative of the various periods. Offered alternate years. Prerequisite: SPAN 345.

**SPAN 425 — Spanish Proficiency Lab II. 0 hours.**  
A laboratory for the assessment of language learners' oral proficiency in the Spanish language. Students will complete the Oral Proficiency Interview in order to gauge their current proficiency. Those who reach the target proficiency level of at least Advanced-Low will submit evidence of their proficiency (a copy of their official OPI certificate) and will not be required to complete additional laboratory work. Those who do not attain the target proficiency level of Advanced-Low will be required to complete a series of proficiency-building exercises with the Spanish tutors. Students are responsible for the cost of completing the OPI. *To be taken concurrently with SPAN 495.*

**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. 1-3 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. 1 hour.**

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 of at least six weeks to be approved in advance by the department. In addition, all students will be required to complete a virtual portfolio.

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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/fait h 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 340 — Culture and the Christian. 3 hours.**

The impact of popular culture on the worldview and value system of western society in general, and for Christians in particular, is examined. Attention will be given to the philosophical and theological underpinnings of popular culture and the ways these underpinnings affect shifts in thought across time. Focus will then shift to the methods culture uses to affect individual lifestyle choices. Connections will then be made to align faith commitments with moral choices. Special attention will be given to relevant biblical texts that offer direction for contemporary Christian lifestyles.

**THEO 350 — Christian Love. 3 hours.**

Using the love commandments as the cornerstone of a theology of love, this course will examine the place of love in the Christian life. Various aspects of love will be explored so that love for God, love for others, and love for self can be more fully understood and brought into harmony. The material will thus include a broad survey of theological and philosophical writings on love as well as an analysis of relevant biblical texts. Special emphasis will be placed on the expression of love in concrete situations. As such, the course will typically include a service learning unit.

**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 368 — Ancient and Modern Challenges to Orthodoxy. 3 hours.**

Explores the theological challenges to orthodoxy in the ancient and modern church. The material will cover various aspects of theological debate in the early church, including confrontations with various Gnostic groups. The material will then cover modern theological challenges to orthodoxy, including the Jehovah's Witnesses and the Church of Latter Day Saints.

**THEO 369 — The Early Church and the Scriptures. 3 hours.**

Introduces the critical issues related to Biblical interpretation during the first five centuries of Christianity. Special attention will be paid to the controversy involving allegory and the development of the New Testament canon. The material will include a broad survey of the primary exegetical methods employed by the early church and engagement with the primary source material.

**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 421 — Theology of the Church Fathers. 3 hours.**

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. Prerequisite: THEO 320.

**THEO 426 — The Early Councils and Their Creeds. 3 hours.**

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. Prerequisite: THEO 320.

**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 analyzed 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

# SCHOOL OF GRADUATE AND CONTINUING STUDIES

### *Ryan Spittal, D.B.A., Vice President for Graduate and Continuing Education*

Living, learning, and faith. Here, they are united, indivisible, one. Faith is at the heart of Olivet Nazarene University.

At Olivet, the priorities go beyond providing the finest programs. The true aim of the University is to train men and women for lives of service to God and humanity. The School of Graduate and Continuing Studies meets the challenge of providing quality, innovative educational programs to fulfill the lifelong learning needs of adults, giving them the expertise they need to impact their world.

Formed in 1986 in response to a growing demand for adult education, the School of Graduate and Continuing Studies desires to accommodate the special requirements of adults who are interested in receiving an associate, bachelor's, master's or doctorate degree, but who must also continue to meet their personal and professional commitments.

Recognizing that learning continues throughout life, Olivet Nazarene University serves adults interested in pursuing graduate and undergraduate professional studies. The School of Graduate and Continuing Studies attempts to fulfill the following general objectives:

- To provide for intellectual, spiritual, and personal growth through quality degree programs that integrate education, values, and faith.
- To offer educational degree programs to adult students who appreciate the religious and ethical teachings of the University and whose occupations, family responsibilities, personal preferences, and/or geographical location do not permit them to live in residence on the campus.
- To provide an atmosphere that will stimulate intellectual curiosity and constructive critical thinking through the exploration of the ideas inherent in the liberal arts, professional traditions, and the Christian faith.
- To develop an appreciation of current research, the value of research, and an acquaintance with basic research methodology.
- To strengthen the professional competencies of students in their areas of specialization.
- To develop an increased understanding of human nature and Christian values, with an emphasis on the individual's ethical and moral responsibilities.

Most of the programs are offered in special packages in which the degree may be earned in about two years by enrolling in classes which meet once a week, or in some programs, through classes which meet for one week, two or three times a year. In addition, most programs integrate study group activities. Our programs combine theory with practical experience to give working adults the skills needed to advance in today's rapidly changing economy.

In addition to programs meeting on campus in Bourbonnais, Olivet has authorization to offer the following degree programs throughout the greater Chicago area: Master of Business Administration, Master of Arts in Education, and the undergraduate degree-completion programs in Business Administration and Nursing. Classes are held in Chicago's northwest and south suburbs, downtown Chicago, Champaign, and other locations in Illinois.

Olivet's School of Graduate and Continuing Studies maintains offices in Bourbonnais (815-939-5291), in Rolling Meadows (847-590-0675), and in Oak Brook (847-481-5926). The toll free number is 877-4OLIVET (877-465-4838).

The material contained in this chapter is for information only and does not constitute a contract between the student and the University. At the time of printing, the information is complete and accurate to the best of our knowledge. However, the School of Graduate and Continuing Studies reserves the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution.

The School of Graduate and Continuing Studies also reserves the right to determine the number of students in each course. If an insufficient number of students enroll for a course, the School of Graduate and Continuing Studies reserves the right to cancel the course, change the time, or provide a different professor of any course.

## Accreditation

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 and the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, telephone (800) 621-7440 or (312) 263-0456, FAX (312) 263-7462 or <http://www.ncahlc.org/>. Nursing programs are accredited by the Commission on Collegiate Nursing Education.

As part of the School of Education unit, the graduate education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). All of the courses have been specifically aligned with national content-specific standards and/or Illinois State Content Area Standards. Note: Since Olivet is accountable for aligning program/course content to state and national standards, transfer credit is not accepted for any of the advanced programs. In addition, the Illinois Department of Education has approved Olivet as a degree granting institution in teacher preparation and advanced master's degrees. The Illinois State Board of Education also has granted entitlement rights for certifications – Types 03, 09, 10, 73, and 75; and endorsements. These programs are approved by specialty organizations as well as the State of Illinois:

Art Education, K-12	English/Language Arts Education, 6-12	Music Education, K-12	Social Studies Education, 6-12
Curriculum and Instruction	Family/Consumer Science Education, 6-12	Physical Education, K-12	Spanish Education, K-12
Educational Leadership	Library Information Specialist	School Counseling	Teacher Leadership
Elementary Education, K-9	Mathematics Education, 6-12	Science Education, 6-12	Reading Specialist

## History of Adult Education at Olivet

Adult education began at Olivet as early as 1949, when the North Central Association Studies committee at Olivet recommended that an increased emphasis be placed on adult education and the opportunities for lifelong learning. The focus of adult education at that time was educating returning war veterans and assisting local school teachers with certification requirements.

Graduate education at Olivet had its beginning in 1961, when the Board of Trustees authorized a Master of Arts degree with a major in Religion. The chronology of Olivet's graduate programs:

1961	Master of Arts with a major in Religion
1968	Master of Arts in Education
1976	Master of Church Management
1985	Master of Pastoral Counseling
1987	Master of Business Administration
1989	Master of Arts in Teaching
1990	Master of Practical Ministries
1996	Master of Arts with a major in Professional Counseling
1999	Master of Education
2000	Master of Science in Nursing
2003	Master of Arts in Education: School Improvement Leadership
2005	Master of Organizational Leadership
	Master of Ministry
	Master of Arts in Education: Reading Specialist
	Master of Arts in Education: Library Information Specialist
	Master of Arts in Christian Ministry
	Master of Arts in Biblical Studies
	Master of Arts in Youth Ministry
	Master of Education: School Leadership
2007	Master of Education: Curriculum and Instruction
	Master of Arts in Philosophy of History and Master of Arts in Political Theory
	Master of Arts in Education: Teacher Leadership
	Master of Arts in Education: Curriculum and Instruction
	Doctor of Education in Ethical Leadership
2009	Master of Ministry in Spanish
2010	Master of Arts in Family Ministry
	Master of Arts in Pastoral Ministry
	Master of Arts in Pastoral Leadership
	Master of Business Administration, Executive track
2011	Master of Divinity

Degree-completion programs began at Olivet in 1980. The first official off-campus program was an Associate of Arts degree established for cadets from The Salvation Army School for Officers Training based in Chicago. The history of Olivet's degree-completion programs:

- **Practical Ministries:** The associate degree program with The Salvation Army continued until 1989. With the discontinuation of the associate degree for The Salvation Army, a Bachelor of Science degree with a major in Practical Ministries (BSPM) specifically designed for The Salvation Army was started in 1990.
- **Nursing Degree-Completion Track:** In 1985, a degree-completion track in nursing for RNs began on campus. The current Bachelor of Science in Nursing (BSN) degree specifically designed for working adults began in 1991.
- **Administration** — The Bachelor of Science in Human Resources Management and the Bachelor of Applied Science in Supervision and Leadership were first offered in 1990. The Bachelor of Business Administration (BBA) degree was first offered in 1998.
- **Business** — The Associate of Arts in Business (AAB) degree was first offered in 2001.

## Graduate Programs

In addition to offering the Doctor of Education degree in Ethical Leadership, the School of Graduate and Continuing Studies offers courses leading to the following master's degrees: Master of Arts with majors in Religion, Biblical Studies, Christian Ministry, Family Ministry, Pastoral Ministry, Pastoral Leadership, and Youth Ministry; Master of Ministry; Master of Ministry (Spanish); Master of Divinity; Master of Arts with majors in Professional Counseling and School Counseling; Master of Arts in Education with majors in Curriculum and Instruction and Curriculum and Instruction (ESL), School Improvement Leadership, Reading Specialist, and Library Information Specialist; Master of Arts in Teaching, with majors in K-12, Elementary and Secondary Education; Master of Education (distance delivery) in Curriculum and Instruction; Master of Business Administration; Master of Organizational Leadership; Master of Practical Ministries (only for Salvation Army Officers); Master of Science in Nursing; Master of Arts in Philosophy of History and in Political Theory.

## Undergraduate Programs

In order to meet the needs of working adults, Olivet Nazarene University offers an Associate of Arts in Business program and a number of degree completion program offerings as alternatives to the usual residential degree program. The offerings include the Bachelor of Business Administration, Bachelor of Science in Nursing, and Bachelor of Science in Practical Ministries (only for Salvation Army Officers). The degree completion options have several features that are designed to make them ideal programs for adults with other responsibilities.

- Classes are at locations that are convenient to students' residences or work.
- Classes usually meet once a week, or in extended sessions at a time compatible with students' work schedules.
- Course content is geared toward practical application in the everyday life and occupation of a student.
- Because Olivet recognizes that adult students bring a wide variety of experiences and skills with them, college credit is awarded, under specified circumstances, for some of these appropriate experiences.
- Students participate in and contribute to every class session using a variety of methods meaningful and appropriate to the adult learner.
- Student/faculty class contact hours vary based on the objectives and intended outcomes of each course.
- Adult cooperative learning strategies are utilized.

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# Admissions Policies — SGCS

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Olivet Nazarene University carefully assesses applicants for the various program offerings on the basis of evidence provided in all application materials. Therefore, while a personal interview is not required for most programs, application materials submitted must be prepared thoroughly, thoughtfully, and professionally for full consideration. Applications will be processed upon receipt of all required materials.

## General Admission Requirements — SGCS

To be admitted into an SGCS program at Olivet Nazarene University, an applicant must meet the following general prerequisites:

1. Submit a completed Olivet Nazarene University application form, along with a \$50 application fee. The application fee for programs in the School of Theology and Christian Ministry is \$25.00. Other fees may be required by some programs. Application forms may be obtained from the School of Graduate and Continuing Studies office. For Education programs, application forms may be obtained from the Office of Enrollment.
2. Demonstrate moral character consistent with attendance at a Christian university.
3. Possess ability and discipline to pursue rigorous college-level studies or graduate level studies.
4. Submit an official transcript from all colleges and universities previously attended.

**\* Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to the Director of Admissions and Student Services, Olivet Nazarene University, School of Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.**

*For all programs in the School of Theology and Christian Ministry, materials should be sent to: Graduate Program Specialist; ONU School of Theology and Christian Ministry; One University Avenue Box 6048; Bourbonnais, IL 60914.*

Please refer to the programs listed below for additional admission requirements. Special and probationary admission requirements are detailed later in this section of the catalog.

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### Admission to Associate of Arts in Business — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide one of the following forms of acceptable proof of high school graduation or GED completion:
  - a. Copy of official high school transcript
  - b. Copy of official GED transcript
2. Be minimum age of 22 and present proof of at least two years of significant work experience. An applicant who is at least 20 may be considered by providing proof of at least two years of significant work experience and a written narrative describing the reason why the applicant should be considered for early entry into the program.

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### Admission to Bachelor of Business Administration — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess an Associate of Arts, an Associate of Science, or an Associate of Applied Science degree, or a minimum of 60 transferable semester hours from a regionally accredited college or university. Coursework must be college-level to be eligible for transfer. Developmental, Continuing Education Units (CEUs), or pre-college-level courses are not transferable.
2. Have a minimum cumulative grade point average of 2.0 from all institutions previously attended.
3. Be a minimum of 23 years of age. An applicant who is at least 21 may be considered by providing two letters of recommendation that describe mature adult responsibility.

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### Admission to Bachelor of Science in Nursing — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess an associate degree in nursing from a regionally accredited institution or a diploma from a school for registered nurse education.
2. Submit a copy of a current R.N. license.
3. Have a minimum cumulative grade point average of 2.75 from all credits transferred from institutions previously attended.

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### Admission to Bachelor of Science in Practical Ministries — SGCS

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In addition to the General Admissions Requirements, the applicant must have earned a minimum cumulative grade point average of 2.0 from all institutions previously attended.

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### Admission to Master of Business Administration — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of Bachelor's degree from a regionally accredited college or university.
2. Have an undergraduate grade point average of 2.5 or better (4.0 scale).
3. Submit a letter of recommendation from a professor, pastor, supervisor or coach evaluating the applicant's performance and explaining his/her merits.

4. Have successfully completed (defined as a grade of C- or above) the following four undergraduate courses: accounting; microeconomics; finance; and statistics. *NOTE: Applicants may be admitted on probation without undergraduate credit in the areas of statistics, accounting, finance, and economics. However, those applicants must either:*
- petition to prove proficiency through a proficiency test. A grade of 70 percent or above on this exam satisfies the prerequisite requirement and waives the need to take a particular tutorial course. A proficiency exam may be taken only one time.*
  - to take undergraduate online tutorial courses in the areas of deficiency.*

Although the MBA programs are structured with flexibility to serve learners with baccalaureate degrees in business as well as those having degrees in other disciplines, those without the relevant academic background in business core areas are required to attain the appropriate prerequisite knowledge before attempting advanced work.

**Executive MBA Track:** present a professional résumé demonstrating a minimum of five years of significant work experience demonstrating leadership, along with a letter of recommendation from a person familiar with the candidate's leadership experience and capability. In addition to the \$50 application fee, the Executive MBA candidate is required to submit a \$200 registration fee prior to enrolling in the first course.

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### Admission to Master of Organizational Leadership — SGCS

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In addition to the General Admissions Requirements, the applicant must:

- Provide proof of Bachelor's degree from a regionally accredited college or university.
- Have an undergraduate grade point average of 2.5 or better (4.0 scale).
- Submit a letter of recommendation from the applicant's current supervisor explaining the applicant's job duties and evaluating the applicant's job performance. The Admissions committee will review such letters and make admission decisions in such cases.

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### Admission to Master of Arts in Education, Master of Education — SGCS

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In addition to the General Admissions Requirements, the applicant must:

- Submit a copy of a current teaching certificate.
- Submit an unofficial copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum GPA of 2.5.
- Submit a written School Administrator Agreement verifying current teaching status, at least two years of consecutive teaching, and consent to host the practicums/research projects/clinical experience-creative project in the school.
- For those programs that lead to certification, applicants must submit evidence of passing the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) or provide evidence of registration for the next available test date for Conditional Admittance. Conditional Admittance for this requirement must be corrected within the first three courses of the program.

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### Admission to Master of Arts in Teaching, Elementary, K-12, and Secondary — SGCS

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In addition to the General Admissions Requirements, the applicant must:

- Submit evidence of passing the Illinois Basic Skills Test/Test of Academic Proficiency (TAP), within the last 5 years.
- Submit an official copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum 2.5 GPA. Secondary and K-12 majors must have a cumulative GPA of 2.5 with a GPA of 2.75 in their content teaching field and must have completed at least 32 semester hours in their teaching field.
- Submit a one-page typed autobiography.
- Submit Teacher Education Application.
- Submit Character Reference.

This program requires a Criminal and Fingerprint Background check; please refer to that topic under the General Policies section of this chapter.

**NOTE: All secondary and K-12 programs require a major of at least 32 hours in the teaching area. In most cases, 12 of the hours must be upper division with the exception of Social Science and Science. In these fields of study, at least 12 hours must be taken in the area of designation and additional hours must be included from at least two other disciplines with the field of study.**

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### Admission to Middle School Endorsement — SGCS

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In addition to the General Admissions Requirements, the applicant must provide a copy of a valid Illinois teaching certificate (Type 3 - Elementary, Type 9 - Secondary, or Type 10 - Special K-12).

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### Admission to Safety and Driver Education Endorsement Program — SGCS

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In addition to the General Admissions Requirements, the applicant must provide a copy of a valid Illinois driver's license and the appropriate motor vehicle approval forms available at the links of the Safety and Driver Education page of the Olivet SGCS website at <http://graduate.olivet.edu/programs/education/>.

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### Admission to English as a Second Language Endorsement — SGCS

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In addition to the General Admissions Requirements, the applicant must provide a copy of a valid Illinois teaching certificate (Type 3 - Elementary, Type 9 - Secondary, or Type 10 - Special K-12). For those programs that lead to certification applicants must submit evidence of passing the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) or provide evidence of registration for the next available test date for Conditional Admittance. Conditional Admittance for this requirement must be corrected within the first three courses in the program.



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### Admission to Master of Arts in Professional Counseling, Master of Arts in School Counseling — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit official transcripts from a regionally accredited college or university showing the undergraduate degree earned with at least 18 hours of credit in psychology (six hours of which may be equivalent courses from allied fields, such as nursing, sociology, social work or special education).
2. Have an undergraduate minimum cumulative grade point average of 3.0 or above (4.0 scale).
3. Participate in an interview with the Program Director from the Department of Behavioral Sciences.
4. Submit three letters of recommendation to affirm applicant's professional promise, character, and capacity to pursue graduate-level education in the field of counseling.
5. Submit a life mission statement, along with two release forms for background checks.
6. In addition to the \$50.00 application fee, upon admission, a \$200 registration fee will be due with reservation for first course.
7. For the School Counseling applicants, submit evidence of passing the Illinois Basic Skills Test/Test of Academic Proficiency (TAP). This requirement must be met prior to enrolling in the practicum and/or School Counseling courses—PSYC 650, 651, 652, or 693A, B. In Addition, the State of Illinois School Counseling content test, School Counselor, code 181, must be passed prior to enrolling in PSYC 693A, B.
8. Special admission to the two year program option may be granted if learners meet one of the following conditions:
  - a. Learners have taken PSYC 461 – Counseling Process and Techniques and PSYC 467 – Psychotherapy, or equivalent, as part of the 18 hour prerequisite requirement. The remaining 12 hours may include a combination of other undergraduate psychology coursework or equivalent coursework from closely allied disciplines, such as social work. Equivalent coursework will be evaluated by course description and course content.
  - b. One year of direct clinical experience in a work related setting in addition to the 18 hour undergraduate requirement. This experience will be supported by a reference from a direct supervisor documenting this clinical work. This clinical experience must include one-on-one counseling and/or group counseling work.

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### Admission to Master of Arts, Philosophy of History or Political Theory — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Provide proof of Bachelor's degree from a regionally accredited college or university. Submit official transcripts for all relevant undergraduate courses.
2. Have an undergraduate grade point average of 3.0 or better (4.0 scale). Probationary admission may be granted to applicants with lower grade point averages on a case by case basis, as explained elsewhere in this section.
3. Submit an original essay of not more than 1000 words explaining the rationale for pursuing an graduate degree. In lieu of this essay

an applicant may submit part or all of an academic paper previously submitted for credit in an upper division course in college in the past three years, or all or part of a substantial report prepared for an employer in the past two years.

4. Submit two confidential recommendations from two persons in a position to be familiar with the student's abilities; one should be from a college professor; the other may be from a professor or a supervisor.

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### Admission to Master of Practical Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Have earned a bachelor's degree from a regionally accredited college or university. NOTE: Applicants with a Bachelor of Science in Practical Ministries from Olivet Nazarene University are not eligible for the Master of Practical Ministries.
2. Have a minimum overall grade point average of 2.5 (4.0 scale).

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### Admission to Master of Arts, Biblical Studies — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 3.0 or better (4.0 scale).
2. Satisfy these curricular prerequisites for admission.
  - a. Old Testament Introduction (3 hours)
  - b. New Testament Introduction (3 hours)
  - c. An exegetical course (3 hours)
  - d. A systematic theology course (3 hours)
  - e. An introduction to either Biblical (or Classical) Greek or Biblical Hebrew (6 hours)
  - f. A demonstrated ability to write well

Students whose undergraduate preparation does not meet these prerequisites may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Biblical Studies program, as evidenced by three recommendations. Two of these should be from people able to address the applicant's academic ability and potential. The third should be personal and may address the applicant's moral and spiritual character.

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### Admission to Master of Arts, Christian Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Christian Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian and moral life, and one that is personal. The personal recommendation may be a second academic reference or it may be from a person who has

supervised the applicant in work or ministry. While this master's degree, as a "gateway" program, has no specific undergraduate prerequisites in theology, biblical studies, or ministry, an education that emphasizes critical thinking and clear expository writing and that provides a general knowledge of Western Culture as well as at least a brief acquaintance with one other culture would be especially appropriate. Students with an undergraduate background in specific areas in the curriculum will be placed in advanced courses in those areas.

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### Admission to Master of Arts, Family Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have successfully completed at least 36 hours of undergraduate courses in religion and ministry, including 12 hours of Bible (Hermeneutics, OT Intro, NT Intro. and an upper division exegesis course), 6 hours of church history (ancient through Reformation and a polity course), 9 hours of theology (Systematic Theology I and II and, if Nazarene, Doctrine of Holiness), and 9 hours of practical ministry (Christian education, pastoral care and counseling, and Christian worship). Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Family Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Arts, Pastoral Leadership — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 3.0 or better (4.0 scale).
2. Have successfully completed an undergraduate degree in ministry preparation. The program assumes basic competency in Bible, theology, and ministry practices. Students who do not have an undergraduate ministry degree may submit transcripts for evaluation to determine whether they may be considered a candidate for this program.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Leadership program, as evidenced by three recommendations. One should be from a person able to comment knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be a reference from a ministry supervisor. For the student already in ministry, the pastor and the ministry supervisor will be the same person, which is acceptable as long as the three recommendations cover three areas:

academic, personal spiritual and ethical, and institutional/ministerial.

4. Demonstrate the ability and discipline necessary to pursue graduate level studies while engaging in and reflecting upon the actual practice of Christian ministry.

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### Admission to Master of Arts, Pastoral Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have successfully completed at least 36 hours of undergraduate courses in religion and ministry, including 9 hours of Bible (hermeneutics, OT Intro and NT Intro.), 6 hours of church history (ancient through Reformation and Reformation through present), 9 hours of theology (Systematic Theology I and II and, if Nazarene, Doctrine of Holiness), and 9 hours of practical ministry (pastoral care and counseling, Christian worship, and, if Nazarene, Nazarene polity). Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Pastoral Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Arts, Religion — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have successfully completed at least 15 semester hours in upper-division undergraduate courses in theology, Bible, Christian ministry, Christian education, and/or philosophy. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Religion program, as evidenced by three recommendations. One should be from a person able to comment knowledgeably on the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third may be another academic reference. Or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Arts, Youth Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have completed at least 15 semester hours of undergraduate religion courses, including at least 6 hours of systematic theology and 3 hours in each of the following areas: biblical hermeneutics, homiletics or preaching, and pastoral care and counseling. Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Arts in Youth Ministry program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability, one from a pastor or other person who can speak to the applicant's Christian life, and one that is personal. The personal recommendation may be a second academic reference, or it may be a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Ministry — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.5 or better (4.0 scale).
2. Have successfully completed a minimum of 15 undergraduate hours in religion, Bible, or theology. Students whose undergraduate preparation in religion is deficient may apply for conditional admission, if they satisfy the other requirements. Rules and deadlines for making up the deficiency will be decided on a case-by-case basis.
3. Demonstrate the ability to succeed in the graduate-level Master of Ministry program, as evidenced by two or three recommendations -- one from a pastor or other spiritual adviser and one from a person who can speak to the applicant's academic capacity. If pastor or spiritual adviser is different from the student's supervisor in ministry, the student is encouraged to include a third recommendation from a ministry supervisor such as, in the case of a Nazarene applicant, the District Superintendent.
4. Be actively involved in church ministry.

Note: the Master of Ministry/Spanish program requires fluency in the Spanish language in addition to the above.

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### Admission to Master of Divinity — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Possess a bachelor's degree from a regionally accredited college or university with a grade point average of 2.7 or better (4.0 scale).
2. Have successfully completed the following undergraduate courses: BLIT 250 - Intro to Hermeneutics, BLIT 305 - Intro to Old Testament, BLIT 310 - Intro to New Testament, THEO 310 -

Christian Theology I, THEO 320 - Christian Theology II, THEO 351 - History of Christianity I, THEO 352 - History of Christianity II, and THEO 357 - History of Christianity III. Equivalent courses from other colleges or universities may be submitted. Students whose undergraduate preparation is deficient in these areas may apply for conditional admission, if they satisfy the other requirements. These students would be required to take the graduate level replacement of the prerequisite courses. Students who are Nazarene are also required to complete THEO 462 - Doctrine of Holiness and THEO 472 - History, Mission, and Polity of the Church of the Nazarene before entering the program.

3. Demonstrate the ability to succeed as a graduate student in Olivet's Master of Divinity program, as evidenced by three recommendations. One should be from a person able to speak about the applicant's academic ability and one from a pastor or other person who can speak to the applicant's Christian and moral life. The third, a personal reference, may be another academic reference or a reference from a work or ministry supervisor. If the person making the pastoral reference is not also a supervisor, then a reference from a supervisor is especially appropriate.

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### Admission to Master of Science in Nursing — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit an official transcript from a regionally accredited college or university showing an earned Bachelor of Science in Nursing degree.
2. Have attained an undergraduate grade-point average of 2.75 or better (4.0 scale).
3. Have current registered nurse licensure in a geographical jurisdiction of the United States.
4. Have successfully completed (defined as a grade of C or above) an approved undergraduate statistics course. An official transcript for same should be submitted. If this course is not completed prior to admission, it must be completed prior to enrolling in Nursing Research I.
5. Submit to, and pass, a criminal background check and drug screening.

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### Admission to Doctor of Education — SGCS

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In addition to the General Admissions Requirements, the applicant must:

1. Submit official transcripts from a regionally accredited college or university showing a master's degree.
2. Submit a one-page resume (follow specific format).
3. Complete an interview. This time will be an opportunity to assess personal goals, oral communication skills, and ability to interact with other professionals.
4. Submit a critique (writing on demand) on a specific topic at the time of the personal interview. Guidelines will be provided regarding the expectations of the critique. Hand-written work is not accepted. The computer lab will be available for this writing sample.

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### International Student Admissions Policy — SGCS

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All applicants to the School of Graduate and Continuing Studies who are not citizens or permanent residents of the United States must comply with the admission requirements as listed below. The requirements must be met before the University may issue an I-20 form to an international applicant. Specifically, the conditions are as follows:

1. The prospective student must complete and return a written international student application to the School of Graduate and Continuing Studies. When all required information is received, the application file is evaluated and an admission decision is made. The applicant is notified, and instructions for further action are sent to the applicant.
2. The prospective student must have all official transcripts sent directly from each school attended to satisfy the University that the applicant has successfully completed a course of study equivalent to that required of a US-educated applicant to the same program. All records submitted must be official transcripts certified by the appropriate school official and should list the subject taken, grades earned, or examination results in each subject, as well as all certificates or diplomas. These documents must be accompanied by an official English translation and an "Educational Credential Evaluators Report" secured at the applicant's expense if the transcripts are from a school outside the U.S. All records must be submitted at least six months prior to the expected enrollment date.
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. If English was the medium of instruction throughout formal education, a TOEFL score may not be needed. Students with more than 48 academic semester units from U.S. colleges/universities taken just prior to attending Olivet may be able to waive their TOEFL requirement for admission.
4. The prospective student is required to provide a notarized affidavit of financial support along with a current bank statement to confirm that he/she will be able to provide for his/her full program (tuition and fees, books, living costs, etc.) at the University without resorting to unauthorized employment. Payment of tuition and fees for the first year will be required before the applicant is eligible to receive the I-20 form.
5. It is the responsibility of an international student on an F-1 visa to maintain full-time status.
6. The applicant must take a physical examination and present medical history records. In addition, the student is required to purchase a college health insurance policy or provide proof of adequate coverage. The international student should also provide the name and address of a friend or relative in the United States who is empowered and willing to make decisions on behalf of the student in case of an emergency.
7. The applicant may not proceed any further in the application process unless the above conditions are met and the student's I-20 form is signed by the appropriate school authority. All questions concerning admission and status of international students seeking

admittance into the School of Graduate and Continuing Studies should be referred to the Associate Registrar - SGCS.

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### Probationary Admission, Undergraduate Programs — SGCS

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A student who does not meet regular admission requirements for the degree completion programs may be permitted to enroll in the core program. Continued enrollment in the core program is contingent upon the student's completion of the admission requirements. It is the responsibility of the student to assure completion of any missing items from the admission file. The student is given a due date by which to fulfill this responsibility and thereby continue in the program. If the requirement is not met by the given date, the student may be administratively withdrawn from the program.

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### Probationary Admission, Graduate Programs — SGCS

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A student who does not meet regular admission requirements, but who desires to pursue work leading to a master's degree at Olivet is, in some cases, permitted to enroll with probationary status in a limited number of graduate courses. Regular status is obtained after removal of deficiencies and/or after completion of the first two consecutive courses with a 3.0 GPA or higher.

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### Special Admission, Undergraduate Programs — SGCS

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A student who does not plan to become a candidate for a bachelor's degree in this institution, or a student who does not meet regular or conditional criteria, but wishes to take work for academic credit as a special student, may do so by submitting all application forms for admission and meeting the following requirements:

1. Submitting official transcripts from previously attended institutions intended for use in transferring credits for applicable programs.
2. Meeting all course prerequisites.
3. Providing recommendations as required by a particular program.
4. Demonstrating ability to do college-level coursework, as evidenced by transcripts and recommendations.
5. Completing other requirements as stated in the general admissions section above.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene University. Should the student desire to do so later, an application for change of status must be submitted to the Associate Registrar - SGCS, approval obtained, coursework evaluated, and regular steps in the program followed. Credit earned as a special student is not automatically applied toward degree requirements. Credit is not granted for an audited course.

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### Special Admission, Graduate Programs — SGCS

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A student who does not plan to become a candidate for the master's degree in this institution, but who wishes to take work for graduate credit as a special graduate student, may do so by submitting all application forms for admission and meeting requirements that include:

## Admissions Policies — SGCS

1. Possessing of a bachelor's degree from a regionally accredited college or university.
2. Submitting official transcripts from previously attended institutions.
3. Providing recommendations as required by a particular program.
4. Demonstrating ability to do graduate-level course work as evidenced by transcripts and recommendations.
5. Completing other requirements as stated in the general admissions section above.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene University. Should he or she later desire to do so, an application for change of status must be submitted to the Associate Registrar - SGCS, approval obtained, coursework evaluated, and regular steps in the graduate program followed. Credit earned as a special student is not automatically applied toward degree requirements.

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### Admission for College Seniors, Graduate Programs — SGCS

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A senior who is within the last year of completing the course requirements for the baccalaureate degree or another person who has not earned the baccalaureate degree and who (1) is of good moral character as evidenced by either pastor and friend or associate's recommendations or a current undergraduate student at Olivet Nazarene University, and (2) is seemingly able to do graduate work as evidenced by transcripts, may, with the approval of the School of Graduate and Continuing Studies, register for one graduate course per semester. To obtain regular graduate status after being granted the bachelor's degree, the student must follow regular graduate admission procedures. Senior-graduate students may take courses to fill undergraduate needs, for certification, for enrichment, or for future use in the graduate program. However, graduate courses will not count for both undergraduate and graduate credit.

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## Financial Information — SGCS

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Tuition costs through Olivet's School of Graduate and Continuing Studies vary by program. Program and individual course financial obligation information is presented during information meetings and/or at registration. A schedule of payments and analysis of fee structures, along with due dates, is outlined in the materials provided by the Financial Solutions team. Students are expected to meet these obligations according to the schedule.

For packaged programs, the student is charged a locked-in tuition rate for the total program. The locked-in rate is designed to reduce the per-credit-hour cost for the student committing to the entire program. The locked-in rate is honored for students who complete the program according to the prescribed curriculum schedule. Generally, this time does not exceed two years. The student is charged the full tuition rate and appropriate fees for any course taken that is not a part of his or her program core. Students wishing to start a packaged program without all financial aid paperwork on file must pay for the first course at the time of registration. If financial aid paperwork is not received within 30 days of registration, the student will continue to be billed per course. Once all financial aid paperwork has been completed, and provided aid is awarded, these funds may be used as payment for educational costs for the remainder of that academic year.

***Please note that graduate religion programs are NOT packaged, and their tuition rate may be subject to change at the beginning of each fiscal year.***

Olivet Nazarene University's general education requirements and electives to complete the degree may be taken at the package price for a period of no more than two years.

Students unable to complete a course in a packaged program are allowed to repeat that course with another group of students if arrangements are made through the School of Graduate and Continuing Studies office. Tuition and fees at the current packaged rates are charged for repeating the course.

Olivet Nazarene University reserves the right to change the tuition and fee schedule at any time. However, tuition and fee schedules are guaranteed for students who complete packaged programs according to the prescribed curriculum schedule.

## Single Course Registration Policy — SGCS

Single Course Registration (SCR) requests should be made to the School of Graduate and Continuing Studies no later than three weeks before the course start date for students using financial aid. All financial aid paperwork must be received no later than one week prior to the start date.

Those not using financial aid should make the request no later than two weeks before the start date. Payment for the course must be received no later than one week before the course's start date.

**Students are required to be current on their core program before being cleared to register for additional coursework. Please go to the Olivet Portal at <https://my.olivet.edu> to view the status of your student account.**

These policies are strictly enforced.

## Financial Aid — SGCS

The Director of Financial Aid is located at the Miller Business Center. Financial aid counselors are available to advise students concerning application for financial aid. Correspondence regarding financial aid should be addressed to the Director of Financial Aid. The Office of Financial Aid is open for regular office hours, 9 a.m.–4 p.m. each workday; however, because of the demand for assistance, students seeking assistance should schedule an appointment with office personnel.

Students are responsible for completing all necessary application forms for financial aid and for following the appropriate procedures in seeking aid. Securing financial aid may take time, and students may be advised to delay the start of their program until aid is secured.

Application for financial aid must be made for each academic year. This generally requires students in packaged programs to complete financial aid paperwork two or three times during their program.

Financial assistance may not be immediately available for students who intend to take courses outside the core curriculum. The Office of Financial Aid should be contacted prior to registering for such courses.

## Payment — SGCS

Payment methods for programs in the School of Graduate and Continuing Studies vary by program. Most of the programs offer three payment options: Total Package Payment (at the program's start), Payment with Financial Aid, and the Monthly Payment Plan. Students should refer to their financial solutions counselor for specific information on paying for their program.

Students should pay special attention to the program's delinquency policy. Any student becoming delinquent through failure to make payment or proper arrangements may be administratively withdrawn until such matters are satisfactorily settled. There is a \$15 charge for any returned checks due to non sufficient funds or a declined credit card.

A transcription fee of \$50 per credit-hour is charged for CARE, CLEP, REGENTS COLLEGE, DANTES, and proficiency hours. All assessed credit fees are due 30 days from the invoice date.

Student accounts must be paid in full to be eligible for the transfer of credits, participation in Commencement ceremonies, and degree conferral. Students who qualify for August graduation must be current with financial obligations and in good standing in order to participate in the May Commencement ceremonies.

## Refund Policy — SGCS

1. Application, registration, general, lab, graduation, and other special fees are not refundable. Tuition is refunded according to the following policy:
  - a. Full tuition: Written notification of withdrawal *prior to* the first class session of a course.
  - b. All but \$50 refund: Written notification of withdrawal *prior to* the second class session of a course. Failure to provide official notification directly to the Office of Admissions and Students Services will result in administrative withdrawal. Students are then charged full tuition, plus fees.
  - c. No refund, except for semester-long courses: Withdrawal after the second class session. For these traditional semester-long courses, the following refund policy applies:
    - first week — 90 percent
    - second week — 80 percent
    - third week — 60 percent
    - fourth week — 40 percent
    - fifth week — 20 percent
    - sixth week — none
2. Material fees are not refundable once the student attends one class meeting.
3. The Director of Student Accounts makes the determination of refunds when an official withdrawal form is received in the School of Graduate and Continuing Studies office.
4. Students who begin class without full admission status and who are subsequently denied admission are eligible for a refund of the full tuition amount, less a \$50 fee per class session attended. Exceptions:
  - a. Any tuition paid for a course completed by the student is not refundable.
  - b. Any tuition paid by students attending/completing a course without being registered is not refundable.

## Withdrawal — SGCS

The date official notification is received in the School of Graduate and Continuing Studies office is the effective date of any withdrawal or course drop (see Student Withdrawal/Change in Status in the “Academic Policies” section of this chapter).

If a student withdraws with an unpaid balance, an interest charge of 1.5% is assessed monthly to the balance (see Financial Aid for more details).

When a student withdraws (or is withdrawn) from the program prior to the completion of a term, federal and state financial aid must be repaid to the appropriate program(s) as mandated by regulations published by the U.S. Secretary of Education.

## Financial Aid and Academic Standing — SGCS

A student's eligibility for financial aid is affected by his or her academic standing. A cumulative grade point average of 2.0 is necessary for undergraduate students to obtain and maintain eligibility for financial aid.

For undergraduate transfer students, academic standing at the time of admission to the University is based on the cumulative grade point average at previous institutions. After completion of the first three courses at Olivet, the academic standing of degree-completion students is based on the grade point average for all coursework accepted toward a degree and included on the Olivet transcript.

## Financial Aid and Academic Classification — SGCS

The undergraduate academic year is defined here as a measure of the academic work to be accomplished by the student. Federal law and regulations set minimum standards for the purpose of determining student financial aid awards. For students enrolled in the undergraduate degree-completion programs, an academic year is defined as the completion of 24 credit-hours, consisting of at least 30 weeks of instructional time within a 12-month period. The completion of at least 12 credit-hours constitutes one academic term. All students enrolled in these programs are full-time students.

Although most programs are completed within two calendar years, some extend slightly beyond that time frame. ***For the period of time that exceeds two calendar years***, financial aid ***may not*** be available. Students should consult their financial aid counselor for details regarding their program.

A student's eligibility for financial aid is affected by his or her classification. Undergraduate students transferring in less than 60 hours are classified as sophomores. The minimum classification for a sophomore is 30 hours, 60 hours for a junior, and 90 hours for a senior. ***It is the responsibility of the student to become aware of how this classification affects his or her financial aid situation.*** This is especially significant for students admitted with fewer than 60 hours.

## Veterans Benefits — SGCS

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. In addition, ONU is part of the federal Yellow Ribbon Program, which helps to fund the tuition for veterans in certain circumstances. The VA counselor can help determine eligibility.

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# General Policies — SGCS

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## Student Information and Policies — SGCS

### Student's Responsibility

The student is responsible for thorough knowledge of all regulations and procedures as published in the University Catalog. Failure to read this publication and comply with the regulations does not exempt the student from this responsibility. Enrollment at Olivet Nazarene University implies an understanding of and willingness to abide by the academic and administrative regulations.

Candidates for graduation who complete a prescribed course of study within the program cycle's sequence or who complete all degree requirements within one year from the final date of the program cycle are expected to meet the requirements for graduation in force at the time of enrollment. Students who fail to meet program time limits are expected to meet the requirements for graduation in force at the time of that graduation.

### Olivet Nazarene University's Responsibility

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 university programs, activities, and services.

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 in the Office of the Registrar.

### Office Hours

#### BOURBONNAIS CAMPUS OFFICE

Monday, Tuesday, Thursday: 8 a.m. to 6 p.m.

Wednesday, Friday: 8 a.m. to 4:30 p.m.

#### CHICAGO REGIONAL OFFICE

Monday through Friday: 9 a.m. to 5 p.m.

#### OAK BROOK OFFICE

Monday through Thursday: 9 a.m. to 7:30 p.m.

Friday: 9 a.m. to 5:30 p.m.

Traditional holidays are observed. Olivet Nazarene University and the School of Graduate and Continuing Studies are closed December 24 through January 1. Any special temporary changes in hours are posted on the voice mail and Blackboard systems.

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### Parking — SGCS

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All motor vehicles driven to campus at any time must be registered through the Department of Public Safety and have an Olivet Nazarene University decal properly attached. Registration cards and decals are provided during the first class meeting. Students may contact a Student Advocate to receive additional or replacement decals. Students may park in the designated University parking lots.

Handicapped spaces are reserved for the handicapped both in the day and evening; cars parked in handicap spaces not displaying a handicap sticker will be ticketed and towed.

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### Inclement Weather — SGCS

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In cases of inclement weather, School of Graduate and Continuing Studies personnel decide on the cancellation of classes. This decision is made by 2 p.m. on the day of class. Every effort is made to notify students of cancellation. If the class is canceled, the instructor and the class, in consultation with the Director of Operations and Finance, reach an agreement on a makeup session.

Students are advised to use their own discretion in attending during inclement weather. If a student perceives his or her safety would be at risk, he or she should not attend. Refer to the attendance policy for information regarding missed classes.

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### Change in Personal Information — SGCS

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Students should notify the School of Graduate and Continuing Studies office *in writing* of any change of address, telephone number, or name.

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### Confidentiality of Student Records — SGCS

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Olivet Nazarene University is the custodian of many types of student records and recognizes a duty to protect the confidentiality of information therein. Unless a student requests confidentiality in writing the first night of class, the University reserves the right to notify the general public of general information about students, such as address, telephone number, college major, classification, and graduation date, if applicable. All student records are available for official use to authorized personnel who demonstrate a need to have access to such records.



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## Students with Disabilities — SGCS

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Since the passage of Section 504 of the Rehabilitation Act of 1973, which applies to all colleges whose students receive federal financial assistance, and the Americans with Disabilities Act (ADA) of 1990, which applies to private entities that serve the public, students with disabilities are protected from discrimination by colleges and universities. In keeping with both the letter and the spirit of the law, most colleges and universities welcome the enrollment of “otherwise qualified” students with disabilities and make every effort to provide “reasonable accommodations” to meet the particular needs of these students.

### Otherwise Qualified

As required by law students with disabilities, including students with learning disabilities, must demonstrate that they are “otherwise qualified” to successfully handle the rigor and pace of college-level learning. Demonstration of the “otherwise qualified” criterion for admission will include (1) appropriate documentation of the disability and (2) documentation of the ability to benefit from academic support services.

For full disclosure of the students with disabilities policy, please see the student handbook.

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## Criminal Background Checks, Drug Screens — SGCS

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### Education Programs

All candidates for Illinois Teacher Certification through programs under the purview of Olivet Nazarene University Teacher Education Unit are required to submit to a fingerprint based criminal background check by the Illinois State Police prior to their initial field experience in the schools. The public schools require completion of a successful background check for the safety and security of their students.

Illinois State Law requires all teacher education candidates and other education candidates not employed by a school district to submit to a criminal background investigation. Placement in any initial field experience will be denied whether offenses and/or conviction occurred inside or outside the State of Illinois for the following: first degree murder; any Class X felony; juvenile pimping; soliciting for a juvenile prostitute; exploitation of a child; obscenity; child pornography; possession of harmful material; criminal sexual assault; aggravated criminal sexual assault; criminal sexual abuse; aggravated criminal sexual abuse; offenses set forth in the Cannabis Control Act; and crimes defined in the Illinois Controlled Substances Act.

If a candidate does not successfully pass the criminal background check, he/she may petition in writing the Teacher Education Executive Committee for any review/appeal. If the appeal is denied by the Teacher Education Executive Committee, the candidate may continue to take courses, but **will not** be placed for field experiences/student teaching. Thus, if the field experience/student teaching hours are not met, the candidate **will not complete the Teacher Education Program**.

### Nursing Program

All prospective students entering the nursing program must submit to a criminal background check. Nursing applicants may obtain more information from the Program Advocate.

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## Standards of Conduct — SGCS

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### No Smoking Policy — SGCS

Olivet Nazarene University has established a smoke-free environment on campus. Smoking or other forms of tobacco are prohibited at all Olivet and School of Graduate and Continuing Studies locations. Refusal to comply may result in dismissal from the University.

### Alcohol and Firearms — SGCS

Alcoholic beverages and firearms are not permitted on Olivet Nazarene University premises, including rented classrooms and any building or parts of buildings owned or operated by Olivet Nazarene University. Any student or faculty member whose profession requires him or her to carry a firearm during class time must first notify the School of Graduate and Continuing Studies office to obtain permission. Refusal to comply may result in dismissal from the University.

### Illegal Substances — SGCS

Olivet Nazarene University, in agreement with civil laws, forbids the use, possession, or distribution of mood-altering chemicals including (but not limited to) amphetamine mixes, barbiturates, hallucinogens, marijuana, cocaine, PCP, ecstasy, and LSD. Other dangerous and illegal substances are also forbidden. In addition, trafficking in chemicals results in immediate expulsion from the University.

### Use of Profanity — SGCS

Students are expected to refrain from the use of profanity in all School of Graduate and Continuing Studies class locations. Refusal to comply may result in dismissal from the University.

### Classroom Deportment — SGCS

Students are expected to project a scholastic demeanor and to interactively respond to class activities. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel.

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## Appearance and Dress — SGCS

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Students at all locations are expected to be accountable for maintaining a standard of dress designed to be in harmony with generally accepted guidelines for good taste and modesty. As an institution that adheres to Christian principles and seeks to maintain a relaxed, professional, educational environment, dress may be casual, but must appropriately support the adult, modest, professional atmosphere desired by the faculty and administration of the University. A faculty member may advise a student when his or her attire is considered to be inappropriate.

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## Sexual Harassment Policy — SGCS

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The University is committed to maintaining a work environment that is free of sexual harassment. In keeping with this commitment, the University will not tolerate sexual harassment of any University student, staff member, or faculty member by anyone, including any instructor, supervisor, co-worker, student, or vendor of the University.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, made by an executive, administrative staff or faculty member to a student, or by a student to a faculty or administrative staff

member, or any conduct of a sexual nature that substantially interferes with the student's educational performance or creates an intimidating, hostile, or offensive educational environment. It includes any threat, subtle or direct, that a sexual or social relationship is part of one's higher educational performance, in terms of earning grades or honors. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," "practical jokes," "jokes" about gender-specific traits, foul or obscene printed or visual material, and physical contact such as patting, pinching, or brushing against another's body.

All employees and students of the University are responsible for complying with this policy and for helping to avoid harassment. Students feeling they have experienced or witnessed harassment should promptly report the incident to the office of the Program Director/Coordinator. The University forbids retaliation against anyone for reporting sexual harassment, assisting in making a sexual harassment complaint, or cooperating in a sexual harassment investigation.

The University will investigate all such complaints thoroughly, impartially, and promptly. To the fullest extent possible, the University will keep all complaints and the terms of their resolution confidential. If an investigation confirms that harassment has occurred, the University will take corrective action, including such discipline as is appropriate, up to and including termination or expulsion.

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### Cell-Phone and Pager Etiquette — SGCS

Cell phones and pagers are often used as a vital means for staying in contact with business associates and family members. Conversely, these electronic devices can be intrusive and disruptive within the classroom. Should students be required to maintain electronic connection to their business or family, it is expected that these devices will be on silent or vibrate mode. Otherwise, students are expected to be considerate to instructors and classmates and *turn cell phones and pagers off during class*.

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### E-mail and Login ID — SGCS

Students are provided with an Olivet e-mail address and login ID that allows them to access the Internet and the Olivet library from remote sites. Students are expected to use their Olivet e-mail address for communication purposes with their instructors. A listserv is made for each cohort.

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### Identification Card — SGCS

A student ID card is furnished to each student at the beginning of his or her program, usually within the first two weeks of class. The ID card is required to check out books from the library and may be used to attend sporting or cultural events on campus.

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### Computer Use — SGCS

Learners must have on-demand access to a computer with the following capabilities: e-mail access, Internet access, word processing, spreadsheets, and presentation graphics. To effectively and efficiently access computer-based learning resources, learners' computers and Internet providers must meet the University's minimum specifications. It

is highly recommended that learners' computers and Internet providers exceed the minimum specifications.

Computer labs are available to students on the Olivet campus, at the Oak Brook site, and at the Chicago Regional Center. Campus computer labs are located at

- Benner Library
- Burke Administration Building
- Reed Hall of Science
- Parrott Convocation Center
- Larsen Fine Arts Center
- Wisner Hall for Nursing
- Weber Center

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### Learning Resources — SGCS

Olivet Nazarene University offers a rich variety of learning resources to enhance the academic process. Olivet maintains current technologies and continually strives to remain contemporary in the field of higher education.

#### Benner Library and Learning Resource Center — SGCS

As the name implies, the Benner Library and Learning Resource Center is more than a library in the traditional sense. In addition to a collection of over 170,000 books, the library also houses more than 300,000 other items in various formats (print periodicals, DVDs, video tapes, compact discs, maps, microfilm, etc.), subscribes to almost 1,000 print journals, and provides access to over almost 130,000 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.

Additional on-site library services include computer labs, an instruction lab, public-access computers, wireless access to the Internet, a laptop checkout program, group-study rooms, listening and viewing facilities, the Curriculum Center with children's books and materials for educators, and an after-hours study room. Original documents pertaining to the history of Olivet and the Church of the Nazarene are available in the Archives.

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

Patrons may search for materials from other libraries using the I-Share catalog. I-Share is a joint catalog of the 76 Illinois college and university member libraries of the Consortium of Academic and Research Libraries in Illinois (CARLI). I-Share features a universal borrowing system, which allows Olivet students, faculty, and staff to request books and other materials directly from CARLI libraries. Patrons can search I-Share at any computer with Internet access. For direct access to I-Share, use <http://I-Share.carli.illinois.edu/uc>.

Benner Library also provides services specifically for off-campus students through the offices of the Outreach Librarian and the Interlibrary Loan Department. To access online electronic resources and full-text documents through the library's databases from off-campus, patrons must first be authenticated by entering their ONU username and password when prompted. If the full-text for a document is not available online, patrons may use either the Interlibrary Loan (ILL) option or the

"request" option to order the item. Direct email requests to the Interlibrary Loan Departments are also accepted.

Students in the SGCS program can expect Interlibrary Loan staff to process requests for books or journal articles within 24 hours, Monday through Friday. If an item is ordered that Olivet owns, the patron should receive it within a few days after the request is processed. Items ordered from other libraries will be shipped to the patron as soon as the Benner Library staff receive them. Journal articles will be photocopied and sent according to the method specified by the patron. Books are sent by 2-day UPS and include prepaid return postage.

#### **Distance-Learning Classroom — SGCS**

An electronic classroom is equipped in Benner Library and provides two-way interactive class sessions between teachers and students at remote locations. Through current technological advances, the electronic classroom allows Olivet to provide two-way, audio and visual, real-time interactivity with students at sites off campus and bring guest lecturers to campus via the latest technology.

#### **Smart Classrooms — SGCS**

Smart classrooms are communication rich classrooms. Currently, there are 60 smart classrooms on campus. Smart classrooms bring the outside world into the traditional classroom. This is accomplished by the use of state-of-the-art interactive information systems. Resources available in the classrooms are satellite feeds, cable television, VCRs, laser-disc players, DVD players, and video CODECs. Sharing the resources is as easy as sharing traditional computer network file servers, CD-ROM servers, and print servers.

#### **University Bookstore — SGCS**

The Hammes Bookstore at Olivet Nazarene University is located on the campus in Ludwig Center on University Avenue in Bourbonnais, Illinois. Normal business hours for the bookstore are Monday, Wednesday, and Friday, 8:30 a.m.–5 p.m. (4:30 p.m. during the summer); Tuesday and Thursday, 8:30 a.m.–6 p.m. (4:30 p.m. during the summer); and Saturday 10 a.m.–2 p.m. (These hours are subject to change.)

Study supplies, novelties, gifts, stationery, clothing, and personal items may be purchased there. Class rings and graduation announcements are also available through the University bookstore.

# Academic Policies — SGCS

The academic guidelines contained in this section represent a general set of rules for learners. Each program in the School of Graduate and Continuing Studies may have additional requirements that are listed along with the program's curriculum.

All applicants and students are required to meet with a Student Advocate prior to enrollment and throughout the duration of their program. This counseling provides students with an understanding of their academic status prior to admission and the requirements they must satisfy for both admission to and the completion of their degree program.

## Program Formats — SGCS

**Cohort Format** - Most programs in the School of Graduate and Continuing Studies use the accelerated, cohort model, in which an entering group of learners stays together for the entire program. Cohorts average 15 learners. Classes meet one evening per week for four hours. Some of the coursework, both in class and outside the classroom, is completed by learners working in collaborative learning teams.

### School of Theology and Christian Ministry Formats

**Modular Format** - modular courses meet for one concentrated week of study, normally Monday through Friday on Olivet's campus. Modular courses require appropriate off-campus study before that week and additional off-campus study after that week. To complete the work done before and after the module, the student must have internet access. Assigned work following the class session must be completed and submitted to the instructor for grading no later than 30 days following the end of the session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

**Traditional Format** - in the most traditional format, a course meets on campus two or three times a week for a full semester. Variations can include half semesters, or blocks, meeting once a week or once every other week, depending on the class and program.

**Online Format** - the courses in the Pastoral Leadership program are online, as are many of the courses for Master of Ministry (Spanish). Online courses do not require any on-campus study. Each online course is part of a tightly integrated program sequence and is available only to students in that program.

**Blended Format** - some programs are structured as a combination of other formats described here. Specifics of the exact format will be described by the department offering the program.

## Attendance Policy — SGCS

**NOTE: Please consult program directors for all programs in the School of Theology and Christian Ministry for applicable attendance policy.**

In programs/courses where the collaborative learning team approach is used, the course grade is affected by learning team performance, and team attendance and participation are mandatory.

The team participation grade is established by the course facilitator with the following recommendations:

- Not more than 30 percent of the course grade is allocated to the team grade.
- Team product should be graded on the content of the product and the learner's individual participation in the team process. It is recommended that not more than half the team grade be allocated to the team project and half to the team processes.

### On-Ground Attendance and Participation Policy

On-ground courses will begin on the first day that the course is scheduled to meet. In some programs, assignments may be made for the course prior to the start of the first week of class. The office of the Associate Registrar - SGCS monitors attendance records.

1. One absence (and ONLY one) may be excused without the grade being affected, provided make-up work is satisfactorily completed. In case of absence:
  - a. The learner must contact the instructor.
  - b. The absence must be the result of unavoidable circumstances.
  - c. Make-up work is satisfactorily completed before the start of the following workshop.
2. All subsequent absences will result in a grade reduction. The number of absences relative to grade reduction will reflect number of workshops in the course (assuming one absence is excused based on the approved criteria listed above):

Total Sessions	Maximum Final Grade After ...			
	Second absence	Third absence	Fourth absence	Fifth absence
10 - 16	n/a	B	C	Failure
7, 8, or 9	B	C	Failure	n/a
4, 5, or 6	C	Failure	n/a	n/a
2 or 3	alternate cohort	n/a	n/a	n/a

3. If the first absence is not excused or the learner does not complete the necessary make-up work, the grade will be reduced beginning with the first absence.
4. Grades will be monitored with final attendance.
5. Final grades must reflect absences; no exceptions will be allowed.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four-hour period.

Learners are encouraged to contact their Student Advocate to discuss his/her options regarding attendance and withdrawal based on personal circumstances. Any learner who has missed 29 consecutive calendar days will be withdrawn from his/her respective program.

In the event a learner incurs a serious illness or has another extraordinary circumstance which necessitates missing scheduled class sessions, the learner must contact his/her Student Advocate to discuss whether continued enrollment in the course or a leave of absence should be considered.

The Office of Financial Aid must be notified by the Associate Registrar - SGCS immediately upon withdrawal. If a learner is withdrawn from the program by the Program Director/Coordinator due to non-attendance, the date the withdrawal is entered is the official date of the withdrawal. The maximum leave of absence from the program is 180 days if the learner has financial aid.

### **Online Attendance Policy and Course Requirements**

#### ***Attendance for First Week of an Online Class***

Students are required to log in to online classes no later than Day 1 of the first week of class (start date of the course) to retrieve the course syllabus and introduce themselves to their classmates in the Week 1 Introduction Forum.

**NOTE:** Online classes are available to students two weeks prior to the start day of the class, which provides an adequate interval of time to log in to the class and complete the initial tasks of retrieving the syllabus and posting an introduction in the *Week 1 Introduction Forum*.

The syllabus is an essential guide to a class because it provides specific details about a course, such as

- Organization of the class
- How to contact the course instructor
- Attendance policy
- Learning objectives
- Assignments and related due dates
- Participation requirements
- Criteria for discussion posts
- All other requirements that are unique to the course

Student who do not log in to their online class on or before Day 1 (start day of the course) will lose a full letter grade for the course according to the following schedule:

Log in and post introduction on Day 2 of course — maximum grade that may be earned, B

Log in and post introduction on Day 3 of course — maximum grade that may be earned, C

Log in and post introduction on Day 4 of course or later — student withdrawn from course

#### ***Attendance in Online Classes After Week 1***

In all online, class-weeks subsequent to Week 1, students who fail to make a substantive post during the seven-day, class-week interval will be recorded as absent. Students who are absent from class are subject to the On-Ground Attendance and Participation Policy of the University. This policy is described fully in the course syllabus and in the previous section above.

#### ***Conduct in Discussion Forums***

Discussion forums are vital for effective, online learning. Demeaning comments are not permitted. Inappropriate or derogatory language, ethnic, racial, or gender-based comments, suggestions, or undercurrents are not tolerated.

## **Transfer of Credit, Graduate Programs — SGCS**

Transfer work is normally not considered for packaged programs due to the nature of these degrees. In programs where transfer credit is permitted, graduate credit with a grade of B or above may be accepted as substitute for comparable core courses if work was completed within five years of a student's Olivet matriculation. Students must submit a "Request to Transfer Credit" form, course description, and a copy of the catalog cover to the Associate Registrar - SGCS prior to beginning a graduate program. To determine transferability of credit, a recommendation for transfer must come from the specific graduate program coordinator.

There is no provision for proficiency testing in graduate-level courses.

## **Transfer of Credit Policy, Undergraduate Programs — SGCS**

A maximum of 82 semester hours (or equivalent quarter hours) may be accepted from community/junior colleges as transfer credit to the Bachelor of Business Administration degree program at Olivet. For work taken beyond the Associate of Arts or Associate of Science degree, only courses with a grade of C- or above are eligible for possible transfer.

Students who enter bachelor's degree-completion programs at Olivet with Associate of Arts or Associate of Science degrees from regionally accredited colleges and universities will have met all general education requirements for graduation from Olivet, except for the two upper-division religion courses and six hours of international culture credits. However, these students may be required to complete additional elective courses beyond the required core courses in their programs to satisfy the 128 credit-hour requirement for graduation from Olivet.

Students who enter bachelor's degree-completion programs with associate degrees other than Associate of Arts or Associate of Science (for example, A.A.S., A.L.S. or A.G.S.) from regionally accredited colleges or universities will likely have to complete additional courses to satisfy Olivet's general education requirements and take additional elective courses beyond the required core courses in their programs to satisfy the 128 credit-hour graduation requirement. As part of the 128 hours, a minimum of 40 credits in upper-division courses (courses numbered 300 or above) are required; this requirement is generally fulfilled within the program of study.

Transcripts of students without Associate of Arts or Associate of Science degrees will be evaluated on a course-by-course basis to determine transferable credits. Student Advocates will assist and advise students in preparing plans of study to meet program, general education, and graduation requirements.

College credit may be earned through additional classes; credit for academically relevant experiences; proficiency, CLEP, and/or Regents College Examinations, and under specific circumstances, for appropriate prior learning experiences.

## Student Withdrawal/Change in Status — SGCS

Withdrawals from the School of Graduate and Continuing Studies may be one of the following: a leave of absence, a program withdrawal, a course withdrawal, or an administrative withdrawal.

### Leave of Absence Policy

A leave of absence may be processed if, for example, a learner is required to travel for his or her company for an extended period, in the case of illness, or other unexpected emergencies that would cause the learner to miss several classes in succession. A leave of absence would allow the learner to re-enter the program at a later date. If financial aid is involved, the maximum leave of absence from the program is 180 days without having to return loan monies to the lender. Any additional break in attendance is considered a program withdrawal, and unused loan monies are returned to the lender, and re-application for additional monies is necessary upon re-entering.

In order for a leave of absence to qualify as an approved leave of absence:

1. All requests for leaves of absence must be submitted on a leave of absence form and include the reason for the student's request.
2. The student must be enrolled and attending class at the time the request for a leave of absence is made.
3. There must be a reasonable expectation that the student will return from the leave of absence to continue his or her education.
4. The institution may not assess the student any additional institutional charges, the student's financial need may not increase, and the student is not eligible for any additional federal or state financial assistance.

To process a leave of absence, students should contact the Student Advocate to request the necessary form. A student may be asked to schedule an appointment with his or her Student Advocate. The form must be returned promptly, because the balance on the learner's account is determined according to when the signed request form is received. *Informing a course facilitator of intentions to take a leave of absence does not mean a learner has officially been granted a leave. The School of Graduate and Continuing Studies must receive official documentation from the learner.*

**NOTE: Please consult program directors for all programs in the School of Theology and Christian Ministry for applicable leave of absence policy.**

### Program Withdrawal

A program withdrawal is to withdraw completely from the program. Should it be necessary to withdraw from a program, students should request a withdrawal from the Student Advocate. A program withdrawal must be filed to initiate a tuition refund, and the balance on the learner's account is determined according to when the withdrawal request is received in the School of Graduate and Continuing Studies. The refund is processed according to the refund policy of the School of Graduate and Continuing Studies.

### Course Withdrawal

A learner may change registrations for individual courses before the first night of class without charge. A course may be dropped without grade or notation on the transcript when official changes are processed prior to the second night of class. If a learner attends more than one session, a grade of W is issued.

Once a student has attended 50% of the course or more, a withdrawal can only be completed with the written approval of the Program Director/Coordinator. If approved, the grade posting will be either WP (withdrawn passing) or WF (withdrawn failing).

**NOTE: In matters relating to withdrawing from graduate courses and programs, students must notify their Student Advocate at the School of Graduate and Continuing Studies office. Failure to notify of course withdrawal may result in an "F" for that course.**

### Administrative Withdrawal

If a learner is absent more than 29 days in either an online or on-ground course without contacting the Student Advocate, he or she may be withdrawn by the administrative staff of the School of Graduate and Continuing Studies. This is considered an administrative withdrawal, with a grade of W. If an administrative withdrawal occurs, the date of withdrawal is the date the withdrawal notification is received.

**Note: In the case of a withdrawal for any reason, the Office of Financial Aid is notified immediately upon withdrawal.**

## Readmission — SGCS

A learner who has withdrawn or has been dismissed from a program may file a petition for readmission with the School of Graduate and Continuing Studies. Readmission is allowed or disallowed on the merits of the petition and may require a personal interview with the Associate Registrar - SGCS and the Program Director/Coordinator. A non-refundable charge of \$50 will be required for each readmission petition. Readmission does not guarantee a place in the learner's previous group and is contingent upon an available group.

## Auditing a Course — SGCS

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. See your Student Advocate to request an audit. Auditing of courses is allowed for on-ground courses only and is charged at \$50/credit hour.

For the learner, the only requirements in an audited course are proper registration and attendance. For the faculty, the only responsibility is validating attendance.

## Independent Study — SGCS

An independent study is a course offered in an individualized program of instruction and supervised by a faculty member. Independent studies may occasionally be recommended for learners who are unable to take regular courses because of scheduling conflicts. An independent study course requires the same amount of work and carries the same amount of credit as a regular course. Grading standards established for regular courses are applied to independent study courses.

1. While independent study is valuable and sometimes necessary, no more than six semester hours of independent study are permitted for the entire degree program.
2. An independent study is considered only if all previous coursework is complete, as demonstrated by the learner's Olivet transcript.
3. Forms for registration are available from the Office of Enrollment.
4. Upon receipt of the registration form from the learner, the Associate Registrar - SGCS contacts the Program Director/Coordinator to secure a faculty member to supervise the independent study.
5. In order to receive credit for an independent study, the learner, in consultation with the course facilitator, must submit appropriate documentation of the plan of the study to the Associate Registrar - SGCS. The independent 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 course facilitator, the program coordinator and the Associate Registrar - SGCS.
6. Independent study forms are to be completed and the independent study approved before the learner begins working on the project.
7. The maximum time limit for completion of an independent study course is three months from the date of registration.

## Academic Integrity — SGCS

Olivet Nazarene University seeks to support and promote qualities of academic honesty and personal integrity. Serious offenses against the University community include cheating, plagiarism, and all forms of academic dishonesty. Any learner who knowingly assists another learner in dishonest behavior is equally responsible.

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.

- Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines.

- Courses of action may include, but are not limited to the following:
  - Work may not be redone, and no credit is given for that particular assignment.
  - Alternative assignments may be given for full or partial credit.
  - The learner may be dismissed from the university.
- Course facilitators must report any incident of a violation of the policy on academic integrity to the Program Director/Coordinator and the Associate Registrar - SGCS. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the university.
- The learner has the right to appeal action under this policy through the regular channels as established by the grade appeals process.

## Guidelines for Preparation of Written Assignments — SGCS

All written work must adhere to the style conventions stated in the sixth edition of the Publication Manual of the American Psychological Association (APA), except for programs in the School of Theology and Christian Ministry, which use Turabian style, and the Master of Arts in Education: English degree program, which uses the Modern Language Association (MLA) style.

Learners should:

- Review all aspects of their written assignments using the APA or appropriate style manual to ensure compliance before submitting written assignments for grading.
- Edit their work carefully before submitting it for a grade.
- Learners should keep a copy of everything submitted to Olivet's School of Graduate and Continuing Studies' faculty and staff.** This protects learners from work lost by themselves, staff, the institution, electronic transmittal, or the U.S. Postal Service. It is vital that learners take responsibility for preserving their SGCS-related work-product, records, and documents.

In addition, specific templates and guidelines for all written work have been put in place for use on Olivet's Portal at <https://myolivet.edu> and all updates will be posted there if courses and assignments are changed.

## Written Work, Minimum Standards — SGCS

The School of Graduate and Continuing Studies is committed to helping learners develop mature, effective writing skills. The following criteria must be met in written work before passing grades can be given for that work:

- Clear thesis statements.
- Thoughts supported by evidence, relevant details, and examples.
- Proper paragraph structure and effective transitions from paragraph to paragraph.
- Clarity of sentences.
- Care, creativity, and variety in the choice of words, phrases, and sentence structure.
- Substantially free of mechanical errors: spelling, punctuation, and sentence structure.
- Introduction and conclusion.
- Clear citations provide appropriate support and integration.
- Final projects, theses, and research projects should be submitted in two forms, namely:
  - Permanent digital media (e.g., CD, DVD, flash drive)
  - Bound paper copy, including signature page for approvals

## Oral Presentations, Minimum Standards — SGCS

The School of Graduate and Continuing Studies is committed to helping learners develop mature, effective oral presentation skills. These criteria for both content and presentation must be met before a passing grade can be given for oral work:

### Content

- Ability to explain study.
- Clear explanation of concepts.
- Documentation.
- Proper methodology.
- Organization of main points.



6. Presentation of all sides of the issues.
7. Answering of all class questions with explanations and elaboration.

### Presentation

1. Evidence of preparation.
2. Organization of ideas: strong beginning, middle, end; sequenced and logical.
3. Appropriate selection of visual aids and technology: visual aids are simple, clear, and easy to interpret, and free of misspellings or grammatical errors.
4. Eye contact with audience, seldom returning to notes.
5. Strong elocution: clear voice and correct, precise pronunciation of terms so that audience can hear.
6. Creativity apparent: presented with imagination and freshness; captures the attention of the audience.
7. Timeliness.

## Grading — SGCS

Evaluation for each course is the responsibility of the course facilitator. Evaluation of the learner may include performance in the classroom, group participation, outside assignments, problem-solving exercises, take-home tests, and examinations. Generally, guidelines for appropriate assignments and evaluation checklists are provided for each course, but individual facilitators may modify assignments and formulate their own evaluation criteria for a given course, prior to the course start.

Program curricula and courses offered by the School of Graduate and Continuing Studies are subject to modification without advance notice to students. In the event curricula or courses are modified, those currently enrolled in affected programs will complete the modified curricula or courses.

All coursework, including authorized rework of assignments, must be completed by the last night of a course unless defined otherwise in the facilitator's syllabus. No rework is permitted once the facilitator has submitted the course grades. If an emergency occurs that requires an extension of time to complete coursework, the learner may receive a grade of Incomplete at the discretion of the course facilitator. (See section on 'Incompletes.')

A record of attendance and scholarship is kept for each learner. Formal grades can be retrieved through Oasis, by the student upon completion of each course. Approximately two weeks are needed to process grades after the completion of a course.

The following alphabetical system of grading, with + or – added at the discretion of the facilitator, is used to denote the quality of work done in a course. Some programs may have more stringent standards than noted below (refer to program requirements).

A	Superior
B	Above Average
C	Average (minimum passing grade for graduate level)
D	Passed, Below Average (not given for graduate work)
F	Failure; the course must be repeated to receive credit
H	Audit (no credit earned)
S	Satisfactory Work (credit toward graduation, but not computed in GPA)
U	Unsatisfactory Work (no credit toward graduation)
X	Work in Progress (e.g., continuing thesis)
W	Withdrawn
WP	Withdrawn, Passing
WF	Withdrawn with Failure
I	Incomplete (calculated as an F until work is completed)

## Grade Evaluation Criteria, Graduate Courses — SGCS

The grading scale for School of Graduate and Continuing Studies graduate courses, with the exception of the Nursing program, is as follows:

94–100	A	Superior Graduate Work
90–93.9	A-	
87–89.9	B+	
83–86.9	B	Satisfactory Graduate Work
80–82.9	B-	
77–79.9	C+	
73–76.9	C	Below Average
70–72.9	C-	
< 70	F	Failing

## Grade Evaluation Criteria, Undergraduate Programs — SGCS

The grading scale for the School of Graduate and Continuing Studies undergraduate courses with the exception of the Nursing program, is as follows:

94–100	A	Superior Work
90–93.9	A-	
87–89.9	B+	
83–86.9	B	Above Average Work
80–82.9	B-	
77–79.9	C+	
73–76.9	C	Average
70–72.9	C-	
67–69.9	D+	
63–66.9	D	Poor
60–62.9	D-	
<60	F	Failing

## Grade Evaluation Criteria, Nursing Programs — SGCS

The Nursing programs adhere to a special grading scale, which is listed below. Additional specific program grade requirements follow the grading chart.

95–100	A	
92–94.9	A-	
89–91.9	B+	
86–88.9	B	
83–85.9	B-	
80–82.9	C+	
77–79.9	C	
74–76.9	C-	non-passing scores
71–73.9	D+	"
68–70.9	D	"
65–67.9	D-	"
64.9 or lower	F	Failure

### BSN Program

- A minimum grade of C (2.0) must be earned in all Nursing courses and in all required supporting courses.
- A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.
- A course may be repeated once with permission from the Director of Nursing Programs - SGCS.

### MSN Program

- A cumulative grade point average of 3.0 is required to remain in and successfully graduate from the program.
- No more than two C's (including C+) may be earned in the course of the program. A third C or C+ requires a learner to repeat one of the three courses. Only one repeated course is allowed during the program.

## Grading Guidelines, Graduate Programs — SGCS

### Grades of A, A- (Excellent)

To earn an A in a class, learners must consistently demonstrate superior performance. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor. On assignments, A learner should demonstrate insight into the material, articulate their ideas clearly and comprehensively, and integrate ideas previously learned in the program or in life experiences. In class and collaborative learning teams, A learner should demonstrate outstanding preparation for and enthusiastic participation in discussions and activities.

### Grades of B+, B, B- (Satisfactory)

To earn a B in a class, learners consistently perform at an adequate, or average, level or, perhaps, fluctuate between average and excellent work. This category of achievement is typified by adequate, but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as

- One or more significant errors in understanding.
- Superficial representation or analysis of key concepts.
- Absence of any special initiatives.
- Lack of coherent organization or explication of ideas.

In class and collaborative learning teams, B learners demonstrate average preparation, and they participate in discussions and activities, although with less enthusiasm and consistency than an A learner. The work of a B learner usually meets all the requirements, but only on an adequate level.

#### Grades of C+, C, C- (Below Average)

Work that is barely adequate as graduate-level performance.

#### Grade of F (Failing)

Work that is unsatisfactory or not submitted.

## Grading Guidelines, Undergraduate Programs — SGCS

#### Grades of A, A- (Excellent)

Clearly stands out as excellent performance; has unusually sharp insight into material and thoughtful question; sees many sides of an issue; articulates well and writes logically and clearly; integrates ideas previously learned from this and other disciplines; and anticipates next steps in progression of ideas.

Example: "A" work should be of such nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

#### Grades of B+, B, B- (Satisfactory)

Demonstrates a solid comprehension of the subject matter and always accomplishes all cursory requirements; serves as an active participant and listener; communicates orally and in writing at an acceptable level for an undergraduate student; work shows intuition and creativity. A "B" learner usually meets all the requirements, but only on an adequate level.

Example: "B" work indicates a good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit anything less than the exemplary work described above.

#### Grades of C+, C, C- (Below Average)

Quality and quantity of work in and out of class is below average and barely acceptable for an undergraduate student; has marginal comprehension, communication skills, or initiative.

Example: "C" work is passing by a slim margin, but is unacceptable if repetitive in nature.

#### Grades of D (Poor) or F (Failing)

Quality and quantity of work in and out of class is unacceptable for an undergraduate student.

Example: This work does not qualify the student to progress to a more advanced level of work.

## Honor Points, Graduate Programs — SGCS

In order to graduate, the student must earn a grade point average of 3.0. Honor points are based on quality of work performed and are determined as follows: A = 4 points per credit hour; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7. **Grades lower than C- (C in the Nursing program) are not acceptable for graduate students.**

## Honor Points, Undergraduate Programs — SGCS

In order to graduate, learners must earn twice as many honor or grade points as the semester hours of work attempted. Honor points are based on quality of work performed and are determined as follows: A = 4 points per credit hour; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = .7; F = 0. The grades of H, S, U, X, and W are neutral. **Grades lower than C are not acceptable in the Nursing program's required core and supporting courses.**

## Incompletes — SGCS

Learners who fail to complete all course requirements on a timely basis due to crisis circumstances may receive the grade of Incomplete (I) at the discretion of the course facilitator. **A grade of "I" is given as a result of illness or other emergencies and not for unsatisfactory work or failure to submit work.** Learners may receive an "I" provided they have demonstrated effort toward meeting the course requirements.

A learner receiving an "Incomplete" will have a specified length of time from the final meeting date of the course to complete course requirements and remove the grade of "I" from the record. Keep in mind, however, that *late work generally does not receive full credit.* Length of time is specified by the course facilitator and does not exceed four weeks. If, at the end of the four week extension, the learner fails to remove the "I," the grade becomes an

"F" (see graduate programs for specific project guidelines). A Supplemental Grade Report must be prepared and submitted to SGCS to process the final grade.

Learners who do not complete course requirements during the extension period are required to repeat the course *at the current tuition rate and purchase the necessary textbooks for the course (if the textbooks have changed)*. The original course with the grade of "F" remains permanently on the official transcript. The repeated course is added with the new grade. While both grades remain on the transcript, only the new grade is figured into the grade point average.

In the event of an extreme situation, a written request for an extension may be submitted to the Program Director/Coordinator and must include the anticipated date of completion. A learner with more than one incomplete on his or her record is subject to academic suspension.

## Grade Appeal — SGCS

Evaluation in the form of grading is viewed by the administration as a contractual relationship between faculty member and learner. Although learners have the right to appeal, actual changes in grades are rare and at the option of the course facilitator. The administration does not intervene, except in cases of extreme circumstances, and acts only as intermediary.

Should a learner feel there is concrete reason to appeal a course grade, these procedures should be followed:

1. The learner should initiate the appeal with the course facilitator who assigned the grade within 7 days. The learner and the facilitator should seek a resolution to the situation.
2. If the learner is not satisfied with the initial grade appeal to the facilitator or if the facilitator is not available, the learner may initiate a formal grade appeal. **Grade appeals must be initiated within 7 days after the date grades are posted.** Learners should contact their Program Director/Coordinator to request a grade appeal form. For example, learners in the Education program should contact the Director of Graduate Programs in Education; learners in the MAT program should contact the Coordinator, MAT Program; learners in the AAB program should contact the Director of Business Programs, etc.
3. The learner should fill out the form completely and return it to the Program Director/Coordinator within 7 days after the appeal request is made. A copy of the appeal is kept on file in the School of Graduate and Continuing Studies office, and one is sent to the course facilitator.
4. The course facilitator responds to the appeal within 7 days on an appropriate form and returns it to the Program Director/Coordinator. The Program Director/Coordinator then has 14 days to respond to the learner's appeal.
5. If the learner is not satisfied with the response from the Program Director/Coordinator, he or she may appeal to the Academic Review Committee. *The learner must submit an appeal within 7 days of the date the course facilitator's response is mailed.*
6. The Program Director/Coordinator notifies the facilitator and convenes the Academic Review Committee. The Academic Review Committee is comprised of the Associate Registrar - SGCS and two University faculty members. If the appeal is based on a decision made by a member of the committee, that member steps down from the appeal; an appropriate substitute is appointed by the Dean of the School of Graduate and Continuing Studies.
7. The Academic Review Committee records the nature of the appeal, action taken, and rationale. The Associate Registrar - SGCS gives copies of the appeal record to the learner, the course facilitator responsible for the course grade, and the Program Director/Coordinator.
8. The Associate Registrar - SGCS notifies the learner in writing of the disposition of the appeal, as determined by the Academic Review Committee.
9. The Academic Review Committee is considered the highest formal level of appeal.

## Probation, Suspension, and Dismissal — SGCS

Learners are placed on probation if the GPA falls below 2.00 for undergraduates, 2.5 for the BBA core, 2.75 for the Nursing degree-completion program or 3.00 for graduates. The learner is given two consecutive courses to satisfactorily raise his or her GPA. If the learner successfully raises the GPA, probationary status is removed. Failure to remove the probationary status results in suspension from the program. The learner is notified of the academic suspension in writing.

A learner with two grades of failure (F) on an academic record is suspended when the grades are recorded by the Associate Registrar - SGCS.

Once a learner is suspended, he or she may reapply for admission after six months. A petition for readmission is made in writing to the School of Graduate and Continuing Studies and may require a personal interview. A non-refundable charge of \$50 is required for each readmission petition.

Once a learner's GPA falls below the minimum required and he or she has previously undergone academic suspension, he or she will be dismissed as a learner from Olivet Nazarene University and will not be eligible to reapply.

## Learning Team Conduct and Participation — SGCS

It is essential to the program and to students' academic and professional success that students work in an efficient and appropriate manner with their collaborative learning teams. Conflicts that cannot be resolved within the group should be brought to the instructor; if required, to the adviser; and finally, to the ONU administration. ONU will take any steps that they deem necessary and appropriate to resolve the problem(s) up to and including removal of individual(s) from the program.

## Grievance Procedure — SGCS

When disagreements occur within a course or program (other than a grade appeal), the informal process is the first mechanism of resolution. This process involves documented conferences progressing sequentially between

1. The student and the involved individual.
2. The student, the involved individual, and the Program Director/Coordinator (as applicable).
3. The student, the involved individual, and the Associate Registrar - SGCS.

This informal process should be instituted no later than 10 business days after the disputable incident. If a satisfactory conclusion is not attained by Step 3 of the informal process, the student may then initiate the formal process with the Associate Registrar - SGCS.

To formalize a grievance, the student must submit a written statement of the grievance, along with any pertinent attachments, to the Associate Registrar - SGCS. This must be accomplished within five business days after the completion of the informal process. The Grievance Committee will be convened for a hearing. All discussions within the Grievance Committee are strictly confidential. All parties directly involved will be notified of the proceedings.

## Transcripts — SGCS

The learner's official transcript is prepared by the Olivet Nazarene University Office of the Registrar and shows the course, grade, credit, and semester of instruction for each course. Upon successful completion of the required curriculum, credits awarded from the assessment are recorded on the transcripts.

Requests for transcripts of coursework at Olivet Nazarene University must conform to the Privacy Act of 1974, which requires that all requests for transcripts or other grade reports be submitted in writing and signed by the learner. A transcript request form may be requested from the Office of Admissions and Student Services or be printed from Olivet's internet via the Blackboard system. A transcript is not issued to any individual who is indebted to the University. A fee is assessed for each official transcript requested.

Diplomas are granted in January, May, and August. However, if official certification of degree completion is needed prior to the conferral date, a learner may make a special request of the SGCS for an official transcript which is marked "completed degree requirements" and carries the date of program completion.

## Program Time Limits — SGCS

Most graduate programs at Olivet are planned for a two- to three-year sequence. A student is allowed a time limit of four years from the beginning of the first graduate course to complete the entire program. Coursework over four years will be evaluated by the department director (Business, Education, Nursing, Counseling or Theology and Christian Ministry). Students may be expected to meet current program requirements, which may mean retaking one or more courses.

This guideline does not apply to the following programs: Master of Business Administration and Master of Organizational Leadership, which allow a one-year time limit from the end of the scheduled program cycle; and the Master of Ministry, which allows six years to complete the degree program.

## Time Limit for Completing Course Assignments — SGCS

Generally, course assignments must be completed by the last day of classes. However, due to the delivery mode of various graduate degrees, some programs have specific requirements for completing course assignments. See each program section for time limits specific to that degree.

At the discretion of the instructor, students with extenuating circumstances may be granted an extension. The length of time is determined by the course facilitator. Extensions may not exceed four weeks. Requests for extensions must be made in writing by the instructor and submitted to the School of Graduate and Continuing Studies office.

## Research Options, Graduate Programs — SGCS

Candidates for the doctoral program should refer to that program for details regarding the dissertation requirement. Master's degree programs may require a scholarly research paper, a creative project, or other alternatives, such as capstone courses, internships, and practica. Each candidate must show evidence of scholarly interest and proficiency by registering for and satisfying the requirements of the research options as required in specific degree programs.

In general, the following are guidelines for the various research options. Candidates should rely on more specific details available through their program.

### Thesis

The thesis option allows the graduate student to become a specialist in a particular aspect of academic inquiry and to develop the necessary background skills for the possibility of continued graduate work. A thesis reflects the use of a recognized research methodology to test an adequate hypothesis. Implementation of a credible research design is possible only when the problem being addressed is within the scope appropriate to the master's degree program at Olivet. The specific style required for the thesis paper is determined by the individual program. In general, these components should be clearly evident:

- a. A clear and concise statement of the problem.

- b. The development of and rationale for hypothesis(es) to be tested.
- c. A review of related research/literature.
- d. An identified, defensible research methodology and design appropriate to the hypothesis(es) being tested (i.e., historical, descriptive, experimental).
- e. The study, including evaluation of the findings.
- f. Conclusions of the study and implications for the larger problem in the discipline.

### **Creative Project**

The creative project allows the graduate student to look reflectively at issues and strategies within his or her own context. Although similar in some respects to the more traditional thesis, the creative project is fundamentally action research, which has an application orientation. The creative project draws upon existing research relating to particular issues and strategies as a foundation for the creative development of innovative approaches to address critical issues or improve practices in the student's workplace. The creative project document may assume various forms, depending on program. However, in general, these elements must be present:

- a. Clear and concise statement of the issue or practice to be addressed in the project and a rationale for its merit.
- b. An adequate review of related literature reporting current research on the educational issue or practice to be addressed.
- c. A description of the project design, action plan, and time line.
- d. The project materials and pre-post-assessments, an evaluation of the project's effectiveness, and a reflective essay regarding the project's objectives, outcomes and future implications.

Before grades are officially recorded, theses/projects must be submitted to the Associate Registrar - SGCS and have a minimum grade of B, unless otherwise stated.

### **Capstone Courses/Internships/Practica**

In lieu of scholarly research or projects, some programs include completion of capstone courses, internships or practicum experiences. Students should refer to their program curriculum and the Course Descriptions section for details.

## **Research Option Completion Deadlines, Graduate Programs — SGCS**

Failure to complete the research option within the prescribed program sequence may result in a grade of Incomplete (I). A learner receiving an Incomplete has four weeks from the final date of the course to complete the project and remove the grade of "I" from the record. If, at the end of the four-week extension, the learner fails to remove the Incomplete, the grade becomes an "F". A learner who receives an "F" for the final thesis, project, capstone course, internship, or practicum must complete the entire course (e.g., BSNS 634, 635) when offered with a subsequent cohort group.

## **Graduation Requirements, Graduate Programs — SGCS**

Additional specific program requirements for graduation can be found in the section of this Chapter relating to that program.

1. Grade Point Requirements: All master's degree candidates must have a grade point average of 3.0 or higher. All doctoral candidates must have a cumulative grade point average of 3.5 or higher.
2. Thesis/Scholarly Paper: Where appropriate, the candidate submits copies of a thesis or other scholarly paper meeting standards outlined in "Guidelines for Preparation of Thesis" or "Other Scholarly Option Paper" (available in the School of Graduate and Continuing Studies office). This paper is submitted after any required written or oral examination relative to the thesis or other scholarly paper is complete. The deadline for submission is December 15 for January conferral of degree, April 15 for May conferral of degree, and August 1 for August conferral of degree. Theses must be on file in the School of Graduate and Continuing Studies office with a minimum grade of B-, unless otherwise stated.
3. Degree candidates are required to file an "Intent to Graduate" form, which is provided to prospective graduates by the program specialist. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
4. Payment of all tuition and fees (including graduation fee).

Graduate learners may participate in Commencement as August graduates only if they are within 6 hours of graduation before the May ceremony, and have filed a plan of studies with the Associate Registrar - SGCS by April 1.

Degree candidates are expected to meet the requirements for graduation in effect at the time of initial enrollment, assuming they complete the degree within the normal program cycle (or within one year of completion of program cycle).

In cases where a learner's years of enrollment at Olivet exceed specified time limitations, the learner is expected to meet the requirements of the Catalog in effect for the academic year in which he or she graduates.

**Note: Only one graduate degree is conferred in a given Commencement exercise.**

## Graduation Requirements, Undergraduate Programs — SGCS

Degree candidates are *personally responsible* for meeting all requirements for graduation, including payment of all tuition and fees.

All bachelor's degree candidates are required to complete at least 128 hours, 40 of which are Upper Division (300 or 400 level) hours, in addition to completion of General Education Requirements (see Undergraduate Programs section), and completion of specific courses required for the major.

Grade Point Requirements are as follows: the Associate of Arts in Business program requires a cumulative grade point average of at least 2.0; the Bachelor of Business Administration and the Bachelor of Science with major in Practical Ministries programs require a minimum cumulative grade point average of 2.0, with a minimum of 2.5 in core courses). The Bachelor of Science in Nursing program requires a minimum cumulative grade point average of 2.75 and a minimum grade of C in all Nursing and supporting courses.

Degrees are conferred in January, May, and August, but Commencement exercises are held only in May. Graduating learners are encouraged to participate in the Commencement activities. All requirements must be successfully completed, with grades, transcripts, and credits received in the Associate Registrar - SGCS by established deadlines in order to participate in graduation ceremonies and/or for degree conferral.

Degree candidates are required to file an "Intent to Graduate" form, which is provided to prospective graduates by the Program Adviser. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.

Undergraduate learners may participate in Commencement as August graduates only if they are within 12 hours of graduation before the May ceremony, and have filed a plan of studies with the Associate Registrar - SGCS by April 1.

Degree candidates are expected to meet the requirements for graduation in effect at the time of initial enrollment, assuming they complete the degree within the normal program cycle (or within one year of completion of program cycle).

In cases where a learner's years of enrollment at Olivet exceed specified time limitations, the learner is expected to meet the requirements of the Catalog in effect for the academic year in which he or she graduates.

Learners who completed an "Intent to Graduate" form for a specific graduation date, but did not graduate on that date, must complete a new "Intent to Graduate" form prior to the anticipated graduation date.

Additional requirements for graduation that are program-specific are discussed in the program descriptions, later in this Chapter.

## Honors — SGCS

### Graduation Honors (bachelor's programs only)

Baccalaureate degree candidates with outstanding scholarship qualify for honors recognized at Commencement. Learners who qualify for honors receive honor cords at Commencement, are noted in the Commencement program, and are recognized during the ceremony.

Learners with a cumulative grade point average of 3.50 or higher are eligible for graduation with honors. To qualify, graduates of continuing studies programs must complete all required courses within the major at Olivet. The honor ranks are as follows:

- Cum Laude (with honors) requires a grade point average of 3.50–3.69.
- Magna Cum Laude (with high honors) requires a grade point average of 3.70–3.89.
- Summa Cum Laude (with highest honors) requires a grade point average of 3.90 or higher.

### Dean's List (undergraduates only)

A learner who completes a minimum of 12 credit hours in a semester with an average of 3.50 qualifies for the Dean's List.

### Ralph E. Perry Student Award of Excellence

At each Commencement, one student is selected to receive the Ralph E. Perry Student Award of Excellence. The criteria for selection include outstanding scholarship and excellent leadership. The selection is made by the School of Graduate and Continuing Studies administrative team based on recommendations presented by program coordinators, faculty, and classmates.

## Statute of Limitations — SGCS

Coursework must be completed within certain time limits of the date of the first registration in a degree program. Learners not completing within these time limits must re-enroll and pay for the entire core. See undergraduate and graduate specifications on this issue.

## Core Courses and Student Load — SGCS

The student must complete every course of a core program. Upper-division courses that duplicate a course, either by course title or course content, will not transfer.

A student is considered a full-time student if he or she carries the number of hours called for in a packaged program during a given term.

## College Level Examination Program (CLEP) — SGCS

The College Level Examination Program (CLEP) may be used to establish credit for students on approved CLEP general and/or subject tests. CLEP tests are available at open test centers throughout the country. Scores required for credit on CLEP tests are available through the Olivet Registrar's Office. A fee of \$50 per hour of credit is charged to students receiving CLEP credit. Students who receive credits in these areas should not take equivalent courses at Olivet Nazarene University or elsewhere, since credit cannot be given twice for the same course. Questions about the CLEP program should be directed to a Student Advocate.





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# Graduate Programs — SGCS

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## Doctoral Studies Program — SGCS

Olivet Nazarene University introduced its first doctoral level program in 2007 with the Doctor of Education in Ethical Leadership. Doctoral studies are by nature intense, research-driven programs, where the student will apply research throughout the course of study to a selected topic with the purpose of developing, presenting and, at the conclusion of the program, defending a detailed written dissertation.

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### Doctor of Education: Ethical Leadership

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#### **Houston Thompson, Ed.D., Director**

The Ed.D. in Ethical Leadership is designed for the working practitioner. The 60 credit hour curriculum is stimulating, rigorous, and challenging. Participants will complete the program as a cohort (a group moving together through the program). The three-year program is a standardized course of study and includes an applied research dissertation. Learners *are required to attend* class sessions one Saturday a month, May through August. In addition, an eight-day on-campus residency is required during each July of the three years. The instructional delivery system includes lectures, group work, multi-media sessions, presentations, and guest speakers.

The dissertation is a comprehensive applied research study. Participants work on the dissertation concurrently with all coursework. The learner conducts original research and generates a dissertation for the purpose of addressing a specific issue and thus makes a difference in his or her particular profession. Doctoral students are required to follow the dissertation track and cannot be granted extensions and/or delays by the dissertation team.

#### **60 hours**

#### **Required:**

- EDUC 900 — Intrapersonal Leadership
  - 901 — Research Theory: Principles and Methods
  - 902 — Leadership Paradigms
  - 903 — Research: Methods and Techniques I
  - 904 — Interpersonal Leadership
  - 907 — Policy, Politics, and Social Action
  - 908 — Research: Methods and Techniques II
  - 909 — Leading Change
  - 910 — Covenant Leadership
  - 911 — Dissertation (12 hours)
  - 913 — Leadership, Management and Strategic Planning
  - 914 — Ethical Issues in a Contemporary Society

*Note: a cumulative grade point average of 3.5 (4.0 scale) is required to successfully complete the program. Courses with grade lower than B- must be repeated.*

## Business Master's Programs — SGCS

Master's degree candidates in both the Master of Business Administration and Master of Organizational Leadership programs learn practical management and leadership skills with a Christian worldview.

Students become employees who can think independently and provide solutions in the workplace. Olivet Nazarene University MBA and MOL graduates are prepared for expanded roles within their organization through enhanced abilities to:

- Analyze the functional components of business and the interrelationship of functions within an organization that form the total business enterprise;
- Express ideas clearly, concisely, and logically through effective speech, written communication, and interpersonal/human relations skills;
- Apply critical-thinking skills to identify problems and to develop problem solving abilities;
- Apply theoretical concepts to real life business situations;
- Develop effective decision making skills based upon an understanding of the total enterprise, its role in the global environment, and business ethics;
- Clarify and develop an individual philosophy of ethics, both personal and professional, to apply to managerial situations;
- Access and utilize current technology to increase managerial ability to achieve short term and long range business objectives;
- Recognize global aspects of conducting business, including economic, political, and cultural considerations;
- Utilize qualitative, human relations abilities as well as individual quantitative abilities to fulfill cross functional roles within an organization.

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## Master of Business Administration, Executive Master of Business Administration

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#### **Matt Dwyer, M.B.A., Director**

Olivet's Master of Business Administration and Executive Master of Business Administration programs were created to enhance the professional skills of business managers and executives. The programs are designed for adult professionals who seek to build upon their business education foundations and work experiences in order to further their personal and professional career objectives through the acquisition of additional knowledge and skills in the area of business management.

The programs are intended to develop individuals' ability to comprehend internal and external social, legal, political, and economic forces as they affect decision making processes within organizations. The emphasis is on strengthening leadership skills needed by business managers to achieve success in the professional world.

The MBA and Executive MBA curricula are designed to provide learners with an integrated educational experience consisting of a foundation of basic business administration courses; values education related to the mission of the institution, and the application of a value system to the individuals' professional and personal situations; and a vertical sequencing of business/management courses that enables graduates to deal effectively with an increasingly complex business environment.

The programs offer a curriculum that examines the ethical and legal aspects of business operation within a community environment, thereby providing a philosophy and way of conducting business that emphasizes long term corporate accountability, as well as profitability. Throughout

the programs, learners' experiences are drawn upon to focus issues and to integrate academic coursework with practical applications.

Both programs are designed to provide the business professional with a graduate education that helps him/her link state of the art business theory with actual practice; develop the skills necessary to become a more effective manager; prepare to assume greater responsibility and meet new challenges; and evaluate the ethical and legal implications of business decisions.

### Master of Business Administration

The MBA program is geared toward students who have had academic success, but who have not had the opportunity for significant leadership experience in the professional world. On occasion, learners may be admitted without appropriate undergraduate credit in the areas of statistics, accounting, finance, and microeconomics. These probationary students are required to successfully complete online tutorial courses prior to taking the corresponding graduate courses (refer to "Admission to Master of Business Administration" under Admission Policies section).

#### 36 hours

##### Required:

- BSNS 612 – Graduate Strategies for Success
  - 618 – Advanced Managerial Accounting
  - 619 – Advanced Marketing Management
  - 620 – Organizational Communication
  - 624 – Management and Leadership
  - 625 – Managerial Statistics
  - 626 – Managerial Decision-Making
  - 628 – Managerial Finance
  - 629 – Managerial Economics
  - 633 – International Business
  - 634 – Strategic Business Policy I
  - 635 – Strategic Business Policy II

***A student must have a gpa of 3.0 after the program's first two (2) classes (BSNS 612 and BSNS 620). Students who do not have a GPA of 3.0 will be put on academic probation. Failure to raise a student GPA to 3.0 after an additional two (2) classes will result in removal from the program.***

### Master of Business Administration - Accounting

#### 42 hours

##### Required:

- BSNS 600 - Executive Strategies for Success (weekend seminar)
  - 615 - Understanding and Creating Successful Programs
  - 636 - Global Business Strategy and Economics (online)
  - 637 - Seminar in Government and Not-for-Profit Accounting
  - 641 - Taxation of Corporations and Partnerships
  - 642 - Data Acquisition, Analysis and Presentation (online)
  - 645 - Ethics and Leadership (online)
  - 654 - International Accounting Standards
  - 658 - Forensic Accounting
  - 664 - Contemporary Issues in Financial Accounting
  - 668 - Communicating & Leading Across Boundaries (online)
  - 692 - Internship
  - 694 - CPA Exam Preparation Course

### Executive Master of Business Administration track

The Executive MBA track is geared toward the professional who has at least five years of leadership experience. Presented in a blended format, this program offers the convenience and flexibility of online learning combined with five residential weekend sessions. The 16 month program intentionally focuses on the ethical elements of leadership, alongside traditional business studies. It is designed to build knowledge and skills, balance personal and professional growth, and provide dynamic leadership training.

#### 40 hours

##### Required:

- BSNS 600 – Executive Strategies for Success
  - 615 – Understanding and Creating Successful Programs
  - 636 – Global Business Strategy and Economics
  - 642 – Data Acquisition, Analysis and Presentation
  - 645 – Ethics and Leadership
  - 652 – Sustainable Business Practices
  - 655 – Managing Growth and Risk
  - 656 – Non-Profit Growth and Development
  - 660 – Strategy and Execution
  - 665 – Entrepreneurship and Value Creation
  - 668 – Communicating and Leading Across Boundaries
  - 670 – Strategies for a Networked Economy
  - 675 – Brand Management
  - 685A/B/C/D – Leadership Coaching Experience I–IV

***BSNS 600 must be successfully completed with a minimum grade of B- before continuing in the program. A minimum 3.0 GPA is required for graduation.***

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### Master of Organizational Leadership

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#### ***Matt Dwyer, M.B.A., Director***

The Master of Organizational Leadership (MOL) is a program for adult learners designed to enhance professional leadership skills of business owners, managers, supervisors, and other persons in comparable positions in governmental, nonprofit, and community-based organizations. The MOL focuses on providing learners with a variety of human relations, conceptual, and technical skills to prepare these individuals to successfully fulfill the planning, communicating, problem-solving, and decision-making activities of their professional positions.

Courses in the MOL will require learners to apply theories and/or models to specific problems and issues or change initiatives in their organizations. Emphasis will also be placed on the development and continuous improvement of the learners' communication skills through speeches and presentations, papers and essays, and journal-portfolios, in which learners assess their own growth and development of leadership skills. Collaborative learning team projects will involve the study of specific leadership issues, with the expected outcome of proposing solutions to effectively address the issues or better facilitate a change initiative.

#### 39 hours

##### Required:

- BSNS 613 – Graduate Strategies for Success
- MOL 600 – Intro to Graduate Study of Organizational Leadership

- 601 – Leading, Learning, and Communicating in an E-World
- 602 – Leadership Theories and Practices
- 604 – Organizational Culture and Politics
- 606 – Organizational Ethics, Values, and the Law
- 608 – Developing a Multicultural Perspective
- 612 – Leading High-Performance Teams
- 614 – Coaching, Mentoring, and Resolving Conflicts
- 616 – Leading Change and Transformation
- 618 – Financial Environment of Organizations
- 620 – Performance-Based Evaluation Systems
- 622 – Strategic Leadership: Planning, Problem-Solving, and Decision-Making
- 625 – Capstone Seminar in Organizational Leadership

***A student must have a gpa of 3.0 after the program's first three (3) class (MOL 600, BSNS 613, MOL 602). Students who do not have a gpa of 3.0 after these classes will be put on academic probation. Failure to raise a student's gpa to 3.0 after an additional two (2) classes will result in their removal from the program.***

## History and Political Science Programs — SGCS

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### Master of Arts: Philosophy of History or Political Theory

***William Dean, Ph.D., Coordinator***

Designed through the Department of History and Political Science, this program is intended to meet the educational goals of a broad range of baccalaureate students. This includes middle or high school history or social science teachers and other graduates pursuing a career in politics, business, or higher education. For teachers, this degree offers a superior content degree because it offers foundational help throughout the secondary social science curriculum. For professionals in other careers, this unique degree gives deep insights into why civilizations developed as they have, by focusing on the institutions and ideas that were carriers of ultimate meaning. While not designed for pre-doctoral students in particular, it would certainly enhance the possibilities of acceptance into doctoral programs because it exceeds admissions expectations common in doctoral programs in North America.

The program features two research tracks: Philosophy of History and Political Theory. Students take the same courses, but the structure and content of the research projects connected with each course, as well as the thesis or thesis project, focus on one of the two tracks. Courses are taught by both history and political science faculty at Olivet Nazarene University. Course topics are arranged in a loosely chronological order and address topics from the ancient Greeks and Romans to the current role of the United States in world affairs. One faculty member serves only as Research Director and serves as both adviser and critic in guiding students throughout the program in choosing and formulating their research topics. The goal is that students will be building background and content for their theses or thesis projects from their first course, so that when coursework is completed, they will have substantial amounts of thesis research already in hand.

The structure of the program assumes that students are working full time, with additional family and church responsibilities. To achieve the goal of a rigorous academic experience, courses are focused on the development of intellectual skills in analysis, argumentations, clear and cogent written and oral expression. Required reading averages about

2000 pages per course and exposes the students to a wide range of perspectives, primary sources, and secondary literature. The guidance and focus provided by the format of the program ensure both real-world feasibility and academic integrity.

The program attempts to draw the best from both the online and classroom educational dynamics. Most of the day-to-day coursework is online. However, five times during the program students come to campus for two-day conferences: first for orientation at the beginning, then at the mid-point of each semester thereafter. These campus conferences provide face-to-face interaction, opportunities for student presentations, guest lectures, and extended discussions with research advisers. Housing and transportation are not included in the program fee, but there are no additional charges for the conferences.

#### **30 hours**

#### **Required:**

HIST/PSCI 600 – Historiographical Foundations

601 – Ancient Greek and Roman Thought

602 – The Medieval European Experience

603 – The European Enlightenment

604 – Postmodernism

605 – Seminar in Current Christian Thought

606 – The American Experience

607 – America in the World

608 – Seminar

697 – Project *OR* 699 – Thesis

## Practical Ministries Program — SGCS

The Salvation Army Central Territory and Olivet have collaborated on a program which enables Salvation Army officers to earn an advanced degree. Coursework that teams qualified personnel from the Salvation Army with Olivet faculty is offered during May and August. Candidates are prepared for a ministry that confronts society as a whole while focusing on religious, social, and cultural issues.

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### Master of Practical Ministries

***Ryan Spittal, D.B.A., Coordinator***

The Master of Practical Ministries (MPM) is designed specifically for officers of The Salvation Army who have already obtained a bachelor's degree.

The Territorial Secretary, Education Department of The Salvation Army Central Territory, collaborates with Olivet's program coordinator of the MPM. The major goal of the program is the preparation of students at the graduate level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

Learners are involved in concentrated studies during week-long seminars, offered during May and August, with experts in the field of practical ministries. Instructors include faculty from Olivet as well as qualified personnel from The Salvation Army. Work relating to these seminars and various aspects of practical ministries as carried on by The Salvation Army (readings and papers) are assigned as work study projects.

#### **30 hours**

#### **Required:**

Select eight of the following 12 courses:

- PRM 602 – Organizational Behavior
- 603 – Spiritual Formation and Personal Development
- 606 – Principles of Management
- 610 – Discipling
- 616 – Worship and Preaching
- 617 – Community Relations
- 621 – Faith in Action Through Social Work
- 624 – Cross-Cultural Ministry
- 632 – Chaplaincy for Crisis Response
- 635 – Counseling
- 660 – Youth and Family Ministry
- 671 – Family Dynamics and Intervention

**Plus (required for all)**

- PRM 698 – Ministry Practicum
- 699 – Thesis

**Program Objectives**

The purposes of the MPM program are to:

1. Assist learners in the continuing development of the skills of understanding and communicating the Biblical message to everyday circumstances, especially the difficult spiritual, social, and economic circumstances of the needy.
2. Help learners develop a personal growth plan — spiritually, socially, and professionally.
3. Encourage learners to do competent research and writing in the areas of practical ministry, such as pastoral care, social service, including programs of enrichment for seniors, youth, and ministry management.
4. Foster the continued development of those skills necessary for community leaders in the fields of pastoral leadership (both in church and institutional settings), social welfare ministries, community service ministries and development, and public relations responsibilities.

**Time Limit**

Coursework for May seminars must be completed and submitted to instructors no later than the end of November (dates to be assigned).

Coursework for August seminars must be completed and submitted to instructors no later than the end of February (dates to be assigned).

**Graduation Requirements**

1. Completion of eight week-long seminars including subsequent work study assignments. Each seminar is worth three semester hours of graduate credit toward the 30-semester hour graduate program. Twelve seminars are available. Six seminars are offered in May, and six seminars are offered in August. The learner may take two seminars per year.
2. Completion of a two hour ministry practicum. The proposal is to be approved by the learner's advisory committee and is to deal with a specific area of ministry in which the learner is directly engaged.
3. Completion of a master's thesis. The subject is to be approved by the learner's graduate advisory committee.

**Graduate Committee**

The Graduate Committee is developed by the program coordinator. The Committee consists of a major adviser and two additional faculty members, one of whom is appointed by Olivet. The Committee approves the thesis topic and conducts the oral defense. The completed thesis is

recommended by the Committee to the program coordinator for final approval.

## Counseling Programs — SGCS

*Rebecca C. Taylor, Ph.D., Director*

Open doors of opportunity in life via new and expanding fields in mental health. A master's degree in professional counseling forms the basis for advanced counseling practice, continued professional development, and further graduate study. Master's degree-equipped counselors serve as agency based therapists, pastoral counselors, case managers, human resource specialists, human service agency supervisors, consultants, and psycho- education specialists. Some choose to establish private practice after full licensure by examination in the State of Illinois. Create career choices by enrolling in Olivet's Master of Arts degree in Professional Counseling (MAPC).

The School Counseling program is designed to prepare graduates, who may not be certified school staff, to provide counseling services in K-12 educational settings. Master's degree equipped school counselors serve within K-12 schools and perform diverse counseling services and interventions appropriate for the school setting. This program is approved by the Illinois State Board of Education and meets all requirements to prepare learners for the Type 73 – School Counselor Certification examination.

The MAPC and MASC programs are three years in length and combine coursework and clinical experience.

No prior graduate coursework is accepted for transfer into the MAPC or MASC program. Courses in the programs may not be audited.

Prior to beginning the practicum and/or internship, learners must carry personal professional liability insurance. Learners are responsible for applying and paying for their insurance. No clients are assigned to a learner until documentation of liability insurance is provided to the program director.

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### Master of Arts: Professional Counseling

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The Master of Arts in Professional Counseling (MAPC) program is a professional/practitioner counseling program. This program prepares learners to apply and sit for the two examinations for licensure in the State of Illinois. The first, the National Counselor Examination, if passed results in the Licensed Professional Counselor License (LPC). This content area examination may be taken immediately post graduation. The second examination, the National Clinical Mental Health Counselor Examination may be taken after two years of supervised clinical practice, post graduation. If the NCE and the NCMHCE examinations are both passed, the graduate becomes eligible for the license of Licensed Clinical Professional Counselor in the State of Illinois (LCPC). The LCPC allows the individual to be engaged in private practice.

The program normally spans three years; however, candidates who come into the program with Olivet's PSYC 461 - Counseling Procedures and Techniques and PSYC 467 Psychotherapy or equivalent coursework may finish in two years. Students should contact the program director for more information.

**48 hours**

**Required:**

- PSYC 600 – Research and Program Evaluation
- 601 – Human Growth and Development
- 602 – Lifestyle and Career Development
- 603 – Psychological Assessment

- 604 – Abnormal Psychology
- 607 – Social and Cultural Foundations
- 610 – Counseling Theory and Techniques I
- 611 – Counseling Theory and Techniques II
- 619A, B – Counseling Practicum
- 621 – Addictions and Compulsive Behavior
- 622 – Legal and Ethical Issues in the Counseling Profession
- 630 – Group Dynamics and Counseling
- 640 – Marriage and Family Relations
- 690A, B – Internship in Professional Counseling I and II

*During the practicum and internship experiences, learners will participate in individual and group supervision which meets on a weekly basis. Learners must earn a grade of 3.0 for each semester of practicum and internship to proceed in the program.*

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### Master of Arts: School Counseling

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The Master of Arts Degree in School Counseling (MASC) program is a professional/practitioner counseling degree designed to enable bachelor's-level graduates to obtain a master's degree in fulfillment of one of the requirements for the Type 73 – School Counselor Certification in the State of Illinois. The State of Illinois requires that School Counselors graduating from this program must take and pass the Illinois Test of Basic Skills/Test of Academic Proficiency (TAP) prior to enrolling in PSYC 650, 651, 652, or 693A, B. In addition, the State of Illinois School Counseling content test, School Counselor, code 181, must be passed prior to enrolling in PSYC 693A, B.

#### **48 hours**

#### **Required:**

- PSYC 600 – Research and Program Evaluation
  - 601 – Human Growth and Development
  - 602 – Lifestyle and Career Development
  - 603 – Psychological Assessment
  - 607 – Social and Cultural Foundations
  - 610 – Counseling Theory and Techniques I
  - 611 – Counseling Theory and Techniques II
  - 619A, B – Counseling Practicum
  - 622 – Legal and Ethical Issues in the Counseling Profession
  - 630 – Group Dynamics and Counseling
  - 650 – Introduction to School Counseling
  - 651 – School Counseling Programs
  - 652 – Consultation and Faculty Development Strategies
  - 693A, B – Internship in School Counseling

*During the practicum and internship experiences, learners will participate in individual and group supervision which meets on a weekly basis. Learners must earn a grade of 3.0 for each semester of practicum and internship to proceed in the program.*

*Students who complete the Master of Arts: Professional Counseling curriculum and wish to add the Type 73 School Counseling certification must complete PSYC 650, 651, and 652; participate in an internship in a K-12 school setting; and successfully pass the state tests required for certification and licensure. Once all examination and practice requirements are met, these students will be eligible for*

*licensure (LPC and LCPC). The Type 73 School Counselor certification also requires that all examination and practice be met for licensing eligibility.*

*Students who are enrolled in the School Counseling program are strongly urged to complete the three MAPC courses not required for our school counseling program: Marriage and the Family, Addictions, and Abnormal Psychology. If these three courses are taken in conjunction with the required MASC coursework, students are eligible to become Licensed Professional Counselors and Licensed Clinical Professional Counselors, in addition to their Type 73 School Counselor certification, once all examination and practice requirements have been met.*

## Education Graduate Programs — SGCS

**Marianne Glenn, Ed.D., Director**

The Graduate Programs in Education are designed to facilitate professional growth for those interested in becoming teachers and those who are currently in the field looking to advance their education. All of the graduate programs blend theoretical doctrine and practical experience with a “Christian Purpose” as the foundation. The programs are infused with current and best practices, including technological resources required for participation in a global society. All of the programs are aligned with state and national standards. To meet the needs of the adult learner, the programs are presented in an accelerated format. This allows for degree completion within a two-year span.

The graduate education programs are directly linked to the School of Education. As part of that unit, all of the graduate education programs focus on “Professionals Influencing Lives” through the development of a solid academic foundation, professionalism, curriculum development, instructional methodology, student, program, and school evaluation; and Christ-centered character.

Beyond the academic preparation provided through the educational programs, pre-service teachers and practicing teachers engage in reflective thinking and writing; assessing their dispositions for teaching and leading; enhance problem solving and decision making skills as individuals and through collaborative relationships; and broaden their scope and skills on how to effectively facilitate learning for the diverse needs of today's Pre-K-12 student population.

#### **Teaching: Certification**

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. Illinois standards currently state that “all professional education and content- area coursework that form part of an application for certification, endorsement, or approval must be passed with a grade no lower than 'C' or better.” Graduates will need to meet all state certification requirements and apply to the university to be entitled.**

Individuals must pass the Illinois Basic Skills Test/Test of Academic Proficiency (TAP). Individuals who passed the Basic Skills Test/TAP and received an Illinois teaching certificate on the basis of those test scores are not required to take the test for any subsequent credential. However, program completers who do not already possess an Illinois teaching certificate and those whose Illinois certificate was issued on the basis of some other state's Basic Skills Test or TAP scores must pass the Illinois Basic Skills Test/TAP prior to obtaining an Illinois certificate.

In addition, the appropriate content area exam and in most cases, the APT Exam must also be passed prior to certification.

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**Master of Arts in Education: Curriculum and Instruction**

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**Susan Moore, Ed.D., Coordinator**

The Master of Arts in Education: Curriculum and Instruction program provides practicing teachers with additional tools to help Pre-K-12 students adapt to the rapid social and economic changes occurring in our information-age society.

Current educational best practices in engaged learning, learning styles, technology integration, collegial collaboration and authentic assessment are threaded throughout the program. The culminating project is action research that incorporates theory and practice as it applies to enhancing teaching for improved student learning.

**33 hours**

**Required:**

- EDUC 607 – Educational Research
- 609 – Habits of Exemplary Teachers
- 614 – Integrating Technologies
- 616 – Understanding Today’s Children
- 632 – Integrating the Curriculum
- 646 – Applying Learning Theory
- 647 – Assessing for Student Achievement
- 649 – Exceptional Learners
- 656 – Critical Issues in Education
- 696 – Creative Project/Practicum

**A GPA of 3.0 or higher is required to complete the program.**

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**Master of Arts in Education: Curriculum and Instruction – ESL**

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**Marianne Glenn, Ed.D., Coordinator**

The Master of Arts in Education: Curriculum and Instruction with a concentration in English as a Second Language (ESL) enables certified teachers to become endorsed to teach English as a second language in the State of Illinois.

For an ESL middle school endorsement, EDUC 767 and EDUC 768 or their equivalents must also be completed.

**33 hours**

**Required:**

- EDUC 607 – Educational Research
- 616 – Understanding Today’s Children
- 646 – Applying Learning Theory
- 696 – Creative Project/Practicum
- ESL 601 – Linguistics for Teachers
- 603 – Theoretical Foundations of Teaching ESL
- 604 – Assessment of the Bilingual Student
- 605 – Methods and Materials for Teaching ESL
- 606 – Cross-Cultural Studies for Teaching Limited-English Proficient Students

607 – Contemporary Issues in Education English Language Learners

**A grade of C or better must be earned in each course, and a GPA of 3.0 or higher is required to complete the program.**

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**Master of Arts in Education: School Improvement Leadership**

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**Marianne Glenn, Ed.D., Coordinator**

The Master of Arts in Education: School Improvement Leadership degree requires candidates to complete a program that includes two 100-hour practicum experiences. In order to be eligible for the State of Illinois General Administrative Type 75 Certification, the candidate must pass the Illinois Basic Skills Test/Test of Academic Proficiency (TAP) and the Illinois Content Area Test. The program of study has been developed to meet the NCATE-Approved Curriculum Guidelines for Advanced Educational Leadership, Illinois Professional School Leader Standards, and the Illinois Principal Standards for Certification. A minimum 3.0 grade point average is required to complete the program successfully.

**33 hours**

**Required:**

- EDUC 726 — Evaluation/Analysis of Educational Programs and Data
  - 727 — Foundations of School Improvement
  - 729 — School Law and Ethics
  - 730 — School Finance and Operations
  - 731 — Governance for School Improvement
  - 732 — School and Reform Restructuring
  - 733 — Collaboration with the School Community
  - 734A — Practicum in School Improvement Leadership I
  - 734B — Practicum in School Improvement Leadership II
  - 736 — Productive School Leadership
  - 737 — Cultivating Student Achievement
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**Master of Arts in Education: Reading Specialist**

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**Dena Reams, Ed.D., Coordinator**

The Master of Arts in Education: Reading Specialist program is designed to assist practicing teachers in becoming specialists in the area of reading. Through this program they learn how to construct assessment, curriculum, and instructional approaches to improve Pre-K-12 reading literacy. Strategies for improving reading comprehension, assessment and diagnosis of reading difficulties, and test analysis/interpretation will be studied. Focus on technology, diverse learning needs, and linguistic differences will be included. Three 15-clock hour clinical practicum experiences and a 32-clock hour creative project/practicum are required. Learners must successfully pass the Illinois Basic Skills Test/Test of Academic Proficiency (TAP), the Illinois Content Area Test, and the Illinois Assessment of Professional Teaching Test to satisfy graduation and certification requirements. In addition, **Illinois standards currently state that “all professional education and content-area coursework that form part of an application for certification, endorsement, or approval must be passed with a grade no lower than ‘C’ or better.”**

Completion of the first six courses, 24 credit hours, fulfills the State of Illinois requirements for a reading teacher endorsement. Completion of the 32-credit-hour degree program leads to a Type 10 Reading Specialist

certification. A minimum 3.0 grade point average is required to complete the program successfully.

**32 hours**

**Required:**

- EDUC 773 — Foundations of Reading
- 774 — Content-Area Reading
- 775 — Assessment and Diagnosis of Reading Problems
- 776 — Developmental and Remedial Reading Instruction and Support
- 777 — Development and Remedial Materials and Resources
- 778 — Literature and Resources for Children and Youth
- 779 — Methods Education Research
- 780 — Creative Project/Practicum

**Master of Arts in Education: English**

***Kashama Mulamba, Ph.D., Coordinator***

Olivet's Master of Arts in Education: English (MAEN) degree program is designed to meet the critical needs of middle and secondary school English/Language Arts teachers for improved instructional methods for today's adolescents. It offers opportunities to interact with other teachers regarding theories, content, and effective practices for meeting the challenges of the 21st-century English/Language Arts classroom. The program culminates in the required Action Research Project.

Courses are specially designed by Olivet English professors who have experience and expertise in literature, language, writing, visual literacy, and technology. In addition to their advanced academic preparation, most have teaching credentials and experience in teaching middle and secondary English/Language Arts. A minimum grade point average of 3.0 is required to remain in this program.

**32 hours**

**Required:**

- ENGL 607A – Educational Research: Principles and Practices I
- 607B – Educational Research: Principles and Practices II
- 613 – Basic Grammar Review
- 614 – Communication in English/Language Arts
- 615 – Diversity and Multiethnic Literature
- 616 – Workshop in English/Language Arts Assessments
- 617 – Critical Approaches to Literature
- 618 – Current Issues in English/Language Arts
- 619 – Grammar in Context
- 620 – Visual Literacy
- 621 – Workshop in the Interactive English/Language Arts Classroom
- 623 – Workshop in Supervision and Sponsorship
- 637 – Writing in English/Language Arts
- 649 – Reading Strategies and Young Adult Literature
- 697/698 – Creative Project/Thesis

**Master of Arts in Education: Library Information Specialist**

***Roxanne Forgrave, Ed.D., Coordinator***

The Master of Arts in Education: Library Information Specialist program is designed for teachers who seek to become school library media specialists. This program naturally and easily incorporates current practices in the dissemination of library information and the uses of media resources. The coursework addresses relevant legal issues relating to library information, including web-based, and operations. Learners are required to successfully pass the Illinois Basic Skills Test/Test of Academic Proficiency (TAP), the Illinois Content Area Test, and the Illinois Assessment of Professional Teaching Test, in addition to completing two practica totaling 100 hours, to satisfy graduation and certification requirements.. A grade point average of 3.0 or better is required to remain in this program. The completion of this degree program leads to a Type 10 Library Information Specialist certification, ***providing a grade of 'C' or better is earned in every course.***

**36 hours**

**Required:**

- LSCI 600 – Professional and Ethical Issues
- 601 – Information Technologies/Media Services and Production I
- 602 – Reference and Information Services
- 603A – Practicum I
- 603B – Practicum II
- 604 – Organization
- 605 – Administration
- 606 – Information Technologies/Media Services and Production II
- 607 – Literature and Resources for Children
- 608 – Literature and Resources for Young Adults
- 609 – Curriculum Integration
- 610 – Communication and Leadership

**Master of Arts in Teaching: Elementary, Secondary, K-12**

***Marianne Glenn, Ed.D., Coordinator***

The Master of Arts in Teaching contains professional courses to assist candidates in qualifying for Illinois State Certification (Type 03, 09, 10). The emphasis of the program is placed on meeting the entrance requirements to the profession of teaching. The program combines professional study with practical classroom experience in the form of four required practicums, 20 hours each and student teaching. The focus is on the preparation of prospective teachers who use diverse and inclusive instructional approaches aimed at helping all students reach increasingly higher standards of behavioral and academic performance. Passing scores on the Basic Skills Test/Test of Academic Proficiency (TAP), the Illinois Content Area Test, and the Assessment of Professional Teaching Test, along with a minimum 3.0 grade point average are required. In addition, Illinois standards currently require that ***all professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.***

***As of 2012, passage of an appropriate content area test is required before student teaching and passage of appropriate APT test is required for completion of the approved Illinois educator preparation program and graduation.***

**38 hours**

**Required:**

- EDUC 739A – Professional Portfolio Development I
- 739B – Professional Portfolio Development II
- 740A – Teaching as a Profession I
- 740B – Teaching as a Profession II
- 740C – Teaching as a Profession III
- 742 – Historical and Philosophical Foundations of Education
- 743 – Human Development and Learning
- 748 – Educational Technology
- 749 – Teaching Diverse Populations
- 750 – General Methods: Curriculum, Instruction, and Assessment
- 751 – Instructional Planning/Classroom Management
- 766 – Multi-Ethnic Experiences

**For Elementary Education Candidates Only**

- EDUC 754A – Elementary School Reading
- 755 – Content Teaching Methods: Language Arts/Social Studies (Elementary)
- 756 – Content Teaching Methods: Math/Science (Elementary)
- 791 – Student Teaching (Elementary)

**For Secondary Education Candidates Only**

- EDUC 753 – Content Teaching Methods (Secondary)
- 754B – Secondary/Middle/K-12 School Reading
- 792 – Student Teaching (Secondary)

**For K-12 Education Candidates Only**

- EDUC 754B – Secondary/Middle/K-12 School Reading
- 758 – Content Teaching Methods (K-12)
- 793 – Student Teaching (K-12)

**See General Policies section on Criminal and Fingerprint Background check – required for MAT program.**

**Candidates pursuing a Middle School endorsement are also required to complete EDUC 767 - Early Adolescent Psychology.**

**Middle School Endorsement**

For Middle School Teaching Endorsements in Illinois, a minimum of 18 hours of coursework in the endorsement areas is required. In addition, all middle grades teachers must have the following pedagogy courses:

- EDUC 767 – Early Adolescent Psychology
- 768 – Middle School Methods

Students completing Olivet's Master of Arts in Teaching program satisfy the requirement of EDUC 768 during the MAT program, but must take EDUC 767 to satisfy the Middle School Endorsement requirements.

**All professional education, general education courses for teachers, major, endorsement, and supporting courses require a grade of "C" or better for teacher certification and graduation.**

**English as a Second Language Endorsement**

Completion of the 19 hours of courses and 100 practicum hours leads to the State of Illinois English as a Second Language (ESL) endorsement, **as long as a grade of 'C' or better is earned in each course.**

For an ESL middle school endorsement, EDUC 767 and EDUC 768 or their equivalents must be completed.

19 hours

**Required:**

- ESL 601 – Linguistics for Teachers
- 603 – Theoretical Foundations of Teaching ESL
- 604 – Assessment of the Bilingual Student
- 605 – Methods and Materials for Teaching ESL
- 606 – Cross-Cultural Studies for Teaching Limited-English Proficient Students
- 607 – Contemporary Issues in Educating English Language Learners

**Master of Education: Curriculum and Instruction**

Designed for distance delivery in Olivet Nazarene University's educational region, the Master of Education: Curriculum and Instruction program was developed by educators and features leading educational experts and master teachers who understand the unique challenges and opportunities that teachers encounter today. Through discussions and applications, the candidates gain understanding of the importance of individual personality preferences as they relate to teaching and learning styles; facilitate the individualization and integration of instruction; measure individual student achievement using multiple means, and leverage information technologies proficiently. Completion of a Master's Research Project, a Reflective Paper and a minimum 3.0 grade point average are required.

**30 hours**

**Required:**

- EDUC 710 – Professionalism and Today's Educator
- 711 – Effective Practices Using Learning Styles and Multiple Intelligences
- 713 – Designing Curriculum and Instruction
- 714 – Assessment to Improve Student Learning
- 715 – Literacy and Learning in the Information Age
- 716 – Enhancing Learning through Linguistic and Cultural Diversity
- 717 – Teacher Leadership in the Classroom: Increasing Learning and Achievement
- 718 – Creating an Effective Classroom Learning Environment
- 719 – Supporting Students with Special Needs in the Regular Classroom
- 735A/B/C – Collaborative Action Research
- 790 – Master's Reflective Paper



## Theological and Ministerial Programs — SGCS

Theology and Christian ministry have stood at the very heart of Olivet's heritage since the university's founding over one hundred years ago. Today Olivet offers a rich range of options for graduate education in religion, with nine master's degree programs and several specialized tracks for specific audiences. The professors in the School of Theology and Christian Ministry are committed to excellence in education and to the standards of the academy. Each member of the School's graduate faculty is committed to scholarship, publication, and the highest level of reasoned discourse in religion. Each faculty member strives for excellence in teaching. In addition, nearly all the School's faculty members have extensive experience and a record of successful and reflective ministry. The ten master's programs fall into three areas:

### General Ministry programs

Olivet offers four Master's programs for general ministry. Each is distinct in format, prerequisites, and the kind of student for which it is intended. Students considering a degree in general ministerial studies should understand each option and choose the best fit for their circumstances.

- **Master of Arts in Christian Ministry** is a gateway program that does not presuppose previous study of theology or ministry, nor does it presuppose that the student is already in ministry. Most of the required courses are semester-length courses offered only at Olivet's campus in Bourbonnais, Illinois.
- **Master of Arts in Pastoral Ministry** presupposes a strong undergraduate education in theology and ministry. This program continues study at the graduate level. The focus of this program is on general pastoral ministry as distinct from specialty ministries, such as family or youth ministry. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is a residential program at Olivet's campus in Bourbonnais, Illinois. Most of the courses are based in the traditional classroom, although some are modular (see Program Formats section of this chapter). During the second year, the student engages in mentored ministry, which may be at some distance from the campus.
- **Master of Arts in Pastoral Leadership** presupposes that the student is currently engaged in ministry, and it presupposes a basic education in theology and ministry. This program focuses on developing the students' theological understanding and vision of ministry to enhance their effectiveness as pastoral leaders. It follows the cohort program format (see Program Formats section of this chapter) and is entirely online. No coursework may be transferred in for this program.
- **Master of Ministry** program also presupposes that the student is currently engaged in ministry, and it presupposes a basic education in theology and ministry. The courses are modular. This program does not follow a cohort model, which allows students some freedom in choosing which modules to take. Students can, but are not required to, take as part of their program appropriate regular semester-length on-campus courses. This also allows students to transfer in a limited number of courses.

### Specialized Ministry programs

Olivet offers four Master's programs for specialized ministries. Each degree is designed to provide a broad and powerful education for specialized ministry in the local church. These degrees prepare students for ministry to a specific audience, and they are distinct in format and

prerequisites. Students considering a degree in one of the following should choose one that best suits their background and calling.

- **Master of Arts in Family Ministry** presupposes a strong undergraduate education in theology and ministry. The program provides graduate level study that focuses on ministry to the entire family in today's culture in a local church context. It does not require that the entering student be in ministry at the time of entry. During the first year, the program is residential at Olivet's campus in Bourbonnais, Illinois. Most courses are traditional, classroom-based, although some are week-long intensive modules. In the second year, the student engages in mentored ministry, which may be some distance from campus. All second year courses are modules.
- **Master of Arts in Youth Ministry** also presupposes a strong undergraduate education in theology and ministry and continues that study at the graduate level. The focus is on ministry to the youth of the 21st century in a local church context. It does not require that the entering student be in ministry at the time of entry. During the first year, this is a residential program at Olivet's campus in Bourbonnais, Illinois. Most courses are traditional, classroom-based, although some are week-long intensive modules. During the second year, the student engages in mentored ministry, which may be at some distance from the campus. All second year courses are modules.
- **Master of Ministry in Spanish** is offered entirely in Spanish. Most courses are taught online, and a few are offered as intensive week-long modules on Olivet's Bourbonnais, Illinois campus. This program is designed for pastors ministering in Hispanic contexts in the United States and Canada. Prospective students should hold a bachelor's degree from an accredited university, or a "licenciatura" in theology (at the university level) from a recognized Latin American theological seminary.
- **La Maestría del Ministerio en español**, se ofrece totalmente en este idioma. La mayoría de los cursos se imparten en línea (internet) y unos pocos se ofrecen como módulos intensivos de una semana en el campus de Olivet, en Bourbonnais, Illinois. Este programa está diseñado para pastores que ministran en contextos hispanos en los Estados Unidos y Canadá. Los candidatos para este programa deben tener un grado de bachiller de una universidad acreditada (USA/Canadá) o una licenciatura en teología (nivel universitario) de un seminario teológico reconocido de América latina.
- **Master of Divinity** presupposes a strong undergraduate education in theology, which will continue at the graduate level. The program serves those who wish to seriously explore a call to Christian ministry in many different contexts, particularly for service as chaplains. The program follows a variety of course formats: modules, half-semester, full-semester, internships, etc. The student must be able to commute to the main Bourbonnais campus to complete the M.Div.

### Scholarly programs

If scholarly study of the Christian faith is of interest, the following two programs are offered. The programs focus on the classic theological disciplines of Bible, theology, and church history with the application to ministry. Both are offered on Olivet's campus in Bourbonnais, Illinois.

- **Master of Arts in Biblical Studies** is an excellent stepping stone for further graduate work in Biblical studies. It presupposes a rigorous background in the study of the Bible. The program focuses exclusively on the Bible, requiring just one theological course in a

non-biblical discipline, to be chosen from offerings including systematic theology, historical theology, church history.

**Master of Arts in Religion** is Olivet's oldest graduate degree and remains the most flexible for students with a variety of goals. The program allows students to mix and match courses in theology, Bible, church history, and some relevant philosophy options to form a coherent plan of study, which is approved by the program coordinator or the director of graduate studies for the School of Theology and Christian Ministry.

Please note that Olivet's School of Theology and Christian Ministry maintains the website "The Epworth Pulpit," which includes additional material about its graduate programs as well as forms, rules, and regulations that apply only to the School of the Theology and Christian Ministry. For further information as well as updates to rules and regulations, please visit this website at [www.epworthpulpit.com](http://www.epworthpulpit.com) and click on the link "Educational Opportunities."

## Master of Arts: Christian Ministry

### *Carl M. Leth, Ph.D., Coordinator*

The Master of Arts in Christian Ministry offers both basic and advanced ministerial preparation in four areas: (1) biblical knowledge, (2) theological knowledge, (3) practical application in ministry, and (4) personal spiritual growth and formation as a minister. For students with little or no undergraduate study in Bible, theology, or ministry, this M.A. provides an academic and practical gateway to ministerial education; the program, however, will proceed at a graduate pace and level and will expect the student to be academically and personally mature. For students with an undergraduate background in Bible, theology, or ministry, this M.A. offers options for more advanced study in ministry. The program can be completed in two summers and one academic year of full-time study.

Although this is a gateway program, persons already engaged in ministry may have a flexible enough schedule to commute each week to Olivet's campus for this program, which allows a wider variety of options over the Master of Ministry. Those with previous undergraduate study in theology, biblical studies or ministry may find that the possibility of more advanced courses in ministry means that the M.A. in Christian Ministry better suits their needs.

Prospective applicants, therefore, should carefully study the M.A. in Christian Ministry, the Master of Ministry, and the M.A. in Pastoral Leadership programs and then decide which option best suits their individual situation. The Graduate Program Adviser in the School of Theology & Christian Ministry can provide additional information.

#### **36 hours**

#### **Required:**

BLIT 632 – Cultural/Historical Influences and Biblical Interpretation

CMIN 631 – Life Management & Personal Renewal

674 – Pastoral Care and Counseling

THEO 607 – Theology of Ministry

THEO 623, 624 – Systematic Theology I, II

BLIT elective (3 hours)

CHED and/or CMIN electives (6 hours)

Free electives (9 hours)

**Note: a cumulative grade point average of 3.0 or better is required to complete this program. No course counting toward graduation may carry a grade of less than B-.**

## Program Format

Classes in the M.A. in Christian Ministry program meet in both modular and traditional formats. For a more detailed explanation of these course formats, please see "Academic Policies — SGCS: Program Formats".

## Master of Arts: Pastoral Ministry

### *Carl Leth, Ph.D., Coordinator*

This program has been specially designed for men and women called by God into pastoral ministry, primarily within the Church of the Nazarene and similar denominations. It assumes that the student enters with an undergraduate education in religion/ministry, such as that offered by Olivet's School of Theology and Christian Ministry. It aims to provide a comprehensive study of Bible, theology, and ministry, sufficient for the practice of ministry as understood by the Church of the Nazarene. By combining focused undergraduate prerequisites with graduate coursework, the M.A. in Pastoral Ministry is able to cover a traditional M.Div. program of study. By including a mentored ministry component in the second year, this program both shortens the residential study requirement and strengthens the transition to ministry for the student. This lessens the personal and financial cost of more extended residential study while providing the student with an optimal ministry "launch." District Superintendents in the Church of the Nazarene are open to and interested in placing these students in pastoral assignments as a part of this program.

#### **48 hours**

#### **Required:**

BLIT 632 – Cultural/Historical Influences and Biblical Interpretation

CMIN 631 – Life Management and Personal Renewal

635 – Leadership in Christian Ministry

650 – Advanced Homiletics (may substitute a preaching elective)

651 – Pastor as Leader and Administrator OR

658 – Organizational Behavior

670A, B – Mentored Ministry I and II

PSYC 640 – Marriage and Family Relations

THEO 607 – Theology of Ministry

693 — Contemporary Issues in Theology

YMIN 691 — Integrated Seminar/Project Presentation

BLIT elective (3 hours)

THEO elective (3 hours)

Three free (BLIT, CHED, CMIN, THEO, YMIN) electives (9 hours)

**A cumulative GPA of 3.0 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a B-.**

## Program Format

More than most master's degree programs, the M.A. in Pastoral Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to "Academic Policies: Program Formats".

While students in the M.A. program in Pastoral Ministry take a few modular courses during their first year, they take all their courses as modules during their second year. This allows the second-year students to engage in their mentored youth ministry experience on a full-time

basis and gives them the option to do that mentored experience at locations quite distant from Olivet's campus in Bourbonnais, Illinois.

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## Master of Arts: Pastoral Leadership

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### **Carl Leth, Ph.D., Coordinator**

We believe that the best ministry is "practiced theology." The program leading to the Master of Arts in Pastoral Leadership degree is taught by leading pastors, either actively engaged in ministry or with extensive ministerial experience, who also have the appropriate academic credentials (normally a doctorate) and a deep knowledge of theology. A small student/professor ratio allows for significant interaction within the group.

The aim of the program is to a) nurture theologically formed, technically competent, missionally effective, and ethically aware pastoral leaders; b) produce 'influence leaders' who will provide intentional patterns of leadership in ministry; c) encourage in these influence-leaders the development of a core theological vision that can be reproduced in other ministers, who, in the course of time, may be mentored by students in this program; d) address reflectively and purposefully the question, "What does it mean to be an effective pastoral leader of a community that embodies and nurtures the life of the Kingdom as presented in the Bible and incarnated today?" and e) develop in students an appreciation for and understanding of the history and theology of Christianity and especially the Wesleyan-Holiness tradition. The program assumes that Protestant, Wesleyan-Arminian, and Holiness traditions are normative for most students and faculty, but students from other traditions are, of course, welcome.

#### **36 hours**

#### **Required:**

- PAST 600 – Theology and Ministry
- 610 – Christian Leadership
- 620 – Life Management and Personal Renewal
- 630 – Pastoral Leader as Prophet
- 640 – Preaching and Worship as Pastoral Leadership
- 650 – The Teaching Church
- 660 – Pastoral Leader as Priest
- 670 – The Church as a Community of Formation
- 680 – The Church in the World
- 690 – Pastoral Leader as King
- 700 – Visionary Leadership
- 710 – Development of a Ministry Plan

**A cumulative GPA of 3.0 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a B-.**

#### **Program Format**

The cohort format is followed for the integrated sequence of 12 courses to maximize student interaction within the group. Students are 'in class' 36 out of the 52 weeks in a year, and although designed so that students can remain in ministry in their local situations, prospective students must be aware of the significant commitment of time and energy. The program is completed in two calendar years.

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## Master of Ministry, Master of Ministry/Spanish

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**Stephen T. Franklin, Ph.D., Coordinator**  
**Carl M. Leth, Ph.D., Coordinator (Spanish)**  
**Wilfredo Canales, M.A., Liaison (Spanish)**

The Master of Ministry program is designed to resource serving ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program focuses on integrating the best available resources of scholarship, ministry specialists, and contemporary ministry models with the practice of ministry. As students follow one of two tracks, General and Youth Ministry, they design a study plan to meet specific learning objectives and to give focus to a culminating project. The Master of Ministry/Spanish, which is an online program designed for Spanish-proficient students, offers a pastoral track, requiring completion of nine courses and a culminating project.

### **Master of Ministry**

#### **30 hours**

#### **Required:**

- CMIN 631 – Life Management and Personal Renewal
- 635 – Leadership in Christian Ministry: Committed to Serve, Prepared to Lead
- 690 – Master of Ministry Project
- THEO 607 – Theology of Ministry

#### **Plus:**

#### **General Track**

Six elective courses selected by the student as part of a designed plan of study in ministry, in consultation with the student's adviser and approved by the M.Min. coordinator. While the student may, with the permission of the adviser or Program Coordinator, take any graduate course in the School of Theology and Christian Ministry, providing that the student meets the prerequisites, the entire set of courses should be a coherent plan of study for the ministry. The following courses are specifically designed for M.Min. students and, therefore, taught in a modular format. All the following courses carry 3 semester hours of credit.

- CMIN 624 – Cross-Cultural Ministry
- 632 – Chaplaincy for Crisis Response
- 643 – Issues in Ministry
- 652 – Principles of Management
- 653 – Discipling
- 654 – Counseling
- 655 – Family Dynamics and Intervention
- 657 – Faith in Action Through Social Work
- 658 – Organizational Behavior
- THEO 647 – Biblical and Theological Studies
- 648 — Theology and Ministry

#### **OR**

#### **Youth Ministry Track**

Six elective courses. Two of the six may be chosen, after consulting with the student's adviser, from any graduate level course offered by the School of Theology and Christian Ministry for which the student meets the prerequisites. The courses listed above as electives in the General Track are, however, particularly appropriate as electives for students in

the youth ministry track. In addition, at least four of the six electives must be chosen, after consulting with the student's adviser, from the following courses.

YMIN 612 – Foundations of Youth Ministry

- 614 – Postmodernity, Youth Ministry and the Emerging Church
- 620 – Youth Ministry and the Wilderness as Renewal
- 630 – Developmental Theories and Adolescents
- 645 – Family Systems and Implications for Local Church Ministry
- 650 – Spiritual Development of Students
- 659 – Issues in Youth Ministry

***A cumulative GPA of 3.0 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a B-.***

#### **Times and Format of Courses in the M.Min. Program**

Courses are offered three times per year, in May, August, and January, on Olivet's Bourbonnais campus. The university may, on an "on-demand basis," offer additional courses at other off-campus sites. Courses are normally taught in an intensive modular format, beginning on Monday and concluding at noon on Friday. Coursework is assigned in preparation for, and following, the classroom session. To complete the work before and after the module, the student must have computer access to the internet. Assigned work following the session must be completed and submitted to the instructor for grading 30 days following the completion of the class session. Students with extenuating circumstances may request an extension, not to exceed four weeks, from the instructor.

#### **Time Limits**

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

#### **Scholarships**

District superintendent scholarships are available to serving ministers in the Church of the Nazarene in the Olivet educational region. Application for these scholarships should be made directly to the pastor's officiating district superintendent. Churches are encouraged to consider a matching-funds plan to assist serving ministers in their continuing education.

#### **Certificate in Ministerial Studies**

Students who do not wish to take courses for academic credit toward the degree may take the courses as continuing education leading to a Certificate in Ministerial Studies. The certificate may be earned by completing any five courses offered in the Master of Ministry program (with adjusted coursework expectations). Tuition for certificate participation would be at a reduced rate.

#### **Master of Ministry/Spanish**

This version of Olivet's Master of Ministry program is offered entirely in Spanish. It was designed to resource Hispanic ministers for effective leadership in missional congregations by equipping them and developing in them theological and practical competencies with a missional focus in the practice of ministry. The program, designed for Spanish-proficient students, offers a pastoral track requiring completion of seven online courses and two on-site courses, culminating in a final master's project.

#### **30 hours**

##### **Required:**

MMSM 600 – Biblical Studies

- 610 – Life Management and Personal Renewal
- 611 – Christian Ministry in a Multicultural Society
- 612 – Contemporary Approaches on Preaching
- 613 – Equipping the Laity in a Hispanic/Latino Context
- 614 – Hispanic/Latino Leadership
- 620 – The Hispanic/Latino Church in USA/Canada
- 630 – Theology of Ministry/Theology of Servant Leadership
- 631 – Hispanic Theological and Social Ethics
- 690 – Master's Project

***A cumulative GPA of 3.0 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a B-.***

#### **Times and Format of Courses in the M. Min./Spanish Program**

Although the M.Min./Spanish program is for the most part online, the two on-site courses required would follow the modular format.

#### **Time Limits**

A student is allowed six years from beginning the first graduate course to complete the entire M.Min. program. Coursework beyond six years is evaluated by the Program Coordinator, the Director of Graduate Studies, or the Dean of the School of Theology & Christian Ministry. Students granted permission for more than six years may be expected to meet current program requirements, and that may mean retaking one or more courses.

### **Master of Arts: Family Ministry**

#### ***Leon Blanchette, Ed.D., Coordinator***

This program provides a broad and powerful education for specialized ministry in the local church, the Master of Arts: Family Ministry focuses on ministry to the entire family in today's culture in a local church context. It integrates theory and praxis, reflection and life. A two-year program, the first year provides a traditional classroom-based education. During the second year, the student engages in a mentored ministry in a full-time capacity, coming back to Olivet for several one-week intensive courses, called modules. The mentor is a seasoned professional.

The M.A. in Family Ministry draws strength from leading experts in the fields of children, youth, and family ministry who come to campus for face-to-face teaching, encounters, networking, and learning with our students. The combination of these experts with our own experienced residential faculty, who total over 60 years of highly successful experience in children and youth ministry, makes Olivet's Master of Arts in Family Ministry a powerful educational experience that will launch the student into a satisfying career of service for our Lord to the families of the 21st century.

#### **48 hours**

##### **Required:**

- BLIT 632 – Cultural/Historical Influences and Biblical Interpretation
- CHED 631 – Ministry to the Family
  - 634 – Dynamics of Children's Ministry
- CMIN 670A, B – Mentored Ministry I, II
- PSYC 601 – Human Growth and Development

- 640 – Marriage and Family Relations
- THEO 607 – Theology of Ministry
- 693 – Contemporary Issues in Theology
- YMIN 630 – Developmental Theories and Adolescents
- 691 – Integrated Seminar/Project
- CHED and/or CMIN electives (12 hours)
- THEO elective (3 hours)

***A cumulative GPA of 3.0 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a B-.***

**Core Values Motivating the M.A. in Family Ministry**

- Integration of what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- Intentionality, not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally, never allowing any person to forget the need for and the practice of integration.
- Theological reflection draws on the belief of faculty members in the M.A. in Family Ministry that there are right and wrong ways to speak about God with young people, their families, and communities. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.
- Multiple voices, including those of other students, are valuable for students in the family ministry program to hear. Perhaps somewhat paradoxically though, students quite appropriately put a high value on quality interaction with the professor. Achieving these twin goals, the program is structured in modules, half-semester (called blocks), and semesters, enabling Olivet to bring in a variety of complementary voices that the ministry community appreciates and the student deserves to hear.
- Mentoring goes “way beyond” mere programming. The mentoring model in the M.A. program in Family Ministry can and should become a lifelong style for productive ministry. The student should learn a mode of human interaction that sustains in later life and ministry, both as one who mentors and as one who is mentored.
- Lifelong learning is a goal in giving the individual the tools and a renewed desire to become “global Christians” who possess the tools and seek to understand the ever-changing climate of our global community.

**Program Format**

More than most master’s degree programs, the M.A. in Family Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to “Academic Policies: Program Formats”.

While students in the M.A. program in Family Ministry take a few modular courses during their first year, they take all their courses as modules during their second year. This allows the second-year students to engage in their mentored youth ministry experience on a full-time basis and gives them the option to do that mentored experience at locations quite distant from Olivet’s campus in Bourbonnais, Illinois. The program culminates in an Integrated Seminar during August of the second year, where the students present their projects and bring all the facets of their Olivet education in Family Ministry into a coherent whole.

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**Master of Arts: Youth Ministry**

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***Mark Holcomb, M.R.E., Coordinator***

A two-year program that provides a broad and powerful education for specialized ministry in the local church, the Master of Arts: Youth Ministry focuses on ministry to students and their families in today’s culture in a local church context. Theory is integrated with praxis, reflection and life. The first year of this program provides a traditional classroom-based education consisting of 30 hours. During the second year, the student engages in a mentored ministry to youth, coming back to Olivet for several one-week intensive courses, called modules.

The M.A. in Youth Ministry draws strength from leading experts in the field of youth ministry who come to campus for face-to-face teaching, encounters, networking, and learning with our students. The combination of those experts with our own residential faculty, who total over 40 years of highly successful experience in youth ministry, makes Olivet’s Master of Arts in Youth Ministry a powerful educational experience that will launch the student into a satisfying career of service for our Lord to the youth of the 21st century.

**48 hours**

**Required:**

- BLIT 632 – Cultural/Historical Influences and Biblical Interpretation
- PSYC 601 – Human Growth and Development
- 640 – Marriage and Family Relations
- THEO 607 – Theology of Ministry
- 693 – Contemporary Issues in Theology
- YMIN 612 – Foundations of Youth Ministry
- 630 – Developmental Theories and Adolescents
- 650 – Spiritual Development of Students
- 670A, B – Mentored Ministry I, II
- 691 – Integrated Seminar/Project
- CHED and/or CMIN electives (6 hours)
- THEO elective (3 hours)
- YMIN electives (6 hours)

***A cumulative GPA of 3.0 is required for graduation from the program, no course counting toward graduation may carry a grade of less than a B-.***

**Core Values Motivating the M.A. in Youth Ministry**

- Integration of what the student learns in the classroom with the experience and practice of ministry in concrete settings.
- Intentionality, not only to integrate theory and praxis, but to do so consciously, clearly, explicitly and intentionally, never allowing any person to forget the need for and the practice of integration.
- Theological reflection draws on the belief of faculty members in the M.A. in Youth Ministry that there are right and wrong ways to speak about God with young people, their families, and communities. The goal is to encourage each student to grasp the theological foundations and implications of every aspect of ministry.
- Multiple voices, including those of other students are valuable for students in the youth ministry program to hear. Perhaps somewhat paradoxically though, students quite appropriately put a high value on quality interaction with the professor. Achieving these twin goals, our program is structured in modules, half-semester (called blocks), and semesters, enabling Olivet to bring in a variety of complementary voices that the youth ministry community appreciates and the student deserves to hear.

- Mentoring goes “way beyond” mere programming. The mentoring model in the M.A. program in Youth Ministry can and should become a lifelong style for productive ministry. The student should learn a mode of human interaction that sustains in later life and ministry, both as one who mentors and as one who is mentored.
- Lifelong learning is a goal in giving the individual the tools and a renewed desire to become “global Christians” who possess the tools and seek to understand the ever-changing climate of our global community.

#### Program Format

More than most master’s degree programs, the M.A. in Youth Ministry uses a wide assortment of course formats and teaching methods: intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. For a more detailed explanation of the various course formats, please refer to “Academic Policies: Program Formats”.

While students in the M.A. program in Youth Ministry take a few modular courses during their first year, they take all their courses as modules during their second year. This allows the second-year students to engage in their mentored youth ministry experience on a full-time basis and gives them the option to do that mentored experience at locations quite distant from Olivet’s campus in Bourbonnais, Illinois. The program culminates in an Integrated Seminar during August of the second year, where the students present their projects and bring all the facets of their Olivet education in Youth Ministry into a coherent whole.

- 610 – Christian Worship
- 621 – Expository Writing for Graduate Students
- 624 – Cross-Cultural Ministry
- 631 – Life Management & Personal Renewal
- 650 – Advanced Homiletics
- 652 – Principles of Management  
or 658 – Organizational Behavior
- 654 – Introduction to Counseling
- 670A – Mentored Ministry I
- 670B – Mentored Ministry II
- 674 – Pastoral Care and Counseling
- 692 – Clinical Pastoral Education
- PSYC 640 – Marriage and Family Relations
- THEO 607 – Theology of Ministry
- 612 – Ethics in Practice
- 693 – Contemporary Issues in Theology
- BLIT electives (6 hours)
- CHED electives (3 hours)
- THEO electives (9 hours; at least one course must be in religious history)
- Free electives (6 hours)

**Note: a cumulative grade point average of 3.0 or better is required to complete this program. No course counting toward graduation may carry a grade of less than B-.**

#### Program Format

The M.Div. at Olivet follows a variety of time periods, course formats, and teaching methods; intensive modules, half-semester courses, full-semester courses, lecturing, mentoring, internships, seminars, papers, and projects. It should be noted that the majority of courses last a semester. To complete this program, the student must be able to commute regularly to Olivet’s home campus in Bourbonnais. For a more detailed explanation of the various course formats, please refer to “Academic Policies — SGCS: Program Formats”.

#### Time Limits

The maximum time allotment for completion of this program is six years.

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## Master of Divinity

### **Carl M. Leth, Ph.D., Coordinator**

The Master of Divinity (M.Div.) degree is widely known among many graduate institutions of theological education for its role in the preparation of ministers. The purpose of this program is to prepare men and women for Christian ministry in many different contexts while being particularly friendly to preparation for service as chaplains—in the U.S. military, in hospitals, and in other situations. The course of study in the M.Div. provides a comprehensive education in Bible, theology, church history, and practical studies. It also features the requirement for “mentored ministry” in which a student engages in ministry under the guidance and direction of experienced ministerial guides. As with the other ministerial master’s degrees at Olivet, the M.Div. integrates the academic study with the mentored ministry to provide a comprehensive ministerial education.

In addition to specific chaplaincy courses, the student has the opportunity to use the mentored ministry courses in chaplaincy settings. For students with the goal of hospital chaplaincy, this may be particularly helpful. However, the student can also do the mentored ministry in local church settings; some positions, such as the military chaplaincy, may prefer the student to have local church ministerial experience as part of their background. The program can be completed on a three-year or four-year plan.

Potential applicants should carefully compare the M.Div. with the M.A. in Pastoral Ministry. Similar in design and practice, the two programs meet different needs. To read more about the difference between the two programs, visit [www.epworthpulpit.com](http://www.epworthpulpit.com), click on “Educational Opportunities”, and read the M.Div. program description.

#### **78 hours**

#### **Required:**

- BLIT 632 – Cultural/Historical Influences and Biblical Interpretation
- CMIN 605 – Introduction to Chaplaincy

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## Master of Arts: Biblical Studies

### **Larry E. Murphy, Ph.D., Coordinator**

The Bible is central to the Christian faith and especially to the Christian faith of Protestants, including the Church of the Nazarene. The study of the Bible, as an essential feature of all serious study of the Christian faith, is a key part of the heritage of Olivet Nazarene University. The integrity and seriousness of the M.A. in Biblical Studies not only reflects that heritage but enhances it.

The M.A. program in Biblical Studies centers on three basic components: (1) critical studies in such areas as biblical history as well as the origin, authorship, and composition of the biblical texts in their cultural contexts; (2) skills essential to the study of the Bible and to its exegesis as an ancient text, including skills in Greek and/or Hebrew grammar; and (3) theological interpretation necessary to exegete the Bible for preaching and faith. The theological area also asks how the Bible has been interpreted in the post-biblical world, especially by the church but also by the larger culture. In addition, the curriculum begins with an introduction to research and ends with a thesis.

Area ministers who are already serving as pastors or in other forms of Christian service may wish this graduate degree in Biblical Studies to enhance their scholarly biblical understanding and thus to meet continuing education expectations as well as to upgrade their effectiveness as ministers and preachers. Persons wishing to integrate their spiritual life with rigorous biblical scholarship should find this degree significant. Students taking this degree for ministerial enhancement or spiritual growth should remember that by entering this master's degree program in biblical studies, they are committing themselves to the academic dimension of biblical study. Students are encouraged to become serious and reflective life-long students of the Bible who grow spiritually, think clearly, and serve redemptively.

The M.A. in Biblical Studies requires students to develop their research skills and their competency in writing scholarly papers. The program includes both the Old and the New Testament, with the flexibility to emphasize (but not exclusively) one or the other.

### **36 hours**

#### **Required:**

BLIT 632 – Cultural/Historical Influences and Biblical Interpretation

THEO 606 – Introduction to Theological Research

THEO 693 – Contemporary Issues in Theology

BLIT electives – 21 hours, including a minimum of 6 hours each of Old Testament and New Testament and a minimum of 3 hours in biblical theology

THEO elective (3 hours)

BLIT 699 – Thesis

***At least 2 BLIT or THEO courses (excluding THEO 606) require the use of either Hebrew or Greek in dealing with the biblical text. A cumulative GPA of 3.0 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a B-.***

#### **Class Formats**

Many of the courses required to complete the Master's program in Biblical Studies meet just once a week for a semester at Olivet's campus, generally on Tuesday or Thursday (one course on Tuesday evening, a second course on Thursday evening, and a third course either on Tuesday or Thursday afternoon), but also, on occasion, on Monday evening. In some cases they will meet every other week during the semester, with required, computer-based work between the sessions. In still other cases, they will meet twice a week during the semester. These courses are typically seminar style, allowing for dynamic discussion and reflection within the course.

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## **Master of Arts: Religion**

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### ***Stephen T. Franklin, Ph.D., Coordinator***

The rich heritage of academic excellence that defines Olivet Nazarene University is clearly manifested in Olivet's Master of Arts degree in Religion. It comes to life in the relevant, real-world content of the coursework, in the impeccable credentials and sense of commitment of faculty, and in the impressive achievements of the program's alumni.

The Master of Arts degree in Religion program is taught by leading scholars in the Nazarene denomination with some scholars from other traditions as well. They are very active in professional organizations and scholarly research, contributing original work to the academic community. The M.A. in Religion provides professional knowledge, practical decision-making abilities, and vision to handle a variety of

leadership positions for leaders in today's church or for those preparing for leadership in tomorrow's church.

The strong academic focus of the M.A. program in Religion at ONU provides a solid foundation for further graduate work and for Christian ministry. Flexibility in required courses allows you to customize your program, including a concentration in biblical studies, a concentration in theology, or a personalized, general program in biblical studies and theology. A small student/professor ratio allows for wholesome interaction with both professors and other students.

### **30 hours**

#### **Required:**

BLIT 632 – Cultural/Historical Influences and Biblical Interpretation

THEO 606 – Introduction to Theological Research

THEO 693 – Contemporary Issues in Theology

BLIT electives (6 hours)

THEO electives (6 hours)

Additional electives from the School of Theology and Christian Ministry (9 hours)

***A cumulative GPA of 3.0 is required for graduation from the program, and no course counting toward graduation may carry a grade of less than a B-.***

#### **Program Format**

Students will select, in consultation with the adviser or program coordinator, the courses required to fulfill the degree requirements. Normally, however, the courses are to be chosen from the graduate-level courses in biblical literature and theology offered at Olivet. Students may, with the guidance of their adviser, include up to three graduate-level ministry courses (9 semester hours) in their M.A. program. Ministry courses bear the prefixes CMIN, YMIN, or CHED. A concentration in either biblical studies or theology requires 18 semester hours in the respective area of concentration (and for the biblical studies concentration, one year of a biblical language prior to beginning the program).

Most courses in the M.A. in Religion program meet in traditional formats. The program also requires one module, although students have the option to take additional modules as electives. For a more detailed explanation of the different course formats, please refer to "Academic Policies: Program Formats".

#### **Program Objectives**

The M.A. in Religion program aims to:

- Assist students in developing advanced skills for exegesis, interpretation, and theological understanding of the Bible.
- Encourage students to do competent research and writing.
- Develop in students an appreciation for and understanding of the history and theology of the Christian tradition.
- Develop in students an appreciation for and understanding of the history and theology of the Wesleyan holiness tradition.
- Develop in students an understanding of contemporary issues in Biblical studies and theology.
- Motivate students to become lifelong learners who grow spiritually, think clearly, and serve redemptively.

## Nursing — SGCS

**Patricia A. Nielsen, D.N.P., Director of Nursing Programs  
- SGCS**

A master's degree forms the basis for advanced nursing practice, continued professional development, and further graduate study in a marketplace that shows increasingly high demand for these professionals, as directors and assistant directors of nursing, clinical specialists, nurse practitioners, consultants, supervisors, head nurses, in-service educators, and faculty members.

The purpose of Olivet's graduate program leading to an MSN degree is to provide a curriculum plan for guiding the learner with the intention of broadening the theoretical knowledge base of the learner in preparation for a leadership role and/or doctoral study. The nurse at the master's level develops, tests, and evaluates concepts relevant to nursing; critically examines concepts and theories in relation to health issues; initiates nursing research; and practices nursing in a leadership role. MSN graduates are expected to be (a) ethical, moral, and spiritual professionals who serve as leaders and change agents; (b) life-long learners committed to personal, professional, and spiritual growth; and (c) individuals capable of providing leadership through service to God and humanity in advanced practice roles and settings.

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### Master of Science in Nursing

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The MSN program provides education and experience in three specific areas: education, management/leadership, and family nurse practitioner. All learners are provided the opportunity to learn the theoretical base of nursing science while participating in practicum experiences that will heighten their professional readiness for their career. In addition, various healthcare settings are utilized for practicums in the three areas.

#### **35-44 hours**

##### **Required:**

- NRS 614 – Health Promotion & Disease Prevention
  - 616 – Political & Social Implications of Health Care
  - 617 – Leadership Role Development
  - 618 – Ethical Leadership Seminar
  - 626 – Moral/Ethical Decision Making
  - 653 – Theoretical and Professional Foundations for Nursing
  - 656 – Evidenced Based Research Proposal Development

Plus completion of one of the following specialty tracks:

##### **Education specialty track:**

- NRS 621 – Teaching Roles and Strategies
  - 622 – Curriculum Design, Assessment, & Evaluation
  - 624 – Evaluation in Nursing Education
  - 651 – MSN Practicum

##### **Management/Leadership specialty track:**

- NRS 631 – Nurse as a Leader & Manager of Care
  - 646 – Healthcare Financial and Resource Management
  - 647 – Transforming Leadership in Nursing
  - 651 – MSN Practicum

##### **Family Nurse Practitioner specialty track:**

- NRS 661 – APN Roles and EBP

- 662 – Advanced Health Assessment
- 663 – Advanced Pathophysiology
- 664 – Advanced Pharmacology
- 665 – FNP Practicum

***A student with a failing grade in NRS 618 must retake the course and receive a passing grade before entering the specialty track courses.***

#### **Program Objectives**

In the MSN program, learners and faculty establish the teaching-learning process. Learners are encouraged throughout the program to plan their own learning opportunities. Learners, with the assistance of faculty members, are expected to identify personal goals consistent with the program goals, plan experiences, and evaluate the achievement of goals. Program evaluation is a continuous process shared between and among students, faculty, and consumers. The program objectives and indicators (outcomes) are to

- An ethical, moral, and spiritual professional.
- A life-long learner committed to personal, professional, and spiritual growth.
- An individual capable of providing leadership through service to God and humanity in advanced practice roles and settings.
- A leader and change agent.

#### **Program Goals**

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the MSN nursing major are to prepare graduates to:

- Serve God and humanity in advanced practice roles and settings.
- Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
- Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.
- Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.

#### **Other Program Guidelines**

All FNP students are required to interview with the FNP Coordinator prior to the start of the MSN Program. The interview will consist of a criminal background check, physical, and a hair drug screen. All aspects of the interview must be passed successfully in order to be accepted into the program. If a student desires to start the FNP program after their acceptance into the MSN and is in another nursing track, they must then go through the interview process. All FNP students are to complete a total of 500 clinical/practicum hours, satisfactorily, by the conclusion of the program. All MSN students that are in the education track have at least 120 practicum hours that need to be completed, satisfactorily, by the end of their track specialty and hours must be with a School of Higher Education focus. This can be accomplished either through an ADN or a BSN program. Your preceptor is required to have their MSN. All MSN students in the Leadership track must complete their practicum hours with a Master's prepared nurse with a focus in leadership. All MSN and FNP students must implement and complete an evidence-based research project as a requirement for graduation from ONU.



In the MSN program, no more than two (2) C's are permitted in the coursework. A third C requires the learner to repeat one of the three courses. Only ONE repeat of any course due to withdrawal, failure, or a third C is allowed during the program.

All FNP candidates must maintain a B average (86%) in the didactic portion of all FNP courses. If the learner fails to maintain a B average in the didactic portion of the FNP program, a repeat of the course will be allowed to improve the grade. Only ONE repeat of any course due to withdrawal or failure is allowed during the MSN or FNP program. Failure to demonstrate meeting any of the above standards will result in student withdrawal by the Director of the Nursing Programs - SGCS. Students will be given the opportunity to reapply for admission to the nursing program. All FNP students are required to attend an ANNC review course located on the main campus of ONU at the completion of the program.

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# Undergraduate Programs — SGCS

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## General Education Requirements, Undergraduate Programs — SGCS

To ensure that the student has a broad base of experience and knowledge in a variety of fields of human activity, and to carry out the aims of Christian education as outlined in its institutional objectives, Olivet Nazarene University requires courses in seven areas of study for students completing bachelor's degrees. The General Education requirements for undergraduate programs in the School of Graduate and Continuing Studies parallel the requirements for traditional undergraduate programs (detailed in Chapter 2), but are adjusted as follows:

1. **Christianity** (6 hours)  
BIBL 315 - Understanding the Bible  
THEO 400 - Faith and Contemporary Issues
2. **Communication** (9 hours)  
English Composition I, II - 6 hours  
Speech - 3 hours
3. **Social Sciences** (6 hours)  
Western Civilization - 3 hours  
Social Science (Economics, Sociology, Psychology,  
Political Science) - 3 hours
4. **International Culture** (6 hours)
5. **Literature and the Arts** (6 hours)  
Literature - 3 hours  
Fine Arts - 3 hours
6. **Natural Science and Mathematics** (9 hours)  
Biological Lab Science - 3 hours  
Physical Lab Science - 3 hours  
Mathematics - 3 hours
7. **Personal Health** (3 hours)

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## Bachelor of Science in Nursing

### **Patricia A. Nielsen, D.N.P., Director of Nursing Programs - SGCS**

Olivet's School of Graduate and Continuing Studies offers the Bachelor of Science in Nursing (BSN) degree program for registered nurses who have earned either an associate's degree in nursing or a diploma in nursing and desire to advance their personal and professional goals. The bachelor's degree is required for graduate study and is helpful for career advancement. The BSN is a degree-completion track program that focuses on the health continuum across the lifespan of clients, including individuals, families, and communities.

Through a carefully designed sequence of learning experiences, classroom instruction, homework, and discussion boards, learners develop individual and team skills and focus on applying their knowledge and skills in their practice setting. The BSN curriculum is designed with value placed upon the previous learning and professional experiences of the RN student.

The curriculum of the program is designed to build upon previous learning and professional experiences of the student. The program provides an integrated educational experience consisting of a foundation of liberal arts/general education content areas relevant to the learners' major field.

The University strives to provide a degree program that requires mastery of learning outcomes and is designed to produce spiritual, personal and professional growth. The curriculum is based on the Olivet Nazarene University Department of Nursing's mission philosophy and conceptual framework.

### **38 hours**

#### **Required:**

BIBL 315 – Understanding the Bible  
NRSG 301 – Introduction to Informatics and Baccalaureate Nursing  
326 – Community Health Nursing  
342 – Transcultural Nursing  
355 – Health Assessment/Pathophysiology  
395 – Nursing Research  
436 – The Global Community  
441 – Advanced Adult Health Nursing  
445 – Families in Crisis  
463 – Leadership/Management in Nursing  
470 – Issues in Health Care, Law, and Ethics  
THEO 400 – Faith and Contemporary Issues

#### **Required Supporting Courses:**

BIOL 246 – Human Anatomy and Physiology I  
247 – Human Anatomy and Physiology II  
356 – Microbiology  
CHM 105 – Basic Concepts of Chemistry  
GNS 312 – Strategies for Student Success  
MTH 120 – Statistics  
PSYC 200 – Lifespan Human Development  
SOCY 120 – Intro to Sociology

***A minimum grade of B- is required in GNS 312 in order to continue in the program. A course may be repeated once with permission from the Director of Nursing Programs - SGCS. In order to progress to the next Nursing level (from 300 to 400 level courses), learners must receive a grade of C (2.0) or higher in each course of the Nursing major and in MTH 120. A cumulative grade point average of 2.75 is required to progress in the Nursing courses and to graduate with the Bachelor of Science in Nursing degree.***

#### **Transfer of Credit Policy**

A maximum of 82 semester hours (or equivalent quarter hours) may be accepted from community/junior colleges as transfer credit to the BSN degree-completion program at Olivet. Only courses with a grade of C- or above are eligible for transfer consideration. Students who have not completed the six-hour Christianity core general education requirement prior to entering the BSN program must take Olivet's BIBL 315 -

Understanding the Bible and THEO 400 - Faith and Contemporary Issues as part of the packaged program.

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## Bachelor of Science: Practical Ministries

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**Ryan Spittal, D.B.A., Coordinator**

In collaboration with the Education Department of The Salvation Army Central Territory, Olivet Nazarene University offers a Bachelor of Science degree in Practical Ministries (BSPM). The program is designed specifically for officers of The Salvation Army. The goal of the program is the preparation of learners at the bachelor's degree level for ministry that confronts society as a whole while focusing on religious, social, and cultural issues, especially as they relate to The Salvation Army.

Learners are involved in concentrated studies during week-long seminars, offered during May and August, with experts in the field of practical ministries. Instructors include faculty from Olivet as well as qualified personnel from The Salvation Army. Work relating to these seminars and various aspects of practical ministries as carried on by The Salvation Army are assigned as work study projects. The purposes of the BSPM program are to:

- Assist learners in the continuing development of the skills of understanding and communicating the Biblical message to everyday circumstances, especially the difficult spiritual, social, and economic circumstances of the needy.
- Help learners develop a personal growth plan — spiritually, socially, and professionally.
- Encourage learners to do competent research and writing in the areas of practical ministry, such as pastoral care and social service, including programs of enrichment for seniors, youth, and ministry management.
- Foster the continued development of those skills necessary for community leaders in the fields of pastoral leadership (both in church and institutional settings), social welfare ministries, community service ministries and development, and public relations responsibilities.

**30 hours**

**Required:**

Select 10 of the following 12 courses:

- PRM 306 – Principles of Management
- 310 – Discipling
  - 316 – Worship and Preaching
  - 360 – Youth and Family Ministry
  - 402 – Organizational Behavior
  - 403 – Spiritual Formation and Personal Development
  - 410 – Counseling
  - 417 – Community Relations
  - 421 – Faith in Action Through Social Work
  - 424 – Cross-Cultural Ministry
  - 432 – Chaplaincy for Crisis Response
  - 471 – Family Dynamics and Intervention

**Transfer of Credit Policy**

Up to 98 semester hours (or equivalent quarter hours) may be accepted from the College for Officer Training (CFOT) or other accredited colleges

and universities. Only courses with a grade of C or above are eligible for transfer consideration.

**Time Limit**

Coursework for May seminars must be completed and submitted to instructors no later than the end of November (dates to be assigned). Coursework for August seminars must be completed and submitted to instructors no later than the end of February (dates to be assigned).

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## Bachelor of Business Administration

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**Matt Dwyer, M.B.A., Director**

The Bachelor of Business Administration (BBA) is a degree-completion program designed for working adults who possess work experience in general business/industry-related fields and an Associate of Arts degree, an Associate of Science degree, or a minimum of 60 transferable semester hours.

The program is designed for adults who seek to build upon their educational foundations and work experience to enhance their personal and professional career objectives. It provides learners with an integrated educational experience in the functional areas of business and prepares learners for graduate study in the Master of Business Administration program or the Master of Organizational Leadership program.

The core curriculum exposes students to the qualitative and quantitative aspects of business administration, including human resources, finance, economics, and marketing. Throughout the program, the learner's experience is drawn upon to focus on issues and to integrate academic coursework and ethical values with practical applications.

Learners develop skills through a carefully designed sequence of learning experiences, including workshops and homework assignments. The program requires the development of individual and group skills, and focuses on the application of knowledge and skills in the work environment. The programs objectives are to enhance the student's ability to:

- Apply critical thinking skills to identify and to develop solutions for problems.
- Apply theoretical concepts to real-life business situations for both quantitative and qualitative solutions.
- Apply effective decision-making skills based upon an understanding of the total enterprise, social responsibility, and business ethics.
- Clarify and develop an individual philosophy of ethics, both personal and professional, and apply it to managerial situations.
- Access and utilize current technology to increase managerial ability in order to achieve short-term and long-range business objectives.
- Expand individual qualitative, human-relations abilities, as well as individual quantitative abilities, in preparation for cross-functional roles within an organization.

**57 hours:**

**Required:**

- BBA 302 – Statistics for Managers
- 305 – International Economic Systems
  - 311 – Interpersonal Leadership
  - 312 – Advanced Strategies for Success
  - 313 – Management Theory and Practice
  - 319 – Organizational Behavior
  - 325 – Business Law for Managers

403 – Marketing Management  
 405 – Corporate Finance  
 406 – Financial Accounting for Managers  
 407 – Managerial Accounting  
 435 – Human Resources Management  
 480 – Leadership and Ethics  
 485 – Business Policy and Strategy  
 BIBL 315 – Understanding the Bible  
 BUS 485 – Career and Portfolio Development  
 THEO 400 – Faith and Contemporary Issues

***A student must have a GPA of 2.0 after the program's first two (2) classes (BBA 311 and BBA 312). Student's who do not have a GPA of 2.0 after these classes will be put on academic probation. Failure to raise a student's GPA to 2.0 after an additional two (2) classes will result in removal from the program. Students who have not completed the six-hour Christianity core general education requirement prior to entering the BBA program must take Olivet's BIBL 315 Understanding the Bible and THEO 400 Faith and Contemporary Issues as part of the packaged program.***

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## Associate of Arts in Business

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***Matt Dwyer, M.B.A., Director***

The Associate of Arts degree in Business (AAB) provides business foundations for working adults who are in the early stages of the college experience. It prepares learners for the Bachelor of Business Administration (BBA) program described above in this section.

### **64 hours**

#### **Required:**

ACC 102 – Introduction to Accounting Principles  
 BIBL 105 – Introduction to Christianity  
     205 – Introduction to the Bible  
 BUS 110 – Leadership in Business  
     120 – Legal and Social Environment of Business  
     128 – Introduction to Finance  
     150 – Basic Spreadsheet and Database Applications  
 COM 105 – Oral Communication  
 ECN 101 – Introduction to Business Economics  
 ENG 150 – Special Topics in Expository Prose and Research  
     204 – World Literature  
     210 – Introduction to Business and Technical Writing  
 FIN 105 – Fine Arts  
 GEO 121 – Physical Geography  
 GNS 111 – Intrapersonal Leadership  
     112 – Strategies for Success  
 HIS 210 – Western Civilization  
 MTH 116 – Introduction to Statistics  
     117 – Finite Math  
 PED 170 – Adult Wellness  
 PSY 204 – Industrial/Organizational Psychology

***A student must have a GPA of 2.0 after the program's first two (2) classes (GNS 111 and GNS 112). Student's who do not have a GPA of 2.0 after these classes will be put on academic probation. Failure to raise a student's GPA to 2.0 after an additional two (2) classes will result in removal from the program.***

### **Program Objectives**

The Olivet Nazarene University AAB graduate is prepared to

1. Build a broader perspective of the world through exposure to various liberal arts studies such as literature, biology, economics, communications, history, and psychology.
2. View general studies as essential in the development of a well-rounded mind and person.
3. Develop basic skills in math and English as preparation for advanced learning in business.
4. Review the liberal arts while focusing attention toward the relevancy of business topics in today's commercial world.
5. Apply critical thinking skills to identify problems and to develop problem-solving abilities.
6. Apply theoretical concepts to real-life business situations for both quantitative and qualitative solutions.
7. Develop effective decision-making skills based upon an understanding of the total enterprise, social responsibility, and business ethics.
8. Clarify and develop an individual philosophy of ethics, both personal and professional, and apply it to managerial situations.
9. Access and utilize current technology.
10. Pursue a bachelor's degree within Olivet's School of Graduate and Continuing Studies.

## Chapter 10

# Course Descriptions — School of Graduate and Continuing Studies

## 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 — Graduates only
- 900 — Doctoral students only

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## Accounting

### **ACC 102 — Introduction to Accounting Principles. 3 hours.**

The goal of this course is to provide learners with a background and knowledge base to enable them to interpret and use financial statements. This course examines the theory underlying the preparation of financial statements otherwise known as Generally Accepted Accounting Principles (GAAP), as well as the sources of GAAP. In addition, the course takes a close look at the balance sheet, income statement, statement of stockholder's equity, and the statement of cash flows and examines the typical types of items contained on each statement. The course also introduces learners to tools that can be used to analyze financial statements to evaluate strengths and weaknesses of a company.

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## Biblical Literature

### **BIBL 105 — Introduction to Christianity. 3 hours.**

This course is designed to explore the beliefs and practices of the Christian faith from the point of view of an observer who may have had only cursory previous contact with the faith. It will also provide insight into the learner who is a Christian believer, but who has never had the opportunity to view the faith as a whole. The meaning of faith, the personal and corporate disciplines that foster spiritual life, the believer's implicit and explicit relationship to other Christians and the Christian church, and the formative place of Scripture in Spiritual life will be addressed.

### **BIBL 205 — Introduction to the Bible. 3 hours.**

This course provides for students unfamiliar with the Bible an introduction to its structure and message. Major themes, including the covenant community, the human dilemma, the activity of God in human

society, and the culmination of human history are explored in a consecutive survey of the books of the Bible. Emphasis will be placed on the meaning and historical context of major events and the importance and significance of key persons in the Bible.

### **BIBL 315 — Understanding the Bible. 3 hours.**

This course is a survey of the major genres of literature in the Bible, and an introduction of principles of interpretation for each genre. Students will trace six major themes through the Bible in order to get an overview of the whole. The course gives special attention to the concept of the covenant community and to the centrality of Jesus as the focus of the whole. The course provides many opportunities for students to apply key lessons to their own lives.

### **BLIT 601 — The Ancient World. 3 hours.**

This course focuses on the historical, philosophical, political, cultural, and social contexts in which and to which the Biblical texts were written. Particular attention is given to the comparative study of selected topics (from either the Ancient Near East or the Greco-Roman world) with reference to either the Old Testament or the New Testament. Included are the critical reading and evaluation of primary sources from the respective era, which are appropriated in the exegetical study of selected Biblical passages. This course may be repeated with a different subtitle.

### **BLIT 604 — Introduction to Old Testament. 3 hours.**

An introductory course designed to examine the content of and methods for studying the Old Testament (Hebrew Bible). 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. The course includes an overview of the content of selected books of the Old Testament as well as some examination of its major theological themes.

### **BLIT 605 — Current Methodologies in Biblical Studies. 3 hours.**

This course presents an in-depth exploration of critical methodologies that are currently being used in Biblical studies. A given course may give attention to one or more methodological approaches to the interpretation of Scripture. Areas of concern may range from grammatical-historical methodological approaches to the more recent focus on literary criticism. The course examines philosophical and theological understandings that underlie the various methodologies and demonstrate, by the examination of specific Biblical texts, how diverse approaches influence our understanding of and appreciation for Scripture. This course may be repeated with a different subtitle.

### **BLIT 609 — Introduction to New Testament. 3 hours.**

This course introduces the student to critical issues in and resources for New Testament studies, encourages thoughtful dialogue with scholarly literature, exposes the student to the various contexts (cultural, philosophical, religious, social, etc.) in which the New Testament texts were written, and gives attention to the historical backgrounds, genre, message, and significant persons of the New Testament texts. Some

attention will be given to comparing major theological themes and passages of the New Testament.

**BLIT 612 — Deuteronomistic History. 3 hours.**

Examines 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, are examined. Attention will be given to the critical study of the compositional history of the Deuteronomistic History. Selections of the principal 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. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 615 — Theological Interpretation of Scripture. 3 hours.**

This course presents an examination of the issues and methods in the understanding and interpretation of theology within a selected Biblical corpus. Specific attention is given to the critical evaluation of the following: various understandings of theology, the place and role of theology within a Biblical text, different approaches to the interpretation of theology as found in selected books of the Bible, and the scope of theological reflection within Biblical studies. Included in the course is the development of methodology that accounts both for the integrity of the Biblical text and for ongoing theological dialogue. This course may be repeated with a different subtitle.

**BLIT 621 — New Testament Exegesis. 3 hours.**

In this course, principles of sound Biblical interpretation are taught and applied to the exegesis of selected portions of the New Testament as preparation for preaching, teaching, or other avenues of Christian ministry. This course may be repeated with a different subtitle.

**BLIT 622 — 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, and major theological themes of apocalyptic literature and the book of Revelation will be addressed. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 625 — Old Testament Studies. 3 hours.**

This course presents a study of significant areas of contemporary and enduring interest concerning the Old Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. This course may be repeated with a different subtitle.

**BLIT 626 — New Testament Studies. 3 hours.**

A study of significant areas of contemporary and enduring interest concerning the New Testament. The course integrates historical understanding, exegetical skills, and theological insight appropriate to the topic studied and may deal with such areas as a specific book, theme, or historic period. May be repeated with a different subtitle.

**BLIT 630 — Advanced Topics in Biblical Studies. 3 hours.**

This course allows for advanced work either in a selected topic within Biblical studies or in a selected corpus of Biblical literature. This course may be repeated with a different subtitle.

**BLIT 632 — Cultural/Historical Influences and Biblical Interpretation. 3 hours.**

A critical exploration of the ongoing relationship between changing cultural/historical trends, interests, and understandings and the study of the Bible. Specific interpretative methodologies and assumptions involving the world behind, within, and in front of the text will be explored. Special attention will be given to current interpretative interests and methods and their implications for the church and society. Interpretative methods and transitions in interpretation will be demonstrated in relation to the study of specific biblical texts.

**BLIT 645 — Old Testament Theology. 3 hours.**

An examination of the Old Testament as Scripture of the Christian Church in order to hear and understand the biblical testimony to God and his revelatory and reconciling work in the world. The history of the discipline is discussed, including 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. The course also contains an in-depth study of the major theological themes of the Old Testament, including covenant, grace, faithful response to God, sin and accountability, holiness, and hope for the future, as well as a reflective analysis of the theological role of the Scripture for today amid various and shifting cultural concerns. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 646 — 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. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 652 — Biblical Interpretation. 3 hours.**

Exploration of the science and art of biblical interpretation in terms of theory, methods, and application. Attention will be given to the history of interpretation and its relation to broader changes of understanding in scholarship and culture at large. The course will involve research and writing with an emphasis upon the variety of hermeneutical strategies for reading the Bible.

**BLIT 667 — 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. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 668 — Pauline Epistles II. 3 hours.**

An exegetical study of Galatians, 1 and 2 Corinthians, Ephesians and Philippians. The course will consider the background provided in Acts. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 671 — 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. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 674 — Johannine Literature. 3 hours.**

An exegetical study of the gospel and epistles of John and the Book of Revelation. The study is based on the English translation. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 675 — Luke and 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. This course requires significant research and writing and may be repeated with a different subtitle.

**BLIT 684 — Readings in Biblical Studies. 1 hour.**

This course allows for independent reading and study in a topic within Biblical studies. It must be taken concurrently with and supplementary to a graduate course in Biblical studies. Permission for enrollment must be granted by the course professor and the program coordinator. This course may be repeated with a different subtitle.

**BLIT 699 — Thesis. 3 hours.**

Requires the completion of a 50–75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist.

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**Business**

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**BBA 302 — Statistics for Managers. 4 hours.**

This course provides a practical introduction to the tools needed to perform basic analysis of critical organizational data related to issues of quality control and decision-making. Topics covered include graphic and tabular summarization, measures of central tendency and dispersion, sampling distributions and estimation, hypothesis testing, analysis and variance, nonparametric methods, and regression analysis.

**BBA 305 — International Economic Systems. 4 hours**

This course provides an examination of the alternative forms of economic organization that exist around the world. Areas of emphasis include the existing variations in the demographic 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.

**BBA 311 — Interpersonal Leadership. 3 hours**

An overview of important concepts of self-management and awareness of effective skills for implementation in college level study. Throughout the course, advanced critical thinking, problem-solving and communication skills are emphasized in the exploration and evaluation of significant ideas. The course is designed to assist individuals at the Bachelor's completion level of study as they set the stage for success by focusing on ways to develop a healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying and relaxing.

**BBA 312 — Advanced Strategies for Success. 3 hours.**

The objective of this course is to develop effective skills for implementation in the junior and senior college level study in the accelerated Bachelors Degree Completion program. Course assignments are designed to assist learners as they set the stage for success by focusing on development of constructive strategies for working and studying. Topics addressed will include: advanced writing development in various formats, conducting library research and using proper APA format; computer and BlackBoard review; advanced presentation skills,

including Power Point training if needed; and ONU policies and procedures. A degree completion plan will be developed for each learner.

**BBA 313 — Management Theory and Practice. 3 hours.**

This course provides the student with an overview of management and leadership processes within an organization. The principles of planning, organizing, staffing, directing, controlling, and team development and team-building are applied to a comprehensive group project. Students develop an understanding of the role of the manager in contemporary organizations.

**BBA 319 — Organizational Behavior. 3 hours.**

In this course, learners analyze the behavior of people in organizations. Organizational motivation, group behavior, group dynamics, communication, and decision-making are explored in the context of individual and group behavior. Group projects and presentations are assigned.

**BBA 325 — Business Law for Managers. 4 hours.**

This course provides a study of legal topics needed by all managers and entrepreneurs, including business tort and crimes, contracts, sales, agency, employment law, credit, and bankruptcy. Additionally, this course reviews the three basic structures of a business: sole proprietorship, partnership, and corporation.

**BBA 403 — Marketing Management. 4 hours.**

In this course, learners study marketing theory that presents a strategic overview of marketing concepts. Learners 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 within the domestic and global economy. Assignments include individual and group projects and presentations.

**BBA 405 — Corporate Finance. 4 hours.**

The course begins with principles of finance and moves toward topics such as leasing, mergers, and multinational finance. The theory of finance is applied to investment instruments, including stocks, bonds, options, and futures markets. Capital budgeting, cost of capital, valuation, and risk are also studied at advanced levels of analysis.

**BBA 406 — Financial Accounting for Managers. 4 hours.**

A theoretical and practical analysis of principles, techniques, and uses of accounting in the planning and control of business organizations is explored. Topics include a review of the accounting cycle and financial statements, effects of General Accepted Accounting Principles, time value of money concepts, accounting for cash, receivables, inventory, property and equipment, and intangible assets. Emphasis is placed on the use of the computer as a tool to provide critical information for decision-making.

**BBA 407 — Managerial Accounting. 4 hours.**

This course provides learners an opportunity to study 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.

**BBA 435 — Human Resource Management. 3 hours.**

This course covers the development of current policies, practices, and techniques necessary to ensure effective personnel management in complex organizations. There is an emphasis on the role of operating supervisors, executives, and the union in researching such challenges as employee selection, training, placement, wage and salary administration, promotion, fringe benefits, employee services, and management-labor relations.

**BBA 480 — Leadership and Ethics. 3 hours.**

The focus of this course is on clarifying the distinction between management and leadership by examination of different models of leadership and the integration of Christian ethical principles into various functional topics.

**BBA 485 — Business Policy and Strategy. 3 hours.**

This is a capstone course designed to assess the ability of learners to integrate and apply the business principles and other skills learned throughout the BBA program. Learners demonstrate these abilities through participation in an online global business simulation that requires them to analyze strategies deployed by a specific organization. In addition, learners will study a selected business organization and write a business strategy report based on that study.(6 weeks)

**BSNS 600 — Executive Strategies for Success. 2 hours.**

Introduction to the rigors of the graduate program. Course assignments are designed to assist learners as they set the stage for success by focusing on development of constructive strategies for working and studying. In addition to the Myers-Briggs Type Indicator Assessment used in conjunction with Emotional Intelligence exercises, the learner will utilize *The Seven Habits of Highly Effective Managers*<sup>™</sup>, a program developed by the FranklinCovey organization.

**BSNS 612 — Graduate Strategies for Success. 3 hours.**

The objective of this course is to develop effective skills for implementation at the graduate level. Course assignments are designed to assist learners as they set the stage for success by focusing on development of constructive strategies for working and studying. Topics addressed include: graduate level writing development in various writing formats; conducting advanced library research and a review of proper APA format; computer and BlackBoard training including various software packages that may enhance the overall learning process; Myers-Briggs Type Indicator Assessment (MBA program only); advanced presentation skills with Power Point training, if needed; information on degree completion, ONU policies, and procedures.

**BSNS 615 — Understanding and Creating Successful Programs. 3 hours.**

This course is designed to expose learners to elements of organizational structure, culture, and change management. Through analysis of the dynamics of the organization, learners build on the skills required to effectively impact the elements of corporate strategy. Emphasis is placed on organizational development and how leaders may be challenged to move the organization forward in the context of necessary processes, organizational history, and global intent (5 weeks online plus Weekend Seminar 2).

**BSNS 618 — Advanced Managerial Accounting. 3 hours.**

This course examines the principles, techniques, and uses of accounting in the planning and control of business organizations (service and manufacturing) from the management perspective. Budgetary processes and related performance evaluation techniques, cost volume-to-profit relationships, and product costing methods are examined.

**BSNS 619 — Advanced Marketing Management. 3 hours.**

This course is a study of marketing from a strategic management perspective, presenting a managerial approach to the role of marketing within business firms and nonprofit organizations. Emphasis is placed on strategic evaluation of internal (marketing mix) and external (competitive, economic, and social) forces. Learners have the opportunity to apply analytical concepts to such areas as customer analysis and buyer behavior, product or service policy and strategy, pricing, distribution, and promotion. Learners complete an individual research project on a market research or an advertising campaign of an actual organization, a group

research project analyzing competing firms within an industry, and a computer simulation activity regarding the product life cycle.

**BSNS 620 — Organizational Communication. 3 hours.**

The theories of communication are explored in relation to the organizational environment. Topics include the process of communication, as well as aspects of small-group, interpersonal, public, and mass communication. Communication is examined with specific attention to its function within the business or organizational setting. Issues such as communication climate and job satisfaction, communication networks, emerging communication technologies, and image-making and industrial positioning are investigated. Student groups conduct communication analyses/audits of an organization to assess effectiveness and propose solutions to real-life communication problems. Oral and written presentations are made, highlighting theories and findings from communication research conducted in the workplace. This course assumes basic writing and presentational competencies. However, appropriate attention is given to the improvement and development of various communication skills.

**BSNS 624 — Management and Leadership. 3 hours.**

This course focuses on organizational theory and design, with emphasis on environmental, technological, power, contextual and internal variables affecting organizational design and performance. The course provides examination and practical application of the managerial functions of planning, organizing, motivating, and controlling, as well as an in-depth analysis of leadership. The outcome of professional and personal success in working with and leading others is achieved through text assignments, article readings and critiques, and individual and group projects and presentations.

**BSNS 625 — Managerial Statistics. 3 hours.**

This course provides a practical introduction to the tools needed to perform basic analyses of critical organizational data related to issues of quality control, production decisions, marketing effectiveness, and other business functions. Statistics are applied to organizations in terms of describing large masses of data and making inferences about data based on sampling. The topics covered in the course include descriptive statistics, probability and random variable distributions, statistical inference with interval estimates and simple hypothesis tests, correlation analysis, simple and multiple linear regression analysis, one-way ANOVA, chi-squared analysis, and statistical quality control. The majority of the analyses are performed with a statistical software package.

**BSNS 626 — Managerial Decision-Making. 3 hours.**

Reflecting how managerial decision-making problems can be formulated and solved using appropriate tools, topics in the course include modeling, decision analysis, mathematical programming, simulation, and an introduction to available computer-aided techniques. Emphasis is on showing how a manager can develop and use an analytic framework to support decisions.

**BSNS 628 — Managerial Finance. 3 hours.**

Analyses are conducted of financial problems of business enterprises, and examination is given to the formulation of financial policies. This course explores financing of current operations and long-term capital needs, income management, and expansion policies, including the financial theory of the firm, economic and institutional environments, working capital management, sources and uses of funds, capital structure, and budgeting. Case studies and spreadsheet analysis are employed throughout. *Prerequisite:* Successful completion of BSNS 629 Managerial Economics and BSNS 618 Managerial Accounting, or permission of the MBA coordinator.



**BSNS 629 — Managerial Economics. 3 hours.**

This course applies the major tools of microeconomics to problems of business and economic organization. Objectives of this course are (a) to provide an understanding of the characteristics, limitations, and uses of economic information that can be gathered for the organization and (b) to develop a conceptual framework for decision-making. Emphasis is placed on economics as an organizational tool that facilitates an understanding of the adjustment of a firm in a market system that is subject to legal and policy constraints, including broad questions of efficiency and equity, as well as the narrower focus of increasing the value of the firm.

**BSNS 633 — International Business. 3 hours.**

International Business illustrates how differing social, economic, and political institutions within countries affect international investment and trade. Emphasis of the course is place on the function and form of the global monetary system, as well as the strategies and structures of international business. The course examines the differences between business in the international and the domestic contexts.

**BSNS 634 — Strategic Business Policy I. 4 hours.**

The first of two capstone courses for the MBA program, this course examines the strategic planning process, strategic thinking techniques, and vital elements of strategic management. Emphasis is on determining bold goals, evaluating current strategies, designing new strategies, developing critical success factors, and selecting effective deployment methods, as applied in a highly interactive gaming approach. Learners select an existing organization or identify a potential business organization and begin drafting the first elements of the individual strategic plan for the organization that will be finalized and submitted at the conclusion of BSNS 635.

**BSNS 635 — Strategic Business Policy II. 2 hours.**

In this, the second of two capstone courses, learners continue and conclude development of a strategic plan for an existing organization or for a potential business organization, drawing upon the knowledge gained from the MBA curriculum and their experiences in the interactive approach utilized in BSNS 634. Each learner performs business research and applies sound investigative practices to evaluate an organization's strategic plan and propose modifications to improve the plan and its implementation process or continue development of a strategic plan for a potential business organization. In the individual strategic plan, the learner demonstrates his or her knowledge and skills in quantitative analysis, qualitative evaluation, and writing as part of the assessment of learning outcomes for the MBA program. The length of the individual strategic plan will be from a minimum of 30 to a maximum of 40 textual pages.

**BSNS 636 — Global Business Strategy and Economics. 3 hours.**

The changing economic and political environment and its impact on business are explored in this class. Case studies, discussion, and guest lecturers will be utilized to demonstrate how all businesses are affected by global political and economic events. Particular emphasis will be placed on trade agreements, monetary and fiscal policy, and energy use and production (5 weeks online plus Weekend Seminar 2).

**BSNS 637 — Seminar in Government and Not-for-Profit Accounting. 4 hours.**

This course explains the unique accounting practices of state and local governments. The focus is on fund accounting and the reporting requirements at both the fund level and government wide. The course also studies the accounting for not-for-profit organizations, such as colleges and universities and charitable organizations. The GASB/FASB pronouncements underlying the accounting for these organizations will

be highlighted. Other topics in the governmental and not-for-profit sector will be covered as appropriate.

**BSNS 641 — Taxation of Corporations and Partnerships. 4 hours.**

Primarily examines the taxation of C Corporations, S Corporations and Partnerships. The tax ramifications associated with forming, operating and making/receiving distributions (both non-liquidating and liquidating) are covered. Additionally, accounting for income taxes in corporate financial statements (GAAP accounting for income taxes) is studied. A brief review of the federal estate and gift tax rules is also covered. The importance of quality tax research will be stressed throughout the course.

**BSNS 642 — Data Acquisition, Analysis and Presentation. 3 hours.**

Instead of bogging learners down with the minutiae of statistics, this class integrates the use of statistics in creating a successful marketing plan. Students learn to create effective surveys and studies that give managers the answers they need to make effective decisions in the workplace. Discussions, guest speakers and real-world examples demonstrate the necessity of accurate market-driven research (5 weeks online plus Weekend Seminar 2).

**BSNS 645 — Ethics and Leadership. 3 hours.**

Preparation in dealing with the difficult decisions and situations that all leaders face in today's ever-changing world and economy. Ethical decision making, when dealing with issues such as downsizing, free trade, financial conduct, and government interventions, will be examined and discussed. The course provides the necessary foundational knowledge and tools to make ethical decisions in difficult daily situations in a way that is consistent with Christian values (5 weeks online plus Weekend Seminar 3).

**BSNS 652 — Sustainable Business Practices. 3 hours.**

Examines the relationship between sustainability and organizational strategy. Learners will explore how the challenge of finite energy resources at the macro-level can mold micro- or business-level decisions. Discussions, guest speakers and case studies will show that organizational goals, sustainable business practices and ethical consideration can coexist (5 weeks online plus Weekend Seminar 3).

**BSNS 654 — International Accounting Standards. 4 hours.**

With convergence between U.S. GAAP and international reporting standards (IFRS) in full swing and the likely prospect of using IFRS standards for SEC reporting, this course explores the requirements of the accounting standards issued by the International Accounting Standards Board (IASB). Differences between the IFRS and the U.S. Accounting Standards Codification will be highlighted. The course will also consider the implications on financial reporting associated with the "principles based" guidance of IFTS as opposed to the "rules based" guidance from the Financial Accounting Standards Board (FASB). Given the inclusion of IFRS material on the Uniform CPA exam, this course is important for those wanting to sit for the CPA exam.

**BSNS 655 — Managing Growth and Risk. 3 hours.**

A study of the importance of planning and preparing for growth and risk includes topics such as budgeting, forecasting and measuring growth and risk. Ethical dilemmas are presented to reinforce the concepts of identifying and managing growth and risk in an ethical manner (5 weeks online plus Weekend Seminar 3).

**BSNS 656 — Non-Profit Growth and Development. 3 hours.**

This course is designed to expose learners to the issues and challenges of non-profit organizations. Learners will become proficient in dealing with legal, financial and policy issues facing contemporary non-profit organizations. Real world examples will illustrate not only the challenges,

but the rewards of non-profit organizations (5 weeks online plus Weekend Seminar 4).

**BSNS 658 — Forensic Accounting. 3 hours.**

The fundamentals of identifying and preventing fraud within the organization are covered in this course. Asset misappropriation, financial statement fraud, hidden assets and fraud examinations are some of the subjects discussed in BSNS 650. The student will use their current accounting knowledge to understand how to combat different types of fraud. Students will also cover the legal and ethical aspects of detecting fraud within the organization.

**BSNS 660 — Strategy and Execution. 3 hours.**

This online courses focuses on strategic planning and successful execution of strategies. A major emphasis is placed on how to develop a sustained competitive advantage and the achievement of the disciplines of execution, such as the four proposed by Stephen R. Covey. Organizations will be examined to evaluate their execution methods and level of success (5 weeks online plus Weekend Seminar 4).

**BSNS 664 — Contemporary Issues in Financial Accounting. 4 hours.**

The accounting world is dynamic and constantly changing. This course will explore two or three recent developments in U.S. GAAP (Accounting Standards Codification) and/or the international reporting standards (IFRS). Differences between the old and new guidance and the rationale for the changes will be discussed. Depending on the topics covered, the course may involve constructing a response (comment letter) to an Exposure Draft or Discussion Paper issued by the Financial Accounting Standards Board (FASB).

**BSNS 665 — Entrepreneurship and Value Creation. 3 hours.**

Provides learners with the skill sets required to create and sustain new ventures. Learners will be exposed to industry experts with real-world success in creating new business and expanding current operations to share knowledge necessary in creating value in today's economy (5 weeks online plus Weekend Seminar 4).

**BSNS 668 — Communicating and Leading Across Boundaries. 3 hours.**

Communication is the characteristic that separates good organizations from great organizations. The methods and manners in which we communicate have changed significantly and will continue to change. Leaders must be able to communicate with their organizations and clients effectively in numerous ways that utilize available technology. Additionally, leaders must communicate effectively with different demographics and cultures. Through discussion, case studies, and guest speakers, this class helps learners understand and put into practice the many methods necessary to become a successful leader (5 weeks online plus Weekend Seminar 5).

**BSNS 670 — Strategies for a Networked Economy. 3 hours.**

This case-based course demonstrates the role that information technology plays in shaping business strategy and business models. It provides an overview of the key technologies that are important in today's business environment and introduces organization and management concepts relating to the information technology function. The course also illustrates the relationships between organizational performance and the ability to leverage knowledge assets (5 weeks online plus Weekend Seminar 5).

**BSNS 675 — Brand Management. 3 hours.**

Examines how and why organizations (non-profit and for-profit) benefit from branding success. Students will review organizations that have had branding success as well as organizations that have failed at brand management. Students learn how to build and sustain a brand through

awareness of cultural trends, customer service and client communication (5 weeks online plus Weekend Seminar 5).

**BSNS 685A/B/C/D — Leadership Coaching Experience I–IV. ½ hour.**

The Leadership Coaching Experience will include training and one-on-one interactive coaching during the final four weekend seminars. Students must register for ½ hour during each of the last four weekend seminars, accumulating 2 hours of credit. The focus of the coaching experience, which partners Olivet and McKinley Group facilitators, is on the development and growth of each individual's leadership skills.

**BSNS 692 — Internship. 3 hours.**

Students will have the option of working with a local business to provide value to the business and apply concepts learned in previous classes. Students will work with various businesses, including CPA firms, to gain experience in areas of accounting that they may wish to pursue after graduation.

**BSNS 694 — CPA Exam Preparation Course. 3 hours.**

Olivet Nazarene University has partnered with Becker CPA Review® to provide students with in depth preparation for all four sections of the CPA Examination. Students have access to all Becker CPA Review® materials as well as ONU faculty to prepare for the CPA examination.

**BUS 110 — Leadership in Business. 3 hours.**

The role of leadership in enabling a business to be successful in today's competitive global economy is the focus of this course. Topics include elements of the current business environment and leadership concepts that are prevalent in today's business practices. The goal of this course is for learners to explore various leadership concepts and apply these concepts to contemporary business challenges.

**BUS 120 — Legal and Social Environment of Business. 3 hours.**

This course involves the study of the political, business, and social forces that affect activities of modern business. The course considers judicial processes, federal controls, and regulations.

**BUS 128 — Introduction to Finance. 3 hours.**

This course is intended to provide learners with an introduction to basic principles of finance. Topics covered in the course include integration of financial statement information for financial decision-making, concepts of present values, capital budgeting, and capital structure.

**BUS 150 — Basic Spreadsheet and Database Applications. 3 hours.**

This course serves to establish a foundation of knowledge regarding use of spreadsheets and database applications using the latest software found in most business environments.

**BUS 305 — Fundamentals of Selling. 4 hours.**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including identifying customer needs; developing relationships, product presentations, and qualifying sales; and closing and servicing a sale. Students apply these concepts through preparation of sales proposals and presentations that sell.

**BUS 310 — Managing Sales Relationships for Productivity. 4 hours.**

This course is an introduction to aspects of professional sales relationships that affect sales productivity. Learners are introduced to various patterns for analyzing the dynamics of sales relationships.

**BUS 315 — Psychology of Sales. 4 hours.**

This course focuses on the key component of the sales effort: "the close." Emphasis is given to consumer objectives, demonstration strategies, and closing techniques.

**BUS 325 — Negotiating Skills in Business. 4 hours.**

This course focuses on the process and practice of effective negotiation in sales and marketing environments. The impact of negotiating on management and other business practices is also addressed.

**BUS 335 — Sales Management. 4 hours.**

This course is designed to prepare prospective sales managers for the challenges they face in corporate sales settings. It deals with the critical impact management has on sales, as well as the effective team-building strategies and leadership skills needed for success in these key positions.

**BUS 340 — Business Ethics. 4 hours.**

This course in applied ethics critically examines the world of business and human values. A brief survey of the foundation of ethics provides the background for the study of human conduct in a business context. This course discusses theoretical models, with application to specific cases drawn from the practice of business.

**BUS 485 — Career and Portfolio Development. 2 hours.**

Instruction for learners in career development skills, including resume and cover letter writing as well as job interview skills. Students will be required to participate in a mock interview during the last week of class. During the class, students will also be required to create a portfolio detailing their personal and professional experience. At the student's request, the portfolio may be submitted for review by ONU evaluators, and additional elective credit awarded.

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## Chemistry

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**CHEM 646 — Topics in Chemistry. 1-4 hours.**

Selected topics in chemistry to provide opportunities for study in more specialized areas. Offered to area chemistry teachers, in cooperation with other ACCA colleges/universities. Previous topics have included nuclear chemistry, medicinal chemistry, green chemistry, nanochemistry, forensic chemistry and polymer chemistry. This course may be repeated for additional credit, provided the topics are different.

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## Christian Education

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**CHED 631 — Ministry to the Family. 3 hours.**

A study of the unique characteristics and needs of contemporary families. The class will focus on developing the student's ability to provide effective ministry to families in the local church. Students will consider obstacles and challenges that face today's families and strategies for overcoming them. This course may be repeated with different subtitles.

**CHED 634 — Dynamics of Children's Ministry. 3 hours.**

Considers specific issues in children's ministry or ministry competencies. Possible topics include: curriculum development and assessment, advocacy for special needs, content delivery, staff and leadership, and evangelism. This course may be repeated with a different subtitle.

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## Christian Ministry

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**CMIN 605 — Introduction to Chaplaincy. 3 hours.**

This course will provide the student with an introduction to the specialized roles, dynamics, and opportunities of chaplaincy ministry.

Special attention will be given to the multicultural and interfaith context and challenges of chaplaincy. Students will be exposed to the broad range of chaplaincy ministry, including military, hospital, hospice, police and fire, and corrections chaplaincy.

**CMIN 610 — Christian Worship. 3 hours.**

Introduces the student to Christian worship and the practice of preaching in the context of worship. This introduction will explore four areas: 1) the theology of worship and the theological implications of worship practices; 2) specific issues of worship planning and leadership and practical preparation; 3) the practice of preaching and the disciplines of preparation and delivery; and 4) the pastoral implications of worship and worship leadership. In addition, the student will engage in researching the history, theology, or practice of Christian worship.

**CMIN 620 — Biblical Tools for Hermeneutics. 3 hours.**

A concise introduction to the biblical languages (Greek and Hebrew) sufficient to look up words in those languages, to grasp some of their main grammatical features, and to use basic hermeneutical tools in Old Testament and New Testament studies. The course focuses on knowledge and skills immediately applicable to ministry. Students with introductory courses in Greek and/or Hebrew should move directly to advanced courses in exegesis or biblical interpretation.

**CMIN 621 — Expository Writing for Graduate Students. 3 hours.**

A review of expository writing norms from the basic level of punctuation, grammar, and sentence construction through the more advanced level of coherent paragraphs and overall organization. The goal is to write clearly, coherently, and credibly while using correct punctuation, spelling, and grammar. Attention will also be given to formatting a paper, using selections from the latest edition of Turabian's Manual and noting the recommendations of the Society of Biblical Literature.

**CMIN 624 — Cross-Cultural Ministry. 3 hours.**

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies needed for leadership in multicultural settings.

**CMIN 630 — 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. This course provides an overview of general communication theory and analyzes organizational change, decision-making, developing trust, conflict resolution, and human resource development through communication.

**CMIN 631 — Life Management and Personal Renewal. 3 hours.**

Exploration of the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders.

**CMIN 632 — Chaplaincy for Crisis Response. 3 hours.**

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and seeks to prepare participants to provide chaplaincy services in diverse settings with diverse population groups. The focus is to provide strategic chaplaincy intervention for both the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

**CMIN 635 — Leadership in Christian Ministry: Committed to Serve, Prepared to Lead. 3 hours.**

By examining and identifying the core principles and best practices of leadership, bringing those principles and practices under the authority of Scripture, and applying those principles and practices to the student's specific context, the student's capacity for effective Christ-like leadership will be enhanced. The course objective is to bring those principles and practices under the teachings of Jesus and Scripture to form the "ChristStyle Leader." The class will take into account the issues of modern and post-modern, traditional and emerging contexts.

**CMIN 643 — Issues in Ministry. 3 hours.**

Specific issues in ministry or ministry competencies are explored.

**CMIN 650 — Homiletics. 3 hours.**

The course focuses on the theology of preaching along with the construction and delivery of sermons. It will also consider the link between preaching and evangelism as well as the connection between preaching and pastoral ministry within a congregation. Some attention may be paid to the relation of preaching to sacrament, music, and worship.

**CMIN 651 — 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.

**CMIN 652 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building theory (utilizing Myers-Briggs Type Indicator and congregational life theory). Business management topics include finances, personnel, and time management.

**CMIN 653 — Discipling. 3 hours.**

The goal of this course is to develop students who effectively live a discipling lifestyle and are empowered to plan and implement disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of a disciple's life and work is Christian community, where focus is maintained and purpose is fulfilled through strategic planning, which results in practical steps of action in developing an ever-expanding network of discipling relationships.

**CMIN 654 — Introduction to Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**CMIN 655 — Family Dynamics and Intervention. 3 hours.**

An introduction to the systems approach in understanding family dynamics. Related to the family, the topics include structural and cultural variations. Biblical and theological foundations, ministry program

development, life-cycle assessment, and the application of theoretical concepts for practical ministry.

**CMIN 656 — Community Relations. 3 hours.**

Examination of the four key elements for developing a successful program that generates needed resources. These elements include public relations/marketing, grant- and proposal-writing for funding, and fund-raising and community relationships, including advisory organizations.

**CMIN 657 — Faith in Action through Social Work. 3 hours.**

Christian faith is integrated with social work theory and practice in this course. Topics covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. A 45-hour social work practicum is connected to this course.

**CMIN 658 — Organizational Behavior. 3 hours.**

A look at organizations at the level of the individual, the group and external environment. Emphasis is placed on current organizational and leadership theories. Students also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. An examination of both secular and Biblical styles of leadership.

**CMIN 670A — Mentored Ministry I. 3 hours.**

This course is a supervised ministry experience. Students will normally be serving in ministry leadership assignments. An experienced mentor will be selected to meet regularly with the student and serve as a mentor/coach through this initial period of the student's ministry experience.

**CMIN 670B — Mentored Ministry II. 3 hours.**

A continuation of Mentored Ministry I.

**CMIN 674 — Pastoral Care and Counseling. 3 hours.**

A study of the pastoral ministry to individuals and small groups, with attention to human development, spiritual formation, personality disorders, crisis intervention, counseling principles and techniques, premarital and marital counseling tools, and pastoral visitation agendas and techniques.

**CMIN 690 — Master of Ministry Project. 3 hours.**

This culminating project is designed by the student in consultation with the project supervisor to integrate the learning experience of the program of study into a significant ministry application. Students registering for this course should obtain a "Guide for Master of Ministry Projects" from the Graduate Program Specialist, located in the office of the School of Theology and Christian Ministry.

**CMIN 691 — Integrative Seminar. 3 hours.**

This concluding seminar for the Master of Arts in Christian Ministry includes reading, discussion, writing and reflection on ministry in contemporary society, as well as a student presentation project that integrates theory and application, theology and ministry.

**CMIN 692 — Clinical Pastoral Education. 6 hours.**

A course focusing on ministerial formation within a hospital, hospice, or similar context. The course requires the student to engage in actual ministry, have a supervisor/mentor, a cohort of fellow students, and detailed reflection on one's own practice of ministry in these contexts. It is expected that normally this course will be met by taking the initial unit in Clinical Pastoral Education in a program accredited by the Association for Clinical Pastoral Education. There may be a separate fee. This unit

may be applied toward the four units required by the ACPE for board certification as a professional chaplain.

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## Christian Ministry, Spanish

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### **MMSP 600 — Biblical Studies. 3 hours.**

Considers specific biblical books or theological issues of biblical study. May be repeated with different subtitle.

### **MMSP 610 — Life Management and Personal Renewal. 3 hours.**

The significance of spiritual development and personal renewal in the life of a leader is the focus. Attention is given to practice and implementation of strategies for modeling and teaching healthy patterns as leaders.

### **MMSP 611 — Christian Ministry in a Multicultural Society. 3 hours.**

Explores contemporary urban society from a multicultural perspective, especially within the context of ministry of the Hispanic/Latino church. It is designed to provide historical, sociological, theological and ethical foundations for ministry in a diverse society and to provide relevant models for developing a multicultural approach to ministry.

### **MMSP 612 — Contemporary Approaches to Preaching. 3 hours.**

Examination of the challenges that the ministry of preaching is facing in the contemporary Christian church, as well as proposed solutions (narrative, inductive preaching, etc.), and the implications for pastoral preaching in the local congregation.

### **MMSP 613 — Equipping the Laity in a Hispanic/Latino Context. 3 hours.**

The purpose of this course is to develop learners who a) effectively live a disciplined lifestyle; and b) are empowered to plan and implement disciple-making strategies. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work is Christian community, living and ministering as the Body of Christ, where each has an important role. Using Ephesians 4 as the base, the class will examine the paradigm of pastor as equipper/coach and laity as unpaid servants engaged in the work of the ministry.

### **MMSP 614 — Hispanic/Latino Leadership. 3 hours.**

Examines the role of culture and cultural dynamics in the selection, emergence and functioning of leadership. Primary attention will be given to theories and models that explain the Hispanic/Latino leadership dynamics in multicultural contexts in the United States and Canada and the implications for the church.

### **MMSP 620 — The Hispanic/Latino Church in USA/Canada. 3 hours.**

The origin, development, and strengthening of the Hispanic/Latino Church in the United States and Canada is discussed. Discussions will focus on key historic time periods with the purpose of understanding the character, organization and ministry styles, patterns of expansion, and the implications for the future ministry of the church.

### **MMSP 630 — Theology of Ministry. 3 hours.**

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership and to develop styles of ministry that show biblical teachings of what makes leadership 'Christian' -- service. Special attention will be given to the issues of ecclesiology as they relate to theological leadership. This course may be repeated with different subtitle.

### **MMSP 631 — Hispanic Theological and Social Ethics. 3 hours.**

An introduction to the history, culture, economics, and politics of the Hispanic/Latino presence in the United States and Canada, through

studying the main Hispanic/Latino key themes, methods of recent theological articulation that emerge in the religious life, shared experiences, and struggles of Latinos and Latinas in the United States and Canada. The course will assist in developing practical applications and tentative responses in welcoming and reaching out to Hispanics in the United States and Canada in their places of ministry.

### **MMSP 690 — Masters Project. 3 hours.**

A culminating project designed by the learner in consultation with the project supervisor. It should integrate the learning experience of the program of study into a significant ministry application.

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## Communication

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### **COM 105 — Oral Communication. 3 hours.**

This course is designed to familiarize participants with the principles of speaking in public and in small groups. The course offers practical application of speaking and listening fundamentals in both formal and informal speaking situations. Special emphasis is provided on discussion techniques and solving problems in small groups.

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## Computer Information

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### **CIS 105 — Introduction to Online Computing. 3 hours.**

The fundamentals of using the computer as a valuable learning, research, and presentation tool are introduced. Includes basic instruction in the online education platform known as BlackBoard and in electronically accessing the databases at Olivet's Benner Library; using the Windows operating system; locating information on the World Wide Web; and creating PowerPoint presentations. The course features a hands-on approach to using the personal computer as a learning tool.

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## Driver Education

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### **DRED 500 — Introduction to Driver Education. 3 hours.**

Introduces safety problems related to the use of the highway transportation system. Current rules and regulations governing driver education will be taught. Additional learning activities will focus on the traffic problems novice drivers may encounter during their driving experiences. Emphasis is placed on risk awareness (distracted and aggressive driving). Issues involved in the administration, organization and evaluation of a driver education program will be introduced. Designing a parent/teen orientation night and procedures for obtaining an instructional permit will also be included.

### **DRED 502 — Advanced Driver Education. 3 hours.**

The course provides candidates with simulation, multi-car range and on-road teaching experiences. Safe driving skills and attitudes needed in the operation of a motor vehicle plus emergency procedures and evasive actions will also be taught in relation to the capabilities and limitations of the driver and the vehicle.

### **DRED 503 — Teaching Driver Education in the Classroom. 3 hours.**

The course provides driver education information which will prepare the candidate to teach driver education in a classroom setting. Learning activities will focus on preparing the driver education teacher with appropriate classroom teaching skills. Organizing a classroom setting with regard to course content, maintaining a learning environment,

developing instructional modules, the use of technology and evaluation methods will be included.

**DRED 504 — Behind the Wheel Teaching Methods. 3 hours.**

Designed to prepare the candidate to use various methods in teaching operational skills to the novice driver. Candidates receive instruction in the area of lesson planning and development of learning experiences and activities for prospective student drivers in behind-the-wheel, simulation, and multi-car range situations.

**DRED 505 — Using Technology to Improve Instruction. 3 hours.**

Provides candidates with a comprehensive view of the technology components necessary for educators to make decisions regarding the effective use of technology to improve instruction. These components include using research to enrich teaching applications, improving lesson planning and design, increasing technology applications for student projects, and effectively evaluating educational technology for classroom use. These learning activities are designed to keep all school community stakeholders technologically aware in the informational age.

**DRED 506 — Safety Issues Related to Alcohol and Other Drugs. 3 hours.**

The course is designed to provide information for driver education instructor candidates that will prepare them to address substance use/abuse with students as it applies to driver education issues. Candidates will explore issues such as legal consequences of alcohol and drug use/abuse as it impacts driving and licensing, basic alcohol, drug pharmacology, and the application of critical thinking and problem solving skills concerning methods used to incorporate drug education into driver education programs.

**DRED 507 — Safety Education on the Highway. 3 hours.**

Explores the principles and applications of injury prevention and safety. Topics include railroad crossing safety, motorcycle safety, safe driving practices used in construction zones and during adverse conditions, school zone safety, safety as it applies to nature's laws, safe road sharing practices, emergency maneuvers, vehicle maintenance and safe vehicle operation in different driving arenas (city, country, interstate).

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**Economics**

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**ECN 101 — Introduction to Business Economics. 3 hours.**

This course is an introduction to those elements of economic analysis that are the most relevant to business decision-making. Major topics include supply and demand, opportunity cost, comparative advantage, and the differing forms of market structure. This contemporary view of economics also includes topics such as fiscal policy, monetary policy, global economics, and key economic indicators.

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**Education**

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**EDUC 607— Educational Research: Principles and Practices. 3 hours.**

It is important that teacher leaders are well-informed about current developments in their fields of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted during EDUC 696, the CIED Practicum. This course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by in-class discussions, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The culminating assignment will be a research proposal to be implemented and present

during the practicum. The content focus will be current issues, trends and organizational frameworks affecting education and the impact on teaching as well as learning and by what means they can be improved upon.

**EDUC 609 — Habits of Exemplary Teachers. 3 hours.**

Exemplary teaching is a lifelong journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his/her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course explores the pedagogical and curricular requirements for each level of learning and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at every level of student learning.

**EDUC 614 — Integrating Technologies. 3 hours.**

Today's teachers must have a working knowledge of how to integrate technologies into their teaching routines. This 'hands-on' course provides that knowledge. The course includes a review of technology trends in education and an overview of the uses of technology in today's workplace. The candidate practices using technologies to create instructional resources for use in the classroom. Additionally, the candidate will learn the power of technology by actually 'plugging in' and communicating with each other, the instructor, and contacts worldwide through the Internet.

**EDUC 616 — Understanding Today's Children. 3 hours.**

This course explores the unique composite of K-12 students in today's classroom. To develop the best learning environment and curriculum for student diversity, it must be incorporated into the teaching practices applied for their learning. The course will cover this diverseness through the study of ethnicity, race, gender, and socioeconomic status of K-12 students who are a part of the American education system. The topics that will be interconnected with these types of diversity include the impact of home, society and school on the youth's attitudes and behaviors, and especially on academic behavior.

**EDUC 632 — Integrating the Curriculum. 3 hours.**

The world in which we live is a global one which is characterized by the technological advancements, vast explosions of knowledge and changing societal and economic realities. In order for students in the United States to be able to compete in such a complex and ever-changing environment, educators must develop curriculum that encourages the intellectual preparation of our K-12 students to meet the challenges of this new and exciting world. This course will explore the interrelationship of the academic disciplines and how their integration can lead to a better intellectual understanding and growth of students in the classroom as well as in the world in which they live. The candidate, in the course, will examine instructional designs and how to use them in integrating curriculum.

**EDUC 646 — Applied Learning Theory. 4 hours.**

Examination of applied learning theories and research. The candidate will be able to summarize and apply the basic tenets of the theories to his/her own area of specialization; use the appropriate vocabulary and concepts that have been developed by the educational gurus; apply the theories and concepts in a practical teaching setting; reflect upon the outcome; evaluate and design instructional strategies to meet the needs of the K-12 students in his/her classroom; and critique new ideas and proposals related to applied learning.

**EDUC 647 — Assessing for Student Achievement. 4 hours.**

The purposes and methods of formal and informal assessment are introduced, and the direct relationship that assessment has to curriculum

and instruction will be examined. The candidate will analyze, evaluate, modify and design assessments for specific content areas and purposes. The candidate will also align assessments to standards-based curriculum and instruction as a part of the design of instructional units and lessons. The course continues through the exploration of effective practices for record keeping, grading, and reporting, use of assessment data, and preparing K-12 students for testing. Issues related to accountability, planning, and collaboration will be addressed.

**EDUC 649 — Exceptional Learners. 3 hours.**

One of the most challenging tasks facing teachers today is to substantially increase the achievement of exceptional learners. The central theme of this course is to help teachers, in the "regular classroom," make a difference in the lives of K-12 students, who face limitations with the English language, and who have physical, mental, and/or emotional disabilities. The exploration of talented and gifted students is included. This course will provide specific instructional practices used in educating English language and exceptional learners at both ends of the educational continuum. The candidate will also be provided with step-by-step procedures on how to implement curriculum adaptations in the classroom. The candidate will develop an understanding of the legal and moral obligation of teachers and schools to meet the needs of all learners.

**EDUC 656 — Critical Issues in Education. 3 hours.**

Issues of critical importance to teachers make the news almost every day. Teachers must work collaboratively in recognizing the issue(s) that impact teaching and learning, what foundational causes are present, and the solution(s) to restore the order of the educational environment. Understanding the arguments, pro and con, that drive these issues is part of what it means to be a professional educator today. This course is designed to assist the CIED candidate in identifying issues in their schools, researching the cause or causes, and developing possible solutions using the Approach to Critical Issue Solving. The candidates will also explore the concept of change and being a change agent in the school.

**EDUC 696 — Creative Project/Practicum. 4 hours.**

Practice is the best tool for learning. This course is designed to give curriculum and instruction candidates experiences in exemplary teaching, curriculum development, professional development, and leadership. The focus is on student and overall school achievement in a K-12 learning environment. The practicum (100 clock-hours) experience requires the candidate to apply prior and newly acquired knowledge, skills, dispositions, and performance to the development of an electronic professional portfolio. The culminating experience is a presentation of highlights chronicled in the professional portfolio. The practicum is to be conducted in the candidate's assigned school of employment.

**EDUC 710 — Professionalism and Today's Educator. 3 hours.**

Explore what it means to be a professional in today's diverse and changing educational landscape. As a student in this online course, you'll examine your values and beliefs, and discover your role in the larger context of the teaching profession. Learn how to be an advocate for students, educators, and the field of education itself.

**EDUC 711 — Effective Practices Using Learning Styles and Multiple Intelligences. 3 hours.**

Examine current theories on learning styles and multiple intelligences and their implications for classroom practice. The opportunity to evaluate one's own learning style and intelligence strengths, as well as those of the students, will be presented. In the process, the learner will gain an understanding of how these preferences can enhance instructional planning.

**EDUC 713 — Designing Curriculum and Instruction. 3 hours.**

The focus of this course is the alignment of classroom curriculum, instruction, and assessment in the context of standards and accountability. Using individual state or district standards, the student will engage in a process for designing standards-driven classroom curriculum and instruction geared to meet the diverse learning needs of students.

**EDUC 714 — Assessment to Improve Student Learning. 3 hours.**

Review the purpose and methods of assessment while gaining hands-on experience analyzing and designing assessments for specific content areas. Learn how to align assessments to standards-based curriculum and explore effective practices for reporting and test preparation. Online offering.

**EDUC 715 — Literacy and Learning in the Information Age. 3 hours.**

Gain a deeper understanding of strategies for integrating literacy in curriculum, instruction, and assessments. Learners will be able to utilize a mix of traditional and current approaches to develop students' literacy skills, including listening, speaking, reading, and writing. Online offering.

**EDUC 716 — Enhancing Learning Through Linguistic and Cultural Diversity. 3 hours.**

The value of linguistic and cultural diversity, and the powerful learning opportunities it affords today's classrooms are explored. Learn approaches and effective practices for working with students, parents, and your larger community to ensure high levels of learning for all students. Online offering.

**EDUC 717 — Teacher Leadership in the Classroom: Increasing Learning and Achievement. 3 hours.**

The learner's sphere of influence will be expanded through increased expertise in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. Includes methods of applying the expertise in the classroom in ways that directly impact the learning of the students.

**EDUC 718 — Creating an Effective Classroom Learning Environment. 3 hours.**

Discover how to create safe, supportive, and respectful learning environments that promote the character and social and emotional development of students. Learn strategies that foster a sense of community in the classroom and that encourage positive relationships with and among students.

**EDUC 719 — Supporting Students with Special Needs in the Regular Classroom. 3 hours.**

Examine the learning challenges of students with disabilities and those having significant difficulty with learning but do not qualify for special education services. Learn response to intervention (RTI) practices and how to adapt curriculum, instruction, and assessment to maximize learning for all of the students.

**EDUC 726 — Evaluation and Analysis of Educational Programs and Data. 3 hours.**

Participants in this course use authentic school improvement data to develop an understanding of and capabilities to conduct needs assessment and to use qualitative and quantitative data to inform school improvement planning decisions. Assessment of activities, including multiple techniques for gathering and analyzing data, and reporting processes are included in the course.

**EDUC 727 — Foundations of School Improvement. 3 hours.**

Instructors model strategies for successful development, implementation, and communication of a shared vision for school

improvement. Theoretical concepts and current relevant research relating to collaborative development of leadership in others, team building, motivating staff, initiating, managing, and evaluating the change process are examined in this course.

**EDUC 729 — School Law and Ethics. 3 hours.**

This course focuses on the legalities and ethical decision making required by local, state and federal law as it pertains to education. A professional and personal code of ethics is discussed. A review of the legal system provides a foundation for the exploration of the historical and current perspectives of case law that continue to mold public education in the United States. The law cases cover issue in education: church and state, student attendance, the instructional program, student rights, rights of disabled children, student discipline, desegregation of public schools; certification, contracts and tenure, teacher rights and freedoms; and collective bargaining. Teacher and administrator liability in child abuse cases, sexual harassment and medical situations influencing policy development and working with local school governing boards or councils are emphasized.

**EDUC 730 — School Finance and Operations. 3 hours.**

The fiscal foundation of public school systems in the United States and the system of local, state and federal taxation are studied to gain a better understanding of school funding allocation. State funding formulas are examined, focusing primarily on the funding process for Illinois school districts. The federal and state grant funding sources and the process of application is reviewed. Budgeting at the district and building levels is emphasized.

**EDUC 731 — Governance for School Improvement. 3 hours.**

Prepares the leadership candidate for the nature of leadership and how schools work as political systems: local, state, and federal. The candidate will also learn the policy making process, how public values and issues shape school policies, how political power shifts can impact a school, new administrative roles and understanding the promises and pitfalls in order to be successful.

**EDUC 732 — School and Reform Restructuring. 3 hours.**

Provides a theoretical foundation for leadership in reform restructuring of schools. The leadership candidate will study Theory X and Theory Y as well as other organizational theories, change theory, culture and climate, motivational theory, action theory, models of decision making and goal setting. The concepts and techniques of Adaptive Leadership will also be taught. Contemporary school reform and restructuring efforts will be investigated. The candidate will apply his or her knowledge and skills in problem solving situations from authentic reform initiatives and as school-based projects.

**EDUC 733 — Collaboration with the School Community. 3 hours.**

Schools as social systems with various partners such as parents, community leaders (political and non-political), law enforcement, social service agencies, businesses and higher education institutions are examined. The roles of these partners are discussed, along with their effect on the public's confidence in the school systems. Providing public forums; methods of assessment to solicit community concerns, expectations, input and feedback; and public relations strategies that can be used to further the planning and implementation of school community programs are among topics covered. Using research, practices found effective in involving the community as a resource for successful school improvement implementation are examined. Emphasis is placed on the development of a school community that collaboratively educates all children.

**EDUC 734A — Practicum in School Improvement Leadership I. 3 hours.**

This unique school-based practicum experience is designed to enable the candidate to actually implement a school improvement program in his or her own school setting. Because all candidates are practicing teachers or school-related employees, and because their school principals have been collaboratively involved in the design of the program and the admissions process, they will conduct their practicum in the schools in which they are employed. The principals of those schools, as a part of their ongoing commitment to the program, must agree to the practicum aspect of the program as a part of the admission screening process. The experience runs through the entire degree program and is school-site-based. Its purpose is to require of each candidate the knowledge, skills, performance, and attitude needed to successfully research, design, plan, and implement an approved School Improvement Implementation Program (SILP) in a live, supervised setting. Practicum I and II are 100 hours each.

**EDUC 734B — Practicum in School Improvement Leadership II. 3 hours.**

See EDUC 734A.

**EDUC 734C — Practicum in School Improvement Leadership II. 3 hours.**

Designed to enable the candidate to implement a school improvement program in his/her own school setting. This experience runs through the 5-course Type 75 Concentration. Each candidate is required to possess the knowledge, skills, and attitude needed to successfully research, design, plan, and implement an approved school improvement program in an administratively supervised setting.

**EDUC 735 — Collaborative Action Research. 3 hours.**

This meaningful and practical research process, presented online in three parts, allows the student to identify and investigate an issue or problem and develop research-based, data-driven solutions in collaboration with colleagues.

**EDUC 736 — Productive School Leadership. 3 hour.**

Focuses on the development of a productive school improvement leader, which includes blending effective and moral leadership principles in the foundation of a personal leadership style; applying communication patterns with the various groups of the school constituency to create a positive and safe school culture; and how to engage in ethical and collaborative decision making practices to address the needs of a changing school community.

**EDUC 737 — Cultivating Student Achievement. 3 hours.**

School improvement leaders will improve skills to: (1) apply theories and models of instructional supervision; (2) implement collaborative approaches for the development of instruction and standards-based curriculum improvement for the benefit of student achievement; and (3) model reflective practices that will be the basis for developing professional learning communities that foster the accommodation for student needs, cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation. The stages and approaches for continual teacher growth such as induction, mentoring, peer coaching, and formative and summative evaluation processes are examined.

**EDUC 739A — Professional Portfolio Development I. 1 hour.**

The candidate will begin to develop a professional e-portfolio. The e-portfolio will chronicle the candidate's professional development, based upon the coursework and field experiences requirements for the program. During the first course, the candidate will learn how to set up the "portfolio shell." The foundation for the portfolio framework will be the eleven Illinois Professional Teaching Standards. An artifact (or more)



from each course will be included in accordance with the standards. Written reflections, relating to each standard and artifact, will also be included to further express the professional growth of the candidate throughout the course of the program.

**EDUC 739B — Professional Portfolio Development II. 1 hour.**

The candidate will continue to develop a professional e-portfolio. During this course, the candidate will meet individually with the instructor to review the candidate's progress. The candidate will also be learning how to incorporate the field experiences and a credential file that will be completed in Teaching as a Profession II. The foundation for the portfolio framework will be the eleven Illinois Professional Teaching Standards. An artifact(s) from each course will be included in accordance with the standards. Student work samples will also be included as artifacts related to the standards and field experiences. Written reflections, relating to each standard and artifact, will also be included to further express the professional growth of the candidate throughout the course of the program.

**EDUC 740A — Teaching as a Profession I. 1 hour.**

The candidate will be introduced to Olivet's Teacher Education program with a focus on the field experiences and clinical practice (student teaching) requirements; the importance of the conceptual framework; using the APA Writing Style for quality assignment performance; and connecting the Illinois Professional Teaching, Content-Area, and Learning Standards to teaching and the certification process including the content-area and professional teaching tests. The candidate will explore the process for becoming a reflective practitioner. The candidate will also have an opportunity to begin forging collaborative relationships with others entering the field of Education.

**EDUC 740B — Teaching as a Profession II. 1 hour.**

The candidate will develop a deeper understanding of critical reflection as they engage in the practice of teaching. They will be encouraged to look more deeply into the underlying structure of the teaching behaviors and skills that result in best practices for optimal learning. The candidate will be involved in activities designed to refine knowledge and skills for the student teaching experience. The candidate will prepare for entering the profession by developing a professional cover letter and resume.

**EDUC 740C — Teaching as a Profession III. 1 hour.**

Teaching as a Profession III is a culminating experience that documents the final journey of the MAT candidate and integrates the candidate's educational content knowledge with practical experiences through the completion of a professional portfolio. It is an opportunity to share professional development in a collegial setting. One of the focuses of this course is to help the candidate develop a deeper understanding of critical reflection, which is a topic in Teaching as a Profession II. The candidate will be encouraged to look more deeply into the underlying structure of the teaching behaviors and skills for best practices through a final reflective paper on the student teaching experience. The candidate will also present the highlights of the professional portfolio developed during the program. An exit interview will be administered at the conclusion of this course.

**EDUC 742 — Historical and Philosophical Foundations of Education. 2 hours.**

The student is introduced to the organization, development, and critical issues of American education. It studies American education in light of historical, philosophical, and theoretical models from past centuries and how each has impacted today's educational thought and practice. This course incorporates major issues, including at-risk students, parental involvement, classroom management, multiculturalism, integration of technology, and curriculum integration. The candidate begins the process of articulating a personal teaching philosophy by studying the great

masters of educational philosophy and how they impacted the modern educational system. Critical thinking will be encouraged as candidates discuss, research, articulate a world view of education, mobile classrooms, online education, and modern technology. At the culmination of this course the candidate should be well grounded in the foundation and framework of the educational system, both past and present.

**EDUC 743 — Human Development and Learning. 2 hours.**

This course introduces candidates to the field of educational psychology and child development theories and practices. It is an interactive course in which candidate learns and practices skills related to both the cognitive and affective domains as well as the social aspects of education. Candidate participates in a series of activities designed to stimulate thinking and encourage the application of appropriate human development and learning knowledge. The candidate will start the first of four field experiences (Field Experience I) during this course.

**EDUC 748 — Educational Technology. 3 hours.**

An introduction to the wide array of technology concepts, resources, principles, and techniques and their relationship to teaching, learning, and research. It includes discussions of the impact of these concepts on teachers and K-12 students in the classroom of the 21st century, including their impact on students with exceptionalities and at-risk; parent involvement, classroom management, multiculturalism, and integration of curriculum. The candidate will develop a plan for integrating technology in the classroom, as well as prepare technology-integrated products, and a WebQuest.

**EDUC 749 — Teaching Diverse Populations. 3 hours.**

An introduction to the field of special education; the psychology and identification of exceptionalities, including gifted and talented; differences in approaches to learning and performance, including brain research, different learning styles, multiple intelligences, and performance modes; cultural, gender and socio-economic differences; English language learners, and the methodologies for working with diverse student 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 an inclusive classroom setting. The candidate will develop an understanding of Responsiveness-To-Intervention (RTI). The candidate should have completed Field Experience I (which began during EDUC 743) by the finish of this course.

**EDUC 750 — General Methods/Curriculum, Instruction, and Assessment. 3 hours.**

The purpose of this course is to introduce and prepare the candidate to effectively select curriculum aligned with the Illinois Learning Standards, plan instruction, assess learning, and reflectively analyze practice. The course covers each area from a generalist perspective. As the candidate progresses through the MAT methodology course sequence, he or she will couple enhanced knowledge with the refinement of skills acquired in this course specifically suited for teaching at the elementary, middle and secondary levels. The candidate will begin Field Experience II, the second of four, during this course.

**EDUC 751 — Instructional Planning and Delivery/Classroom Management. 3 hours.**

This course provides candidates an opportunity to study contemporary learning theories and individual learning styles in the context of curricular planning, especially for teaching in the middle school. It includes a survey of alternative models of teaching, including inductive thinking, concept attainment, lecture, cognitive growth, and others. The course presents a survey of current learning style theories and examines the relationship of learning styles to teaching behavior, methods, curriculum,

and materials. It explores the implications of learning style concepts and suggests strategies for accommodating learning styles in the classroom. Participants are involved in developing, executing, and evaluating instructional activities. A large portion of the class discussion and application focuses on classroom management techniques.

**EDUC 753 — Content Teaching Methods: Secondary Education. 4 hours.**

Learner explores secondary education concepts, theories, principles, and techniques and their relationship to teaching and learning. This course includes the impact of these concepts, theories, principles, and techniques on teachers and grade level learners 6 through 12 in the classroom. The candidate will learn, specifically for his or her content, how to effectively use and implement the Olivet lesson plan format complete with standards and objectives alignment; pre- and post-assessment of learning; and evidence through analysis of formal and/or informal data that learning occurred. The student should begin Field Experience III and IV during this course. Corequisite: should be taken concurrent with EDUC 758.

**EDUC 754A — Elementary School Reading. 2 hours.**

The elementary teacher candidate will develop the understanding that the reading process is a broad continuum ranging from emergent literacy to reading across the curriculum in content areas. The course is designed to present the most current best practices in reading instruction, and to help the candidate master skills, strategies, and approaches appropriate for a balanced literacy program that integrates essential skill development, strategy instruction, literature study, and authentic reading and writing experiences. The foundational instructional approaches feature a broad scope of the knowledge of strategies for teaching including: phonemic awareness/phonics, fluency, text comprehension, vocabulary development, literature circles, and reading-writing in specialized content areas for advanced readers. The candidate must complete Field Experience III and Field Experience IV by the conclusion of this course.

**EDUC 754B — Secondary/Middle/K-12 School Reading. 2 hours.**

The middle school and secondary education teacher candidate will develop the understanding that the reading process is a broad continuum ranging from emergent literacy to reading across the curriculum in content areas. The course is designed to assist the candidate in recognizing literacy problems and offering strategies that will aid middle, secondary, and K-12 students in their quest to become skillful in the areas of reading. The foundational instructional approaches feature a broad scope of the knowledge of strategies for teaching including: fluency, text comprehension, vocabulary development, and reading-writing in specialized content areas for advanced readers. The candidate must complete Field Experience III and Field Experience IV by the conclusion of this course.

**EDUC 755 — Content Teaching Methods: Elementary Language Arts/Social Studies. 2 hours.**

Knowledge of and practice in using effective instructional strategies for teaching language arts and the social studies curriculum will be expanded, as well as evaluating student achievement in a variety of ways. Professionalism is the emphasis as the candidate seeks to continue his or her professional growth to develop behaviors expected of teachers. The candidate will be expected to demonstrate attitudes and habits of teaching with a student-centered focus, which is critical to the success of the student-teaching experience. The student should begin Field Experience III and IV during this course.

**EDUC 756 — Content Teaching Methods: Elementary Math/Science. 2 hours.**

Effective instructional strategies for teaching language arts and the social studies curriculum, as well as evaluating student achievement in a variety of ways, are learning goals for this course. Professionalism is the emphasis as the candidate seeks to continue his or her professional growth to develop behaviors expected of teachers. The candidate will be expected to demonstrate attitudes and habits of teaching with a student-centered focus, which is critical to the success of the student-teaching experience.

**EDUC 758 — Content Teaching Methods: K-12 Education. 4 hours.**

Explores K-12 education concepts, theories, principles, and techniques and their relationship to teaching and learning. Included is the impact of these concepts, theories, principles, and techniques on teachers and grade level learners K through 12 in the classroom. The candidate will learn, specifically for his or her content, how to effectively use and implement the Olivet lesson-plan format complete with standards and objectives alignment; pre- and post-assessment of learning; and evidence through analysis of formal and/or informal data that learning occurred. The student should begin Field Experience III and IV during this course. Corequisite: should be taken concurrently with EDUC 753.

**EDUC 759A — Analyzing Exemplary Teaching Practices for Elementary Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course examines the pedagogical and curricular requirements for elementary education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 759B — Analyzing Exemplary Teaching Practices for Middle School Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This online course examines the pedagogical and curricular requirements for middle school education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 759C — Analyzing Exemplary Teaching Practices for Secondary Teachers. 3 hours.**

Exemplary teaching is a life long journey that requires an understanding of oneself, a constant refining of skills and practices, and a quest for information to enhance knowledge. The teacher leadership candidate explores his or her personal and professional philosophies of education through the analysis of classroom practice, learning style, and communication style. This course examines the pedagogical and curricular requirements for secondary education and integrates theory and research-based practice. The candidate investigates the best strategies and methods to support student achievement at this learning level.

**EDUC 766 — Multi-Ethnic Experiences. 1 hour.**

Provides the candidate an opportunity to experience working with diverse community groups in various settings. The course outlines what the candidate may do within a community to fulfill the requirements of

participating in a multi-ethnic experience and allows the him/her to develop a deeper understanding of the community and its diverse population. The experiences, which must be approved prior to participation, range from working with senior citizen groups to working with community-based programs for children and young adults. This service learning-based course assists the candidate with connecting schools to the community and the community to students.

**EDUC 767 — Early Adolescent Psychology. 3 hours.**

This learner will gain an understanding of the mental, physical, emotional, and social characteristics of early adolescents. In addition, he/she will study issues that have an impact on the adolescent's educational development and improve conceptual understanding of the purpose, curriculum, and special programs in middle-school.

**EDUC 768 — Middle-School Methods. 3 hours.**

This candidate will develop an understanding of middle school education theories, teaching pedagogy, and cognitive processes. A major focus is forming interdisciplinary unit plans across curriculums. The candidate will be able to make a connection between adolescents and the best methods to enhance their learning, including instructional planning and delivery. Characteristics and issues associated with teaching at the middle school level will be addressed throughout this course. Includes teaching reading in content areas.

**EDUC 769 — Applying Research Approaches to Education. 3 hours.**

It is important that teacher leaders are well-informed about current developments in their field of expertise. In this course, the candidate will learn about designing and implementing an action research project that will be conducted during EDUC 801, the TLED Practicum. This course will focus on the fundamentals of qualitative and quantitative research, including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by in-class discussions, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The culminating assignment will be a research proposal to be implemented and presented during the practicum. The content focus will be current issues, trends and organizational frameworks affecting education; their impact on teaching as well as learning; and prospective methods of improvement.

**EDUC 773 — Foundations of Reading. 4 hours.**

The READ candidate will have a thorough understanding and framework concerning the foundational theories, process, and methodologies impacting reading instruction required for today's diverse K-12 student population. To understand current reading theory and the historical foundation; the candidate will explore the increasing complexities of current thought within the discipline. The impact of technology, as well as multicultural factors, will be explored in depth throughout the course. The candidate will reflect upon personal beliefs about reading and reading instruction in conjunction with the examination of current research and related introspection.

**EDUC 774 — Content Area Reading. 4 hours.**

Enduring reading comprehension of textbooks and non-fictional materials requires a specific set of strategies. Key components include: motivation, knowledge of language development and its relation to reading, recognizing how cultural and ethnic diversity impacts reading and modeling. This course will explore the differences in textbook and other non-fiction genre and concomitant strategies individuals, proficient in these areas, demonstrate. The topics include pre-reading, during reading, and post reading; vocabulary development strategies, writing to learn, and study skills.

**EDUC 775 — Assessment/Diagnosis of Reading Problems. 4 hours.**

Accurate assessment and diagnosis guides the curriculum and instruction in the classroom. It also enables the classroom teacher to be

more effective. The READ candidate engages in the examination of the major principles of assessment; basic test construction, administering and interpreting test results, and practice in diagnosis. The candidate will also develop an understanding of norm-referenced testing and how such a test can be used in establishing student objectives and performance outcomes. Trends in dealing with diagnostic procedures, instructional techniques, special materials, and evaluative devices will be explored. This course includes Clinical Experience I, which is a 15-hour practical experience in administering, evaluating, and applying results gathered from reading assessments.

**EDUC 776 — Developmental/Remedial Reading Instruction/Support. 4 hours.**

This course is designed to acquaint the READ candidate with a wide range of instructional practices, approaches, and methods for K-12 students at different stages of development in reading. Programs and strategies for correcting reading problems; related literature and research; and techniques for accommodating the cultural and linguistic differences of students will be presented. The candidate will be introduced to current technology, including software, which can be used to facilitate the remediation process as well as reading and writing instruction. This course includes Clinical Experience II, which is a 15-hour practical experience in the development, implementation, and evaluation of reading instruction.

**EDUC 777 — Developmental/Remedial Materials and Resources. 4 hours.**

This course prepares the READ candidate to design, revise, and implement a reading curriculum for an individual student and in conjunction with the classroom teacher to improve and/or enhance reading proficiency. The candidate will understand how to use techniques in detecting cultural and gender bias when conducting a textbook/reading materials selection process. The candidate will also understand how to select ability/age appropriate materials designed for students with special needs and/or linguistic differences, and reader reliability technological tools. Additionally, the candidate will develop an understanding of the composition, purpose of special reading programs: early intervention, summer school, and after school programs. A major component of this course will be the importance of developing partnerships to create a synergy among school, home, and community that will enhance the reading levels of students. This course includes Clinical Experience III, which is a 15-hour practical experience in identifying, selecting, and utilizing of reading materials and resources.

**EDUC 778 — Literature and Resources for Children and Youth. 4 hours.**

Introduction to genres of children's and young adult literature. The course includes methodology in the use of websites and a wide range of high-quality multicultural literature for all grade levels. Technology will be utilized in learning to locate, evaluate, and use literature applicable for K-12 students of all abilities, ages, and ethnic backgrounds. The candidate will gain a thorough understanding of how cultural, linguistic, and ethnic diversity influences reading, as well as the relationship between vocabulary development and reading comprehension. The course also includes strategies for modeling and sharing the value of reading and writing for actual, real-life experiences, instilling the concept of becoming lifelong learners.

**EDUC 779 — Methods of Educational Research. 4 hours.**

The candidate will learn to design and implement an action research project that will be conducted and presented during EDUC 780 – Creative Project/Practicum. The course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by in-class discussions, a broad

review of the research on literacy, and discussions of theories related to literacy instruction. Content focus will be current issues, trends, and organizational frameworks affecting education, specifically the impact on reading literacy, and methods for improvement.

**EDUC 780 — Creative Project/Practicum. 4 hours.**

A seminar-type practicum for the reading specialist candidate, which requires completion of minimum twenty-five (25) clock hours experience in a school setting. The content of the project/practicum will be based on the research proposal presented in EDUC 779. The implementation of that proposal will result in a project study, which will be presented and critiqued at a K-12 school level at a teacher in-service, grade level or department meeting, administrators' meeting, school improvement committee meeting or the meeting of any group responsible for reading instruction in the school community.

**EDUC 790 — Reflective Paper. 0 hours.**

The culminating activity of the program is the master's reflective paper. This assignment is based upon the candidate's reflection and experiences, focusing on analysis and synthesis, as he or she examines personal, intellectual, and professional development. The reflective paper is the capstone document of the teaching portfolio.

**EDUC 791 — Student Teaching: Elementary or Middle School. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 792 — Student Teaching: Secondary. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 793 — Student Teaching: K-12. 10 hours.**

This culminating experience connects theory with practice in providing opportunity for the teacher candidate to demonstrate proficiency in all areas of curriculum, instruction, and evaluation. All courses and field experiences must be successfully completed in order to student teach. The 60-consecutive school-day classroom experience will include no less than 35 days of full control. The candidate is required to display effective principles of classroom management as well as effective interpersonal relationships within the classroom. During the last week of student teaching, the candidate must submit all required paperwork, and successfully complete a professional e-portfolio and a Teacher Education Program Exit Interview.

**EDUC 900 — Intrapersonal Leadership. 5 hours.**

Introduces a holistic model that includes four major areas of personal development that contribute to effective leadership: spiritual leadership,

physical leadership, emotional leadership, and cognitive leadership. Course participants analyze their own character and competence as leaders with the goal of maximizing their personal leadership effectiveness.

**EDUC 901 — Research Theory: Principles and Methods. 5 hours.**

Doctoral-level learners will be introduced to the field of research, research design, and research methods. Standards and practices for conducting and completing valid and reliable research studies will be covered (e.g., quasi-experimental designs, qualitative measures). Emphasis will be given to a study of innovative, applied research practices. Learners will examine ethical issues and dilemmas in leadership research and practice.

**EDUC 902 — Leadership Paradigms. 4 hours.**

Analysis of the history, ideas, and theories of leadership, including significant issues and ethical dilemmas that have confronted leadership throughout historical periods. Through this analysis, leadership from various disciplinary perspectives is examined and one's own philosophy of ethical leadership is clarified.

**EDUC 903 — Research: Methods and Techniques I. 5 hours.**

An extension of the various methods used to conduct doctoral-level research studies whose emphasis will be a study of innovative, applied research practices, designs, and methods. Standards and practices for completing research studies will be further discussed and refined, particularly as they apply to the learner's identified research question(s).

**EDUC 904 — Interpersonal Leadership. 5 hours.**

Building on the foundation laid in Intrapersonal Leadership Development, this course is the natural extension from studying individual behavior and effectiveness to analyzing routine group or team behavior and leadership effectiveness. Utilizing a team-based learning culture, the course design will simulate real-life team building processes.

**EDUC 907 — Policy, Politics, and Social Action. 4 hours.**

Elements of public policy, politics, and social action and their impact on ethical leadership are examined. Leadership never occurs in a vacuum. Leaders must be attuned to the nuances and ramifications of actions both personal and professional. In this course, the leaders will examine competing paradigms and explore the many dimensions of policy, politics, and social action. Ethical leaders positively impact their sphere of influence throughout their professional careers.

**EDUC 908 — Research: Methods and Techniques II. 5 hours.**

Technology based statistics will provide students with the background required to analyze data and correctly interpret results found through doctoral-level research. Appropriate measures for the analysis of data through the application of statistical processes and/or qualitative measures will be emphasized. Areas of study include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F distribution, confidence intervals, hypotheses testing, and correlation. Students will be introduced to SPSS applications for statistical analysis. Students will also explore sound qualitative research analysis and reporting measures.

**EDUC 909 — Leading Change. 4 hours.**

Since organizational change in the 21st century is inevitable, today's leaders need to be proactive and forecast the needs of the organization for the short-term, the intermediate, and the long-term. Leaders are primarily change agents to influence a shared vision for the future. In this course, the candidate's knowledge base of organizational theory will be expanded through in-depth literature review, which will offer new insights into responding to internal as well as external pressures for change. The candidate will learn to identify changing circumstances in society, as well as globally and also be cognizant of any legal issues that

might impact on decisions for change. Transforming subjective perceptions is crucial to successful innovation and the key objective to change. Each of these decision points will be within the ethical framework.

**EDUC 910 — Covenant Leadership. 4 hours.**

Leadership goes beyond those predictable and even trite behaviors normally chronicled in the leadership literature. Leadership is all about being. A major tenant of the Christian faith suggests that the message of Gospel propels us to go beyond the "norm" in leadership activity. In this course, leaders will demonstrate they are capable of understanding the exercising the "best" of both contractual as well as covenant leadership. The purpose of this course is to help one develop into a graceful leader – one who is bold, but not ego-filled.

**EDUC 911 — Dissertation. 1-3 hours.**

A field-based, practice-centered inquiry, which consists of comprehensive action research of significant importance. The dissertation attests to the learner's understanding of an issue and ability to conduct action research related to the improvement of professional practice from which others benefit. This is the most rigorous portion of the Ed. D. in which learners are expected to demonstrate the highest standards of scholarship and inquiry. The dissertation is comprised of five written chapters consisting of a proposal (introduction), a literature review, methodology, findings, and conclusion. Students must register for this course throughout the doctoral program for a total of 12 credit hours.

**EDUC 913 — Leadership, Management and Strategic Planning. 4 hours.**

Explores organizations in holistic ways to assist leaders in understanding and utilizing a comprehensive view of a strategic thinking, strategic management and systems theory by developing an ethical approach in organizations for leadership development.

**EDUC 914 — Ethical Issues in a Contemporary Society. 3 hours.**

Ethical issues for effective leadership in organizations are analyzed. Learners will develop skills and perspectives in moral reasoning, and apply them to various aspects of leadership, including personal life, business associations, civic responsibility, legal implications and global citizenship.

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## English

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**ENG 150 — Special Topics in Expository Prose and Research. 3 hours.**

Provides practice in writing to develop clear, well-organized prose based on contemporary issues through analysis, synthesis, argumentation, and basic research. Emphasis is on summary development, critical thinking, and library skills.

**ENG 204 — World Literature. 3 hours.**

A study through literature of social, religious, political, and cultural issues with emphasis on analysis, application, and appreciation of literature.

**ENG 210 — Introduction to Business and Technical Writing. 3 hours.**

A writing course designed to provide instruction and practice in written communication, with special emphasis on types of writing most used in business situations.

**ENG 301 — Thematic Studies in Literature. 3 hours.**

This course is a study of life writing, with a special emphasis on the particular demands that different ages and cultures have placed on the biographer/autobiographer as an artist, writer, and historian. One basic

goal of this course is to provide the learner with a better understanding of the role of the biographic arts within the larger disciplines of the humanities and the fine arts (history, sociology, psychology, literature, and film). This course will also provide the learners with directed opportunities to practice their knowledge of the processes of reading, writing, and critical thinking. They will learn how to intelligently read, write, and analyze.

**ENGL 607A — Educational Research: Principles and Practices I. 1 hour.**

A survey of research methodologies appropriate for independent investigations in English/Language Arts education that will explore methods used by learners when conducting research for their creative projects/theses. Learners are assigned advisers.

**ENGL 607B — Educational Research: Principles and Practices II. 1 hour.**

Learners are given the opportunity to continue research and writing of individual creative projects/theses related to teaching English/Language Arts.

**ENGL 613 — Basic Grammar Review. 1 hour.**

In this basic review of traditional grammar and usage, learners will practice locating and editing grammatical errors in the teaching of writing.

**ENGL 614 — Communication in English/Language Arts. 3 hours.**

Modes of oral communication, including public speaking, interpersonal communication, small-group communication, and listening are applied to teaching oral communication skills in the middle and high school English/Language Arts classroom.

**ENGL 615 — Diversity and Multiethnic Literature. 3 hours.**

This study of Western and non-Western writers outside the traditional canon may include minority writers of the United States and writers of the Americas, African nations, India, and Far East and enables English/Language Arts teachers to make students aware of global commonalities.

**ENGL 616 — Workshop in English/Language Arts Assessments. 1 hour.**

Opportunity for discussion and construction of assessment tools useful in the English/Language Arts middle and high school classroom is provided. May include writing rubrics, testing, multimedia projects, speech rubrics, and participation rubrics.

**ENGL 617 — Critical Approaches to Literature. 3 hours.**

In this study of reading and interpreting creative literature, historical, formalist, psychoanalytic, and feminist approaches are included with emphasis is on integrating approaches into the middle and high school English/Language Arts classroom.

**ENGL 618 — Current Issues in English/Language Arts. 3 hours.**

Provides opportunity for investigation and discussion of issues that influence middle and high school English/Language Arts teachers and classrooms. Topics covered may include standards, technology, censorship, inclusion, tracking, and the learning environment.

**ENGL 619 — Grammar in Context. 3 hours.**

Teaching English/Language Arts teachers how to develop grammar instruction in the context of literature and writing is a goal, with particular attention to developing practical lessons that can be integrated into the English/Language Arts class. Consideration is also given to approaches to grammar instruction appropriate for diverse dialects.

**ENGL 620 — Visual Literacy. 2 hours.**

A study of the English/Language Arts domains of viewing and visually representing and how they can be integrated into the English/Language Arts middle and high school classroom.

**ENGL 621 — Workshop in the Interactive English/Language Arts Classroom. 1 hour.**

Investigation of effective teaching practices for the English/Language Arts middle and high school classroom based on the theories of multiple intelligences and learning styles. Teacher-learners will be able to adapt their own curricular materials to make them more accessible for today's diverse students.

**ENGL 623 — Workshop in Supervision and Sponsorship. 1 hour.**

Areas beyond direct classroom teaching relevant to middle and high school English/Language Arts teachers are discussed. Topics may include supervising field experience students and student teachers; directing plays; sponsoring newspapers, yearbooks, and literary magazines; and sponsoring speech teams.

**ENGL 637 — Writing in English/Language Arts. 3 hours.**

Principles and practices of teaching writing in the middle and high school English/Language Arts classroom are explored. Learners investigate writing theories and writing strategies including freewriting, journaling, composing on computers, peer editing, and portfolios. The course is taught in a workshop, hands-on environment.

**ENGL 649 — Reading Strategies and Young Adult Literature. 3 hours.**

Teachers of middle and secondary English/Language Arts will be taught reading strategies for comprehension and word recognition through the genre of young adult literature to prepare them to develop reader-centered approaches in teaching literature.

**ENGL 697 — Creative Project. 3 hours.**

This course provides learners an opportunity to do an individual investigation of a topic useful in the teaching of English/Language Arts in the middle and high school classroom. Learners may choose either a creative project or a thesis. This course is a culmination of ENGL 607A and 607B Educational Research: Principles and Practices I and II.

**ENGL 698 — Thesis. 3 hours.**

This course provides learners an opportunity to do an individual investigation of a topic useful in the teaching of English/Language Arts in the middle and high school classroom. Learners may choose either a creative project or a thesis. This course is a culmination of ENGL 607A and 607B Educational Research: Principles and Practices I and II.

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**English as a Second Language.**

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**ESL 601 — Linguistics for Teachers. 4 hours.**

An introduction to language and linguistics for the K-12 classroom. The course will focus, but not exclusively, on the English language. The ESL candidate will be introduced to the traditional structure of linguistics (phonetics, phonology, morphology, syntax, semantics, language change) and the contextual structure of linguistics (discourse, dialect, variation, language and culture, the politics of language). Such concepts as language and brain development, language acquisition, and second language learning will be presented.

**ESL 603 — Theoretical Foundations of Teaching ESL. 3 hours.**

A study of the major theories and principles of language learning and teaching. Topics to be covered in this course include: the comparison and contrast of first and second language acquisition, appreciation of individual differences in second language learning, and learners'

inter-language and the pragmatic functions of language. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 604 — Assessment of the Bilingual Student. 3 hours.**

Focuses on a research-based and practical approach to the foundations and characteristics of language assessment. Topics covered include evaluation and structure of assessments; analysis of formal and informal assessments; creation of language assessment instruments for various purposes; using appropriate technology for assessment; and using assessment results for the improvement of teaching. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 605 — Methods and Materials for Teaching ESL. 3 hours.**

An overview of different methods and techniques used in the teaching of ESL K-12 students. The ESL candidate will develop an understanding of the principles of materials development and the application of their practical use. The candidate will also learn the skills necessary to prepare materials for students in the new language learning environment. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 606 — Cross-Cultural Studies for Teaching Limited-English Proficient Students. 3 hours.**

Focuses on the study of cultural differences and how they affect communication, both in the ESL classroom and in the speech community. The candidate will gain a greater understanding of the relationship between language and culture. He/she will also learn various methods of incorporating culture into the ESL classroom. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

**ESL 607 — Contemporary Issues in Educating English Language Learners. 3 hours.**

The candidate will engage in a socio-cultural and educational examination of learning achievement issues that culturally and linguistically diverse students face in American school communities. The candidate will also examine techniques and strategies to promote collaboration with colleagues and administrators to provide support and a learning environment that embraces differences built upon commonalities. Topics include family literacy, parent communication, models of co-teaching for ESL classrooms, and leadership roles in ESL education. Includes a 20 clock-hour practicum in a school setting with bilingual or multilingual students.

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**Fine Arts**

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**FIN 105 — Fine Arts. 3 hours.**

The topics covered include an examination of the elements and principles of art, study of the major periods of art and architecture, from the Egyptians to the present, and a survey of music and its development from medieval times to the present.

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**General Studies**

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**GNS 111 — Intrapersonal Leadership. 3 hours.**

Learners are introduced to the expectations and opportunities to develop intrapersonal leadership. The course is an overview of important concepts of self-management and an awareness of effective skills for implementation in college-level study. The course will assist individuals as they set the stage for success by focusing on ways to develop a

healthy self-concept and by recognizing the relationships between the results of personal effort and constructive strategies for working, studying, and relaxing. The Myers-Briggs Type Indicator (MBTI) is used to help learners understand personality differences and how to use that information in their personal and professional lives, as well as in their new roles as students. The MBTI is also used to empower learners with effective team-building strategies for working in collaborative learning teams. By course end, learners will have composed personal career mission and vision statements to prioritize their daily work.

**GNS 112 — Strategies for Success. 3 hours.**

The overall course objective is the development of effective skills for implementation in college-level study. Course assignments are designed to assist learners as they set the stage for success by focusing on developments of constructive strategies for working and studying. The following topics will be addressed throughout this course: writing development, including various writing formats, conducting library research, and using proper APA format; computer and BlackBoard training; presentation skills, including PowerPoint training; and ONU policies and procedures.

**GNS 312 — Strategies for Student Success. 3 hours.**

Builds on skills learned in Blackboard training to help students successfully manage participation in online courses by providing online tutorials for Microsoft Word, Power Point, and Excel. Students will review modules and complete assignments on a weekly basis related to basic computer skills, grammar and punctuation, library skills, writing in APA style formatting (sixth edition) and paper development. Foundational guidelines for time management and discussion boards will also be reviewed. Students must satisfactorily pass this course before beginning any of the credited nursing classes in the BSN completion program.

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**Geology**

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**GEO 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.

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**History**

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**HIS 210 — 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.

**HIS 379 — Latin American History and Politics. 3 hours.**

An overview of Latin American history, politics, economics, and culture. Major epochs and achievements of Latin American history are explored, along with Latin reaction to specific regions and countries that are engaging the global spread of democracy. Students will become acquainted with some of the dominant aspects of Latin culture.

**HIST 600 — Historiographical Foundations. 3 hours.**

Focus will be on identifying and defining the most significant approaches to political philosophy and historical interpretation in Western civilization, and the expression of these traditions in successive religious, social, and

political contexts. Emphasis will be placed on methods of research and principles of interpretation. Students will begin the process of choosing a thesis or thesis project topic.

**HIST 601 — Ancient Greek and Roman Thought. 3 hours.**

An exploration of Greek and Roman political and historical understanding emphasizing the contributions of thinkers from Plato to Augustine. The crisis precipitated by the defeat of Athens in the Peloponnesian War, and the inability of the Greek poleis to find a basis for cooperation provides a relevant context for the exploration of Greek answers to the ultimate questions about the nature of reality and society.

**HIST 602 — The Medieval European Experience. 3 hours.**

An examination of major medieval themes of church and state, reason and faith by exploring defining works by Augustine and St. Thomas Aquinas, and numerous other writers in excerpt in the nine centuries between these pillars. The purpose of the course is to understand and appreciate both the ideals and the limitations of the unique medieval synthesis of the earthly and the heavenly. Extensive use will be made of Fordham University's Internet Medieval Sourcebook for primary documents online.

**HIST 603 — The European Enlightenment. 3 hours.**

A comparative study of leading thinkers from Locke to Rousseau, including Descartes, Locke, Edwards, Kant, Smith, Hume, Rousseau, and Wesley. The modern synthesis of empiricism, secularism, humanism, and rationalism as a unique cultural development will be analyzed and critiqued. Students will be assigned passages or segments from these major writers on key themes, and class activities will focus on discussion, analysis, and historical context.

**HIST 604 — Postmodernism. 3 hours.**

Postmodernism is the dominant intellectual trend in both the Global North and the Global South. Postmodernism arose out of the devastation wrought by World War I—piercing the apparently facile belief in humanitarian utopianism and was buttressed by Heisenberg's discovery of the uncertainly principle a decade later. Gone was the optimism of humanism and in was the despair of postmodern uncertainty. In this course students will explore the dominant features of postmodern philosophy and the will begin to analyze these features from a Christian perspective.

**HIST 605 — Seminar in Current Christian Thought. 3 hours.**

A student-oriented seminar class examining some salient aspect of the role of the Christian scholar and citizen in contemporary society. Topics might include the individualist, communitarian, and pluralist understandings of society, and the differences among Orthodox, Catholic, and Protestant perspectives on the social and political roles of the Christian. Students will be assigned different schools or authors, present their assigned topics in class, and argue and defend their topics in debate. Students should also complete an outline of their theses or curriculum projects.

**HIST 606 — The American Experience. 3 hours.**

A survey utilizing leading American writers from Winthrop and Edwards to Dewey, James, DuBois, and King of the changing understanding of the American political and social experiment. Emphasis will be placed on analysis and critique of primary sources. Source excerpts will form the literature based of the class, and students and faculty presentations will provide historical and cultural context.

**HIST 607 — America in the World. 3 hours.**

A student-oriented seminar class examining diverse perspectives on the role of American political and economic power in the contemporary world, and in particular, the impact of that power on less-developed nations. Emphasis will be placed on the analysis and critique of

secondary sources. Students will also complete bibliographies supporting their theses or thesis projects.

**HIST 608 — Seminar. 3 hours.**

A faculty-facilitated seminar in which students are aided in the development of their thesis proposal through reading, discussion, and research. The outcome of the class is a preliminary draft of their theses or theses projects.

**HIST 697 — Project. 3 hours.**

A directed research course for the completion of a thesis or thesis project rooted in primary sources, resulting in a 100-page document (or other approved form) in which the student addresses a critical question in either philosophy of history or political philosophy. The expected outcome is a final draft of the thesis or project.

**HIST 699 — Thesis. 3 hours.**

A directed research course for the completion of a thesis or thesis project rooted in primary sources, resulting in a 100-page document (or other approved form) in which the student addresses a critical question in either philosophy of history or political philosophy. The expected outcome is a final draft of the thesis or project.

**Human Resource Management**

**HRM 447 — Staffing, Selection and Placement. 3 hours.**

Examines essential practices and functions of staff selection and placement, including determination of staffing needs, external and internal recruitment, and selection processes. Other topics include the responsibilities of complying with labor laws and regulations related to hiring, and ensuring that selection processes are appropriate to support the organization's long-term strategic plans.

**HRM 452 — Employee and Labor Relations. 3 hours.**

An overview of laws and regulations pertaining to employee relations, discipline processes, grievance/dispute resolution, and discharge. Students also learn the correct procedures for responding to charges of discrimination and wrongful discharge.

**HRM 461 — Salary and Benefits Administration. 3 hours.**

Discussion of organizational approaches to compensation programs that assist in attracting, retaining, and motivating employees. Topics include compensation plan objectives, links between performance and pay, legal requirements and constraints on pay programs, and the relationship among finances, communication, and administration. The focus of this course is on developing a compensation plan that will aid an organization in attaining its goals.

**HRM 465 — Employee Development. 3 hours.**

Focuses on the philosophy of and critical organizational practices for building and sustaining an organizational culture supportive of a learning environment. Students will explore needs analysis, instructional design, strategic training, evaluation methods, educational technologies, and career management issues. The role of human resources in improving worker performances and developing the workforce to meet the organization's goals is emphasized.

**Library Information**

**LSCI 600 — Professional and Ethical Issues. 3 hours.**

The candidate will develop an understanding of social and ethical behavior regarding information and information technology. He or she

will recognize principles of equitable physical access to information. Modeling continuous learning through participation in professional organizations and staff development programs will be the desired outcome of this course.

**LSCI 601 — Information Technologies/Media Services and Production I. 3 hours.**

Understanding of technological needs of students and faculty; and teaching the use of computers and technology tools is the focus. The candidate will learn how to select, install, manage, and maintain applicable technologies and develop technology plans. He or she will understand the need to provide equitable access to multiple media resources and gain competence in word processing, databases, spreadsheets, presentation software, graphics, and production software, which will allow for assisting K-12 students in media production applications.

**LSCI 602 — Reference and Information Services. 3 hours.**

The candidate will develop an understanding of information literacy in order to direct student and faculty use of print and non-print information resources. Solving information needs with critical thinking and problem-solving skills is examined. The candidate will also learn how to provide an environment compatible for multiple learning styles and diverse K-12 students.

**LSCI 603A — Practicum/Internship I. 3 hours.**

The candidate will engage in practical, supervised experiences in school media centers with a wide variety of tasks. He or she will be involved in interactions with students who have diverse abilities and backgrounds and will incorporate a wide range of standards. Co-requisite: take concurrently with LSCI 602, 604 and 605.

**LSCI 603B — Practicum/Internship II. 3 hours.**

The candidate will engage in practical, supervised experiences in school media centers with a wide variety of tasks. He or she will be involved in interactions with students who have diverse abilities and backgrounds. Co-requisite: take concurrently with LSCI 607, 609 and 610.

**LSCI 604 — Organization. 3 hours.**

An introduction to the field of cataloging and classification to provide the student with the knowledge, classification tools, and confidence to conduct basic cataloging functions in any school library setting.

**LSCI 605 — Administration. 3 hours.**

The student will be provided with the knowledge and expertise necessary to effectively administer school library programs. Focus is on program components for which school libraries have responsibility: collection development, budgeting, grant writing, facilities, personnel, procedures, and program evaluation. This class will solidify ideas and practices from previous classes into a portfolio for future reference.

**LSCI 606 — Information Technologies/Media Services and Production II. 3 hours.**

In preparing for the development of a final project, a library technology plan, the student will explore a wide range of technology needs in the school library. He/she will be exposed to a variety of available technologies, learn how to evaluate and select technologies, work with key school decision-makers, budget for technology, adapt new technologies to the library situation, learn why equitable access to technology is important, and advocate for the use of technology in the library. You will also be required to develop a schema that describes the structure, content and layout of a model School Library Media Center website, as well as the desirability of separating web page layout from content.



**LSCI 607 — Literature and Resources for Children. 3 hours.**

An introduction to literature and resources for children. Developing and evaluating the materials collection based on diverse learning needs of students and faculty will be emphasized, along with using the appropriate review sources to assist in recommending and purchasing materials suited for individual learners and the curriculum with a focus on providing for reading, listening, and viewing guidance to the student.

**LSCI 608 — Literature and Resources for Young Adults. 3 hours.**

Skills for introducing literature and resources to both young adults (ages 12-18) and their teachers will be covered, with emphasis on evaluation, selection and use of print and non-print materials across all genres based on diverse needs. Added emphasis will be on providing reading, listening, and viewing guidance to young adults and promotion of young adult literature for both personal and curricular use in library media center programs.

**LSCI 609 — Curriculum Integration. 3 hours.**

The candidate will learn to partner with other members of the learning community to meet learning needs of K-12 students. Focus is on integrating the school library media program into the curriculum to promote achievement of learning goals and content-area standards. The candidates will develop skills for collaborating and co-teaching with classroom teachers on integrated student assignments and projects.

**LSCI 610 — Communication and Leadership. 3 hours.**

Knowledge and expertise that are needed for leadership and communication in the library program are the goals of this course; topics covered include leadership styles, advocacy, communication, professional development and marketing/promotion.

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**Mathematics**

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**MTH 116 — Introduction to Statistics. 3 hours.**

This course is an introduction to statistical methods, including sampling, measures of dispersion, averages, and statistical inferences.

**MTH 117 — Finite Mathematics. 3 hours.**

This course provides an introduction to finite mathematics with applications in business and management areas. Topics include the construction and use of linear models, matrices, the solving of linear systems of equations, linear programming, mathematics of finance, and probability.

**MTH 120 — Introduction to Statistics – Nursing. 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.

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**Nursing**

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**NRS 301 — Introduction to Informatics and Professional Nursing. 4 hours.**

An overview of concepts that formulate the framework for professional nursing practice. The historical, philosophical, and professional perspectives are presented as the genesis for the development of professional nursing. Emphasis is placed upon the theoretical basis for the science of nursing. Also included in the module are the concepts of communication between health providers to assist nurses as they develop health information, health education materials, and health presentations.

**NRS 326 — Community Health Nursing. 3 hours.**

The role of a nurse in the health and well-being of the community is examined. Health promotion, disease prevention, and health maintenance of local communities are assessed and evaluated. The health care delivery system, cultural diversity, ethics, and sociopolitical forces are examined. High risk population aggregates are studied and the roles of various community and public health nurses are explored. Resources investigated will include community agencies, clinics, and government agencies.

**NRS 342 — Transcultural Nursing. 4 hours.**

Development of cultural sensitivity is studied. Learners design the delivery of culturally appropriate nursing care incorporating the role and function of the family across the life span.

**NRS 355 — Health Assessment/Pathophysiology. 3 hours.**

Students will strengthen physical assessment knowledge through the understanding of selected pathophysiological processes. Emphasis is placed on the concepts of cellular injury, inflammation, hypoxia, and cancer, as well as the health continuum, the nursing history, examination, and interviewing techniques, and documentation.

**NRS 395 — Nursing Research. 3 hours.**

This course provides the basic foundation for an understanding of nursing research. Included in the course are an overview of nursing research, steps in the research process, research designs, research methodology, data collection and analysis, and utilization of research.

**NRS 436 — The Global Community. 3 hours.**

Provides an overview of international health issues and the role of the nurse in preserving and promoting health in diverse communities. Students will analyze the health of global communities and discuss potential avenues of health promotion, health protection, health prevention, and health maintenance. Target populations are assessed and evaluated in relation to health care access and sociopolitical forces. Principles of epidemiology are explored and the effects of environmental health issues are evaluated.

**NRS 441 — Advanced Adult Health Nursing. 3 hours.**

Study of critical and crisis situations across the life span. Emphasis is given primarily to the individual, but the impact of crisis on the family is also discussed.

**NRS 445 — Families in Crisis. 3 hours.**

This course presents group theory and crisis intervention in the management of dysfunctional families. Selected therapeutic groups are observed and group assignments completed.

**NRS 463 — Leadership/Management in Nursing. 3 hours.**

Management and leadership theories, principles, and concepts are studied with focus on transforming personal leadership. Emphasis is placed on facilitating professional leadership behavior.

**NRS 470 — Issues in Health Care, Law, and Ethics. 3 hours.**

A critical examination of the profession of nursing in the 21st century will be analyzed within theoretical frameworks. Topics will include legal, ethical, political, and professional issues that will challenge students. These timely topics will be presented in a way that will provoke thought, dialogue, and debate. The future of nursing within the evolving health-care system will be discussed.

**NRS 614 — Health Promotion and Disease Prevention. 3 hours.**

A theoretical basis for health promotion and disease prevention. Major components include concepts of health, levels of prevention, epidemiology of wellness, and global health threats. Measures are employed to identify distributions and determinants of disease in relation

to global health concerns. Social and environmental concerns are examined and their relationship to health promotion and disease prevention. Responsive political advocacy is examined as a method of influencing change.

**NRSRG 616 — Political and Social Implications of Health Care. 3 hours.**

Provides an analysis of political and social implication of health care systems as it relates to professional practice. Policies, economic implications, and current research are examined. Issues, trends, and forecasting relative to the future of healthcare are explored.

**NRSRG 617 — Leadership Role Development. 3 hours.**

Examine concepts of leadership as it relates to professional practice, healthcare delivery systems, healthcare policy, finance, and personal obligation. The course builds on knowledge from moral and ethical decision making. Opportunities to examine Christian philosophical views of leadership, change theory, barriers to change, and effective leadership strategies are presented. Students will define their leadership role as it applies to their current practice.

**NRSRG 618 — Ethical Leadership Seminar. 2 hours.**

Reflection on previous courses and on one's professional and personal responsibility to practice as a responsible ethical leader. Participants will critically reflect on their knowledge derived from the core courses, including their personal, professional, and spiritual growth. Students will develop a personal development plan with goals prior to moving into their specialty track.

**NRSRG 621 — Teaching Roles and Strategies. 4 hours.**

Teaching as a profession is explored along with the role of an educator, the learning process, and teachers as leaders, mentors, and role models. Educational philosophy is examined including student centered learning. Students will examine factors that influence learning, explore critical topics in education, accreditation, educational organizations, funding, cultural diversity, and gender sensitivity. Students will begin to determine a personal teaching philosophy and determine appropriateness of various teaching strategies.

**NRSRG 622 — Curriculum Design, Assessment, and Evaluation. 4 hours.**

Prepares the student to design curriculum and evaluate its effectiveness. Students will design, implement, and assess outcomes through a mini curriculum project. The student will consider their personal educational philosophy when determining ways to engage learners and assess learning outcomes. Various methods of course delivery are considered including distance delivery, online modalities, and emerging trends in education.

**NRSRG 624 — Evaluation in Nursing Education. 4 hours.**

The student will have completed all courses in the specialization track before enrolling in this teaching practicum experience. It will provide an opportunity for the student to integrate and apply the principles and concepts relative to a graduate level nurse educator. As a capstone, the student will build on the specialization and practice setting. Students will critically reflect on their knowledge, fulfill their Professional Development Plan, research project, and practicum activities.

**NRSRG 626 — Moral/Ethical Decision Making. 4 hours.**

This course provides the opportunity to study family life experiences and the nurses' role in moral and ethical decision-making. The course begins with the review of APA formatting, which is integral to the writing of a research project. Discussions center on recognizing physiological, moral, ethical, and spiritual variance among cultural norms and health care practices in varied racial and ethnic backgrounds. Students will reflect on their personal values as they relate to moral and ethical decision-making,

the role to serve as change agents for others and implications to professional, spiritual and personal growth.

**NRSRG 631 — Nurse as a Leader and Manager of Care. 4 hours.**

Various models of organizational, managerial, and leadership theory are examined. The student will review mid-level and senior managerial and leadership roles within a health care organization, as well as clarify personal values as they relate to leadership attributes and determine their role in improving quality of nursing services. Trends in nursing and health care as a means to predict practice change are considered, and theories on change, leadership, concepts of power, and empowerment will be examined as they relate to administrative roles.

**NRSRG 646 — Healthcare Financial and Resource Management. 4 hours.**

The student will integrate the concepts of leader, manager, and change agent as they relate to the health care environment. Consideration is given to mission, strategic planning, finance, systems analysis, and forecasting. Responsible management of human, fiscal, and physical resources is examined in the complexity of the health care organization. Strategies to ensure a quality workplace, staff support, and retention are discussed.

**NRSRG 647 — Transforming Leadership in Nursing. 4 hours.**

This course provides the opportunity for participants to integrate and apply previously learned principles and concepts relative to a graduate level manager and leader. The student will critically reflect on their knowledge and submit a business plan specific for the practicum site.

**NRSRG 651 — MSN Practicum. 0 hours.**

A practicum project equivalent to a minimum of 120 hours must be completed for successful completion of the MSN program. Experiences and previous course work can be used to as a foundation for the project. The practicum project cannot be started until it is approved and the student has received written verification of the approval. It is essential the student understand it is not research but completing a practicum project that is based on research and the literature. It is highly recommended the student begin thinking about their specialty track, type of practicum desired, and possible supervisor throughout the MSN core coursework. The practicum proposal will be submitted during the last core course, NRSRG 618.

**NRSRG 653 — Theoretical and Professional Foundations for Nursing. 4 hours.**

Builds on skills learned in Blackboard training to help students successfully manage participation in online courses by providing online tutorials for Microsoft Word, Power Point, and Excel. Students will review modules and complete assignments related to basic computer skills, grammar and punctuation, library skills, writing in APA style formatting (sixth edition) and paper development. This course provides an opportunity to explore theoretical models of practice in healthcare systems in relation to other disciplines. Emphasis is on developing a foundation for application of professional practice through systems approach. Students will be introduced to development of a professional portfolio.

**NRSRG 656 — Evidence Based Research and Proposal Development. 4 hours.**

An opportunity to examine the foundation for best practice evidence-based nursing research. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence based practice (EBP) research project utilizing skills gained during the course which support students' ability to follow and write in 6th edition APA format, The Research

Proposal will be finalized and submitted to the ONU Institutional Review Board (IRB) for approval prior to course end.

**NRSRG 661 — APN Roles and EBP. 3 hours.**

A seminar course on advanced practice nursing (APN) with an in-depth examination of its definition and core competencies. In addition, evidence-based practice (EBP) research will be introduced. Students will learn to critically analyze both qualitative and quantitative nursing research, apply nursing models to an EBP project, and write a project proposal.

**NRSRG 662 — Advanced Health Assessment. 5 hours.**

This clinical lab course emphasizes the application of advanced assessment techniques to perform focused and comprehensive health assessments of clients across the lifespan. Clinical analysis and synthesis of physical assessment data and diagnostic reasoning skills are developed. Students fulfill 100 clinical hours.

**NRSRG 663 — Advanced Pathophysiology. 4 hours.**

Examination of normal physiology and pathologic alterations will lay the foundation for clinical assessment, decision making, and management. The four topics to be discussed are etiology, pathogenesis, clinical manifestations, and general treatment implications.

**NRSRG 664 — Advanced Pharmacology. 4 hours.**

This course focuses on pharmacology and therapeutics used in the treatment of selected health conditions commonly encountered by the advanced practice nurse. Emphasis is placed on the decision making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation.

**NRSRG 665 — FNP Practicum. 5 hours.**

This experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families and communities. Emphasis is placed on health promotion, disease prevention and clinical management of clients with common acute and chronic illness. The students will fulfill 400 clinical hours in their practicum. This course is taken concurrently with NRSRG 663 and 664.

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**Organizational Leadership**

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**MOL 600 — Introduction to Graduate Study of Organizational Leadership. 1 hour.**

The academic skills and learning techniques required to achieve success in graduate-level studies are discussed. Topics include theories of self-management, evaluation of personal academic strengths, decision-making and communication skills, study-group and team dynamics, time management, and other related issues. A grade of B or higher in this course is required.

**MOL 601 — Leading, Learning, and Communicating in an E-World. 3 hours.**

Students gain insight into how technology is impacting the way organizations and individuals lead, communicate, collaborate, share knowledge and information, and build ever-expanding communities of learning. Also addressed are issues involved in leading organizations through the process of change as new technologies are implemented in the workplace.

**MOL 602 — Leadership Theories and Practices. 3 hours.**

Drawing from the behavioral and social sciences to examine leadership theories, models, and practices, learners will make inventories of personal leadership behaviors and create individual leadership

development plans. Development of leadership portfolios begins, as do collaborative learning team projects which focus on leadership issues/problems or change initiatives within organizations.

**MOL 604 — Organizational Culture and Politics. 3 hours.**

Examines behavioral science theory, as well as various factors that influence the culture of an organization, and focuses on the importance of utilizing an understanding of culture to build a well-performing organization. Learners will study the importance of social skills and managerial intelligence in organizations and analyze organizations from the perspective of internal political systems.

**MOL 606 — Organizational Ethics, Values, and the Law. 3 hours.**

An overview of the importance of ethical and values-based foundations of organizations, as well as the legal environments in which they operate. Learners will acquire greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style and organizational performance.

**MOL 608 — Developing a Multicultural Perspective. 2 hours.**

Learners will work to develop a multicultural perspective relative to an organization and its employees by examining how organizations function in a variety of cultures and explores organizational behavior theories as viewed by different cultures. Learner awareness of the implications of cross-cultural issues to an organization, as well as to society as a whole, is enhanced.

**MOL 612 — Leading High-Performance Teams 3 hours.**

Research, theories, and models of team performance, including the design and implementation of high-performance leadership in organizations, are explored. Assessments, simulations, and case studies will be utilized by learners to gain further insight into personality types, power and influence, trust-building, risk-taking, communication styles, motivational strategies, and team dynamics.

**MOL 614 — Coaching, Mentoring, and Resolving Conflicts. 3 hours.**

Survey of theories, models, and best practices related to mentoring and coaching employees toward higher levels of performance. Learners examine sources of conflict between supervisors and subordinates, as well as between/among peers, with a focus on methods of resolving such conflicts for the betterment of individual, team, and organizational performance.

**MOL 616 — Leading Change and Transformation. 3 hours.**

A look at the context of change and potential barriers to organizational change efforts. Learners are introduced to a variety of change interventions and best leadership practices to promote employees' acceptance of and enthusiasm for change. The leader as change agent is emphasized, with attention given to techniques for human resources, process, and techno-structural and strategic interventions to facilitate organizational transformations.

**MOL 618 — Financial Environment of Organizations. 3 hours.**

Financial interpretation skills necessary to knowledgeably read financial statements and understanding of how the results of leaders' decisions can impact their organizations' fiscal performance are topics presented. Course includes basic accounting concepts, fundamentals of finance, budgetary concepts, project cost-benefit analysis, and the general business environment, and how to assess the financial well-being of an organization.

**MOL 620 — Performance-Based Evaluation Systems. 3 hours.**

Methods of assessing individual and group performance are presented, with an emphasis on rewards systems to motivate employees to higher levels of achievement. Learners will acquire the ability to develop

individual and team evaluations based on measurable outcomes that support organizational goals and objectives, as well as correlate performance standards with financial rewards and other forms of recognition.

**MOL 622 — Strategic Leadership: Planning, Problem-Solving, and Decision-Making. 3 hours.**

Examines models and best practices for organizational strategic planning, including leaders' roles in the planning process and in implementing the plan at various operational levels. Various methods for analyzing and solving problems, as well as decision-making strategies, are discussed for utilization as change in organizations' operations becomes necessary.

**MOL 625 — Capstone Seminar in Organizational Leadership. 3 hours.**

Learners make individual presentations regarding their leadership portfolios. In addition, collaborative learning team projects are reported to the cohort in the form of executive summaries supported by PowerPoint or other similar visual presentation. Verbal critiques of the projects are provided by other members of the cohort.

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## Pastoral Leadership

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**PAST 600 — Theology and Ministry. 3 hours.**

The purpose of this course is to understand the significance of theologically formed patterns of ministry and pastoral leadership, and to develop theologically reflected models for ministry. Special attention will be given to the issues of ecclesiology as they relate to theological leadership.

**PAST 610 — Christian Leadership. 3 hours.**

A focused learning conversation among friends exploring the spiritual foundations, the primary influences, the relational context, current literature and authorities of the theory of leadership, and the priority principles and best practices of effective Christlike leadership. Class members will apply this holistic view of leadership to the context of ministry in which they currently serve or may serve in the future.

**PAST 620 — Life Management and Personal Renewal. 3 hours.**

Explores the significance of spiritual development and personal renewal in the life of a leader, with attention to practice and implementation as well as strategies for modeling and teaching healthy patterns as leaders.

**PAST 630 — Pastoral Leader as Prophet. 3 hours.**

Explores the central content of the Christian message, especially as a theological vision of soteriology/holiness and the role of the pastoral leader as the primary theologian for a local congregation.

**PAST 640 — Preaching and Worship as Pastoral Leadership. 3 hours.**

Consideration of the critical roles of the pastoral leader as primary preacher and worship leader. Attention will focus on the critical interaction between theology in practice and confession and how it is formed in practices of worship.

**PAST 650 — The Teaching Church. 3 hours.**

A comprehensive approach to developing the local church as a teaching community. Attention will focus on assessment and planning of effective and wholistic teaching processes.

**PAST 660 — Pastoral Leader as Priest. 3 hours.**

Examines the critical role of the pastoral leader in defining the shape, or patterns, of the Christian life. This includes consideration of the proper biblical understanding of the Christian life, the Pastor as model/mentor, and the church as a community of formation.

**PAST 670 — The Church as a Community of Formation. 3 hours.**

Explores the dynamics of the church as a community which forms by the patterns and practices it cultivates and encourages. Attention is given to identifying the characteristics of Christian life and character that can and should be encouraged and formed by the life of the community.

**PAST 680 — The Church in the World. 3 hours.**

Focus on the intersection of the church (as a Kingdom community) and the world. Examination of the competing value systems and formation of an approach to developing a church that effects transformation in its community and world.

**PAST 690 — Pastoral Leader as King. 3 hours.**

This course will consider the role of the pastoral leader as an organizational leader. Attention will be given to Kingdom values which should be embodied in the organizational structures of the local church and development of an approach to effecting those values in the local church.

**PAST 700 — Visionary Leadership. 3 hours.**

The task of pastoral leadership to effectively communicate and perpetuate a vision of Kingdom community is the focus. Study includes identification of core values and definition of mission, as well as strategies for effectively casting vision for a local church.

**PAST 710 — Development of a Ministry Plan. 3 hours.**

An application project integrating the coursework and ideas of the program of study into a specific and comprehensive plan for congregational leadership and development.

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## Physical Education

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**PED 170 — Adult Wellness. 3 hours.**

This course is designed to provide an understanding and personal appreciation of the relationship of chemical independence, nutritional intake, physical activity, and stress management to health, so that adults select an appropriate personal lifestyle necessary to produce optimal lifelong health and well-being.

**PED 500 — First Aid and Cardiopulmonary Resuscitation. 3 hours.**

The course consists of teaching and demonstrating vital and practical applications and necessary steps in administering emergency first aid care to an injured person, including the issues related to bleeding, shock, splinting, bandaging, and CPR methodology. Appropriate certification may be achieved upon satisfactory completion of this course.

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## Practical Ministries

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**PRM 306 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building (utilizing the Myers Briggs Type Indicator and congregational life theory). Business management topics include financial, personnel, and time management.

**PRM 310 — Discipling. 3 hours.**

Learners will be able to (1) effectively live a discipling lifestyle and (2) are empowered to plan and implement disciple-making strategies within their respective appointments. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work was Christian community, where focus

was maintained and purpose fulfilled through strategic planning that resulted in practical steps of action in developing an ever-expanding network of discipling relationships.

**PRM 316 — Worship and Preaching. 3 hours.**

This course explores the nature of worship in terms of its theology and its historical development. The components and dynamics of corporate worship are examined with particular attention given to the place of preaching. Contemporary and cultural factors influencing worship are examined.

**PRM 360 — Youth and Family Ministry. 3 hours.**

The needs of churched and unchurched people in the context of today's culture are examined, along with the possibility for corps growth through effective programming for all ages. Particular attention is given to the developmental stages and self-esteem issues within the community of faith.

**PRM 402 — Organizational Behavior. 3 hours.**

This course examines organizations on the individual, group, and external environment levels. Emphasis is placed on current organizational and leadership theories. Learners also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. The course looks at both secular and Biblical styles of leadership.

**PRM 403 — Spiritual Formation and Personal Development. 3 hours.**

Topics in both personal and corporate spiritual formation that impact the totality of one's life and work are explored. Additionally, attention is given to problems that may cause leaders to bring into question their call to ministry and impede their spiritual and ministry formation.

**PRM 410 — Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**PRM 417 — Community Relations. 3 hours.**

Salvation Army services and programs cannot be carried out in any community without adequate resources. This seminar examines four key elements for developing a successful program that generates the needed resources: public relations/marketing, grant- and proposal-writing for funding, fund raising, and community relationships.

**PRM 421 — Faith in Action Through Social Work. 3 hours.**

Social work is a caring ministry. This course integrates Christian faith with social work theory and practice. Topics to be covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. Salvation Army policies and procedures are also reviewed as they relate to the caring community services ministries. There is a 45-hour social work component with this course.

**PRM 424 — Cross-Cultural Ministry. 3 hours.**

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies for leadership in multicultural settings.

**PRM 432 — Chaplaincy for Crisis Response. 3 hours.**

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills, and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and prepares participants to provide chaplaincy services in a variety of settings with diverse population groups. The focus is on strategic chaplaincy intervention for the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

**PRM 471 — Family Dynamics and Intervention. 3 hours.**

An introduction to the systems approach in understanding family dynamics. Topics presented include (1) structural and cultural variations, (2) Biblical and theological foundations, (3) ministry program development, (4) life-cycle assessment, and (5) the application of theoretical concepts for practical ministry.

**PRM 602 — Organizational Behavior. 3 hours.**

A look at organizations on the individual, group, and external environment levels. Emphasis is placed on current organizational and leadership theories. Learners also learn to analyze organizations as an open system. Topics of discussion include group dynamics, communication and interpersonal relations, strategic planning, goal-setting, change management, and volunteer administration. The course looks at both secular and Biblical styles of leadership.

**PRM 603 — Spiritual Formation and Personal Development. 3 hours.**

Learners will explore topics in both personal and corporate spiritual formation that impact the totality of one's life and work. Additionally, attention is given to problems that may cause leaders to bring into question their call to ministry and impede their spiritual and ministry formation.

**PRM 606 — Principles of Management. 3 hours.**

Management issues are explored from the perspectives of human resource administration and business management. Human resource administration topics include authority and ethics, conflict management, and team-building (utilizing the Myers Briggs Type Indicator and congregational life theory). Business management topics include financial, personnel, and time management.

**PRM 610 — Discipling. 3 hours.**

The purpose of this course is to develop learners who (1) effectively live a discipling lifestyle and (2) are empowered to plan and implement disciple-making strategies within their respective appointments. The model is Jesus, whose purpose was to make disciples and whose disciples continued to focus on this purpose. At the heart of their life and work was Christian community, where focus was maintained and purpose fulfilled through strategic planning that resulted in practical steps of action in developing an ever-expanding network of discipling relationships.

**PRM 616 — Worship and Preaching. 3 hours.**

The nature of worship is examined in terms of its theology and its historical development. The components and dynamics of corporate worship are discussed, with particular attention given to the place of preaching. Contemporary and cultural factors influencing worship are examined.

**PRM 617 — Community Relations. 3 hours.**

Salvation Army services and programs cannot be carried out in any community without adequate resources. This seminar examines four key elements for developing a successful program that generates the needed

resources: public relations/marketing, grant- and proposal-writing for funding, fund raising, and community relationships.

**PRM 621— Faith in Action Through Social Work. 3 hours.**

Social work is a caring ministry. This course integrates Christian faith with social work theory and practice. Topics to be covered are (1) the Biblical basis for social work, (2) the history of social work, (3) social work and Christian values and ethics, (4) social work practice, (5) case management, and (6) crisis intervention. Salvation Army policies and procedures are also reviewed as they relate to the caring community services ministries. There is a 45-hour social work component with this course.

**PRM 624 — Cross-Cultural Ministry. 3 hours.**

Explores the fundamentals of intercultural communication and implications for social interactions. The course will cover a variety of topics, emphasize self-reflection, and engage participants in experiences designed to develop competencies for leadership in multicultural settings.

**PRM 632 — Chaplaincy for Crisis Response. 3 hours.**

Providing effective chaplaincy ministry to individuals, families, and communities following critical incidents and in times of crisis requires special training, skills, and understanding of the unique role of the chaplain. This course builds on the basic crisis intervention principles taught in the required prerequisite courses and prepares participants to provide chaplaincy services in a variety of settings with diverse population groups. The focus is on strategic chaplaincy intervention for the immediate post-incident response, along with long-term assistance in connecting survivors with critical support systems throughout the journey of recovery.

**PRM 635 — Counseling. 3 hours.**

Principles and practices of Christian and pastoral counseling are reviewed with emphases on counseling for common personal and emotional issues including depression, addiction, stress and anxiety, grief, managing anger and forgiveness. Special attention is given to ethical issues, counseling parameters, intercultural competence and counseling issues with co-occurring disorders. Students learn self-awareness and self-care techniques along with short term intervention strategies.

**PRM 660 — Youth and Family Ministry. 3 hours.**

Examines the needs of churched and unchurched people in the context of today's culture. The possibility for corps growth through effective programming for all ages is discussed, with particular attention to the developmental stages and self-esteem issues within the community of faith.

**PRM 671 — Family Dynamics and Intervention. 3 hours.**

The systems approach in understanding family dynamics is introduced. Topics presented include (1) structural and cultural variations, (2) Biblical and theological foundations, (3) ministry program development, (4) life-cycle assessment, (5) and the application of theoretical concepts for practical ministry.

**PRM 698 — Ministry Practicum. 2 hours.**

Learners are offered an opportunity for research and development in a specific area of ministry in which learners are directly related. Research should be practically applied in the learner's area of ministry. It is expected that this experience requires 80–90 hours of preparation. The practicum is to be approved by the program coordinator.

**PRM 699 — Thesis. 4 hours.**

Learners complete a thesis, with approval of the Graduate Committee. The subject must be directly related to the learner's current ministry or

the learner's own personal ministry objectives. The thesis must demonstrate the learner's ability to design, execute, and report on independent research. See the section on "Research Options" in *Chapter 9* for further explanation of thesis design and expectation.

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## Psychology

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**PSY 204 — Industrial/Organizational Psychology. 3 hours.**

This course helps learners understand the factors that influence human behavior in organizational settings. Emphasis is placed on scientific analysis of individual processes, group processes, and organizational structure and design. Topics addressed include research methodology, attitude determinants, communication, performance determinants and evaluations, decision-making, and leadership.

**PSYC 600 — Research and Program Evaluation. 3 hours.**

Survey of methods of gathering, analyzing, interpreting, and communicating research data. Topics include psychological measurement and scaling techniques, the various types of research methods and designs, ethics in research, report writing, graphical reporting of data, and bibliographical sources in psychology. Learners must find a researchable problem, develop a testable hypothesis, review and critique the literature, and develop an appropriate method, design, and statistics.

**PSYC 601 — Human Growth and Development. 3 hours.**

A study of human physical, cognitive, emotional, social, and personality development and needs from conception to death. Factors contributing to functional and dysfunctional physical, cognitive, interpersonal, and vocational development are emphasized.

**PSYC 602 — Lifestyle and Career Development. 3 hours.**

Discusses the interface of persons of diverse genders, cultures, socioeconomic levels, and the world of work. Includes global theoretical perspectives, as well as practical counseling issues, such as career-planning and decision-making, interest and aptitude assessment, training and equipping, motivation, career resources, résumé and interview optimization, holding a job, career interrelationships with family and other life roles, dismissals, and retirement.

**PSYC 603 — Psychological Assessment. 3 hours.**

The selection, administration, interpretation, and communication of psychological tests, with promotion of sound psychometric principles. Concepts such as central tendency, reliability and validity, norms, standard scores, and variability are addressed. The basic assumptions, procedures, techniques, and instruments in the assessment of human characteristics, such as mental abilities, attitudes, disabilities, vocational interests, personality traits, and abnormalities, are explored. Both individual and group assessments are included, as well as legal and ethical issues, and issues of diversity.

**PSYC 604 — Abnormal Psychology. 3 hours.**

A study of the various types of personality and behavioral abnormalities, including their etiology, symptoms, dynamics, and treatment. The emphases are on training practitioners in differential diagnosis using the latest diagnostic and statistical manual and the ICD classification system and on increasing awareness of the most effective forms of therapy for a particular disorder. A required part of this course is a concurrent weekly practicum experience in a setting in which learners can diagnose and interact with persons who are mentally ill or developmentally disabled.

**PSYC 607 — Social and Cultural Foundation. 3 hours.**

The purpose of this course is to provide an understanding of issues and trends in a multicultural and diverse society, including characteristics of

individuals, couples, families, racial/ethnic groups, and communities. The course examines the impact of race, ethnicity, sexual orientation, physical and mental characteristics, and other areas of diversity on personal, social, and academic development. One's own social and cultural background are analyzed. Tolerance (political perspective) and value (spiritual perspective) of differences are emphasized.

**PSYC 610 — Counseling Theory and Techniques I. 3 hours.**

A study of basic interviewing and counseling skills and the facilitative relationship. The course explores theories of development, dysfunction, and treatment using traditional and brief models applied to both prevention and intervention with diverse individuals. Counseling approaches include psychodynamic, Adlerian, person-centered, existential, behavioral, cognitive, and reality therapies.

**PSYC 611 — Counseling Theory and Techniques II. 3 hours.**

The learner will explore contemporary and/or specialized theories, including Gestalt, psychodrama, family systems, crisis intervention, multicultural, and other developmental and community counseling theories.

**PSYC 619A — Counseling Practicum I. 1 hour.**

The supervised practicum experience(s) requires completion of a minimum of 100 clock hours. Requirements include a minimum of 40 hours of direct service with clients (at least one-fourth of these hours should be in group work). Additional requirements include at least one hour of individual supervision and 1½ hours of group supervision per week. The 100 hours can be completed over one or two semesters. A grade of B or better is required. Students will complete the practicum experience in the Olivet Nazarene University Counseling Lab.

**PSYC 619B — Counseling Practicum II. 1 hour.**

This course is a continuation of practicum over a second semester to refine skills and complete required hours. A grade of B or better is required.

**PSYC 621 — Addictions and Compulsive Behaviors. 3 hours.**

Explains the interviewing, assessment, intervention, case management, and optimal resources for clients with substance abuse, eating disorders, and love and sexual addictions. Etiological, reinforcing, and therapeutic family dynamics are emphasized. A concurrent practicum is required that involves 10 hours of experience in various settings interacting with addiction clients.

**PSYC 622 — Legal and Ethical Issues in the Counseling Profession. 3 hours.**

This course will provide an understanding of legal and ethical issues related to counselor practice, with particular emphasis to Illinois Mental Health Codes and Standards. Students will learn about codes of ethics, laws, rules and regulations which govern behavior of counselors. The course will also include information related to professional credentialing, including certification, licensure and accreditation practices and standards in Illinois. The role and process of the professional/school counselor as an advocate for the profession and for the individual when barriers impede access to services, equity in mental health care and individual success will be explored with emphasis directed towards diverse populations. The ethical standards of the ACA and related entities in professional and school counseling, with particular emphasis on Illinois Mental Health law and practices will be presented, discussed and applied through use of lecture, case study and outcome evaluation. Additionally, this course will emphasize methods and strategies for identifying ethical conflicts and the appropriate professional response. This course will also examine the history and philosophy of the counseling profession, professional roles, functions and relationships with other service providers, as well as the benefits of membership in professional organizations.

**PSYC 623 — Graduate Strategies for Success. 1 hour.**

Adult learners are introduced to the expectations and opportunities to develop interpersonal leadership. The focus of this course will be on writing skills development, including various formats; conducting library research and review of proper APA format; computer and Blackboard training; presentation skills, including Power Point, if needed.

**PSYC 630 — Group Dynamics and Counseling. 3 hours.**

Focuses on group objectives, process and dynamics, leader and member roles, and behavior, treatment strategies, and evaluation. Attention is given to specific types of groups, including task groups, psycho-education groups, counseling/interpersonal problem-solving groups, and therapy groups. The course is experiential in nature; the class does interpersonal growth group work.

**PSYC 640 — Marriage and Family Relations. 3 hours.**

A study of contemporary structural variations of the family, statistics, life-cycle stages, and cultural and socioeconomic influences. This course examines the principles for healthy marital and family functioning, factors producing dysfunctional relationships such as dependency and codependency, and the causes and amelioration of conflict and abuse.

**PSYC 650 — Introduction to School Counseling Services. 3 hours.**

The role, function, and professional identity of the school counselor will be explored. The course examines history, philosophy, trends, and technology in education and school counseling, as well as social and cultural issues as they relate to school populations and issues. Various services will be explored, including assessment, individual, group, and family counseling approaches, peer-helper programs, advocacy for all students, crisis intervention, and referral. Specific child and adolescent issues such as chemical abuse, sexuality, eating disorders, depression, alternative family structures, effects of child abuse and the needs of special populations (such as students with physical, emotional, behavioral, and/or mental disabilities) will be discussed. Emphasis is on understanding prevention and intervention from a comprehensive developmental school counseling model. Additionally, laws, policies, and ethical issues related to children and adolescents as well as the counseling profession will be examined. Prerequisite: A passing score within the last five (5) years on the Illinois Test of Basic Skills/Test of Academic Proficiency (TAP).

**PSYC 651 — School Counseling Strategies and Program Development. 3 hours.**

Focus is on the development, management, and evaluation of comprehensive developmental school counseling programs that reflect school missions, community resources, and current school counseling trends. Student and program needs assessments and outcome plans based on assessment will be stressed. Systems theory, multicultural understanding, and organizational development theories will be explored to enhance understanding of school, community, and family systems which influence student and program needs. Funding strategies and current technologies which would enhance school counseling programs will be examined. Prerequisite: A passing score within the last five (5) years on the Illinois Test of Basic Skills/Test of Academic Proficiency (TAP).

**PSYC 652 — Consultation and Faculty Development Strategies. 3 hours.**

Training in the functions and skills necessary for school counselors to work with teachers, parents, and other service providers in order to meet the physical, emotional, cognitive, and social needs of children and adolescents. Crisis intervention, case management (including basic understanding of diagnostic information and medication), referral, and team-building skills will be emphasized. Faculty development approaches that help teachers understand classroom management; state laws and

school policies; and students' needs, issues, and differences will be discussed. School counseling programs will be examined in terms of integration into the school curriculum and community resources. Prerequisite: A passing score within the last five (5) years on the Illinois Test of Basic Skills/Test of Academic Proficiency (TAP).

**PSYC 690A — Internship in Professional Counseling I. 5 hours.**  
This internship requires 600 clock hours (240 of which are required as direct service hours) in an approved facility under the supervision of an appropriately trained and licensed psychologist, professional counselor, or someone in a closely related field. The internship may be concurrent with other courses or after coursework is completed. A grade of B or better is required.

**PSYC 690B — Internship in Professional Counseling II. 5 hours.**  
This course is a continuation of internship over a second semester to refine skills and complete required hours. A grade of B or better is required.

**PSYC 693A — Internship in School Counseling I. 5 hours.**  
This internship requires 600 clock hours (240 of which are required as direct service hours) in an approved K-12 school setting under the supervision of either a social worker or school counselor who holds a current Type 73 – School Counselor certification. A grade of B or better is required. Prerequisite: passing score on State of Illinois School Counselor Content Test (code 181, School Counselor).

**PSYC 693B — Internship in School Counseling II. 5 hours.**  
This course is a continuation of internship over a second semester to refine skills and complete required hours. Prerequisites: PSYC 693A and passing score on State of Illinois School Counselor Content Test (code 181, School Counselor).

**PSYC 698 — Master's Thesis. 4 hours.**  
A thesis is a departmentally approved, individual investigation of a special problem in any of the areas within professional counseling. A quantitative research study is recommended. A thesis is generally required for those intending to pursue the Ph.D. (elective course)

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## Theology

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**THEO 400 — Faith and Contemporary Issues. 3 hours.**  
This course is designed to expand understanding of the content of Christian faith, its historical development, and its expression in ethical living. Learners explore major religious traditions in Christian history, including their own, compare the major ecumenical and Protestant confessions of faith, and examine Biblical foundations of Christian doctrine and lifestyle. This course is required of all students and, in part, meets the general education requirement for Christianity.

**THEO 600 — Wesleyan Theology. 4 hours.**  
This course is a study of the theological tradition inaugurated by John Wesley. The course focuses its attention on antecedents of the Wesleyan tradition, the theology of Wesley himself, the development of the tradition since Wesley's time, and/or ideas of specific prominent thinkers that help elucidate Wesleyan doctrine. This course may be repeated with a different subtitle.

**THEO 606 — Introduction to Theological Research. 3 hours.**  
After a broad sketch of the different forms of modern research, this course will focus on the types of research most common in theological and biblical studies. Guidance will be offered on preparing to write a thesis and how to formulate a proper thesis proposal. It will also introduce the student to a more effective use of the library, an

understanding of the wide range of biblical and theological databases and how to use them, effective electronic searching, and the services offered by the library staff. Lastly, the course will direct the student to the proper format of a term paper or thesis using Turabian or SBL standards.

**THEO 607 — Theology of Ministry. 3 hours.**  
Students in this course learn the significance of theologically informed patterns of ministry and pastoral leadership, and they develop their own models for ministry that are intelligent and theologically informed. Special attention is given to the issues of ecclesiology as they relate to theological leadership.

**THEO 608 — World Religions. 3 hours.**  
A theological and historical exploration of Hinduism, Buddhism, Shinto, Taoism, Judaism, Islam, and the relationship of Christianity to those religions. Course goals include 1) to set forth the essential characteristics and practices of the world's great religions; 2) to disengage the essential differences between Christianity and the other world religions; and 3) to examine the Christian theological appraisal of other world religions. Thus, the course will enable the students to gain a deeper understanding of Christianity by listening to and observing other religious traditions as well as appraising the different major religious traditions of the world.

**THEO 611— 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. This course requires significant research and writing. This course may be repeated with a different subtitle.

**THEO 612 — Ethics in Practice. 3 hours.**  
In this course, students will become acquainted with the various aspects of ethics, including the foundations and parameters of Christian ethics. This knowledge will then be applied to a number of notable issues and situations that call for moral deliberation. Some attention will be given to national and global issues and to the ethical practice of ministry.

**THEO 616 — History of Christianity I. 3 hours.**  
A survey of the history of Christianity during the Patristic and Medieval periods. The development of the church (e.g., theologically, politically, organizationally, liturgically) from a minor, and sometimes persecuted religion in the Roman Empire to the dominant religion within Medieval Europe will be discussed. Special attention will also be given to developments within the Eastern branches of Christianity. Focus will also be given to the theological developments within Christianity, leading to the eve of the Reformation, and the intersection of Christianity with Judaism and Islam. This course will emphasize research and writing.

**THEO 617 — History of Christianity II. 3 hours.**  
Examines the development of the Christian tradition from the time of the Reformation to the present, with special attention to the confessional division of the western Christian tradition during the Reformation, and the responses that post-Reformation Christian traditions make to the secularization of Western culture. Another major theme will be the study of the pluralistic and global context of Christianity with attention to the growth of Christianity outside of the West. A special emphasis will be the revival traditions of Christianity. This course will emphasize research and writing.

**THEO 618 — History of Christianity III: American Religious History. 3 hours.**  
An examination of the origins and development of Christianity in America from the colonial period to the present. Featured topics include the Continental and English roots of Puritanism and Anabaptism, the formation and history of the Christian commonwealths of New England, the causes and consequences of the Great Awakening, the influence of Jonathan Edwards, the relation between Christianity and the founding of



the American republic, the nature of nineteenth century Evangelicalism and the formation of American denominations, the emergence of theological liberalism and the Social Gospel, the rise of the holiness movement into denominations and their understanding of social ministry, the American missionary movement, the course of the fundamentalist/modernist controversy, church-state relations as reflected in Supreme Court decisions, world religions and cults in the United States, and the renewal of evangelical Christianity in the late twentieth century.

**THEO 621— Early Christian Theology. 3 hours.**

The Church Fathers are often cited in modern theological writing, but they are often poorly understood. This course will examine the thought of prominent Christian authors through the first five centuries of the Christian church. Special attention will be given to the issues of creation, the Trinity, Christology, salvation, and ecclesiology. This course will feature an active engagement with and critical assessment of the primary texts.

**THEO 622 — Islamic Studies. 3 hours.**

This course engages in the study of Islam as a textual tradition and practiced faith inscribed in history and particular cultural contexts. Surveys the ideals and practices of Islam across its history. Provides an introduction to the origin and history of the Islamic movement. Included are the ritual (worship), theological, philosophical, mystical, ethical and political dimensions of Islam with special attention given to Islam's primary message and its implementation in the lives of Muslims. Special focus given to Muhammad, the Qur'an as revelation, the contemporary practice of the Islamic faith, Islam and power, contemporary manifestations of Islam, the rise of puritanical Islam and Islam's relationship to Christianity and the West.

**THEO 623— Systematic Theology I. 3 hours.**

An introduction to the clear and coherent presentation of the faith of the Christian church. The course will discuss the classical Christian doctrines of the Christian faith including Revelation, God, Creation, Jesus Christ, Atonement, Salvation, Holy Spirit, Church, Sacrament, and Last Things. While concerned to present the classical thinking of the church, especially in its Protestant heritage, the course will also clearly note and sympathetically explain the distinctives of the Arminian/Wesleyan/Holiness tradition. In addition, this course will give attention to such methodological issues as the norms of theology, thinking theologically about the contemporary church and society, and the interconnectedness of the various doctrines and teachings of the Christian church

**THEO 624 — Systematic Theology II. 3 hours.**

A continuation of THEO 623, Systematic Theology I.

**THEO 625 — Philosophy for Theology. 3 hours.**

A study of philosophical topics, perspectives, and approaches that are particularly helpful to the study of theology. Particular attention will be given to issues such as the autonomy of reason, and theological understandings of the role of philosophy (and culture). This is not an introduction to philosophy or theology, which the student should have already taken. A previous course in the philosophy of religion would also be helpful, but it is not required. This course may be repeated with a different subtitle.

**THEO 626— The Early Councils and Their Creeds. 3 hours.**

The early Christian creeds and the first seven ecumenical councils played an important role in the historical development of Christian theology. This course will critically examine the key political and theological issues at stake during each council. The course will also pay significant attention to the ramifications and acceptance of each council and creed. Special attention will also be paid smaller regional councils, as well as primary text research.

**THEO 628 — Religious Experience. 3 hours.**

This course examines the experiential dimension of Christian religion in terms of a study of religious truth in relation to the experiences that Christianity attempts to express. An important focus is the analysis of the interplay between experience and doctrine. Comparison is made between the testimony of accounts of religious experiences with the formal theological statements of those experiences. Focus is placed upon both the crisis experiences of regeneration and entire sanctification and the process experiences of spiritual formation. Consideration also may be given to revivalism and rituals of Christianity. The method of study is an historical analysis combined with theological construction. This course may be repeated with a different subtitle.

**THEO 647 — Biblical and Theological Studies. 3 hours.**

Designed to be flexible, this course is often, but not exclusively, taught in modular format. This course considers specific Biblical books or issues in Biblical study or Biblical theology, with a focus on the implications for ministry. The goal of this course is for students to reflect on ministry in light of the Bible.

**THEO 648 — Theology and Ministry. 3 hours.**

Designed to be flexible, this course is often, but not exclusively, taught in modular format. This course considers specific theologians or theological issues and the implications for ministry. The goal of this course is for students to reflect theologically and intelligently on their ministry.

**THEO 651 — Historic Christian Thought. 3 hours.**

This course is a study of significant movements, epochs, and theologians selected from the formative periods of the life of the Church prior to the modern age. Among the possible subjects of specific study are the early Church, Eastern Orthodoxy, the Middle Ages, the Reformation, the Enlightenment, Augustine, Thomas Aquinas, Martin Luther, John Calvin, James Arminius, and Jonathan Edwards. This course may be repeated with a different subtitle.

**THEO 656 — Christian Thought Since 1800. 3 hours.**

A study of significant movements, epochs, and theologians selected from the recent life of the Church. Among the possible subjects of specific study are the rise of modern theology, recent and contemporary modes of theology, 19th-century continental theology, Søren Kierkegaard, Karl Barth, Paul Tillich, Wolfhart Pannenberg, and Jürgen Moltmann. This course may be repeated with a different subtitle.

**THEO 657 — Topics in History of Christianity. 3 hours.**

An examination of movements, persons, and ideas that have shaped the religious history and thought of Christianity. This course may be repeated with a different subtitle.

**THEO 663 — Advanced Study in Systematic Theology. 3 hours.**

In studying of the central doctrines of the Church, this course examines the significance, the Biblical justification, the history of discussion, and the vital relevance of the Church's creedal affirmations. Among the possible areas of specific study are the doctrine of the Trinity and the doctrine of the work of Christ. This course may be repeated with a different subtitle.

**THEO 664 — Augustine. 3 hours.**

This course introduces the life of St. Augustine of Hippo and explores 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 Roman to Medieval world. Attention will be given to considering implications for doing theology today. This

course requires significant research and writing, and it may be repeated with a different subtitle.

**THEO 665 — Theology in the Era of the Reformation. 3 hours.**

Theological development in the Reformation period, giving attention to historical and theological context, will be the focus. Reading of primary source material will be emphasized. Study will center 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 led into and emerged from the Reformation. This course emphasizes research and writing, and it may be repeated under a different subtitle.

**THEO 667 — 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 analyzed throughout the course. It emphasizes research and academic writing, and it may be repeated under a different subtitle.

**THEO 668 — 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. This course requires significant research and writing.

**THEO 672 — History, Missions and Polity of the Church of the Nazarene. 3 hours.**

Three related topics are covered during this course: (1) a selective historical study of the world regions of the Church of the Nazarene, with primary emphasis upon the United States regions where independent holiness churches emerged and later united and organized to preach the message of entire sanctification as articulated by John Wesley and the American holiness movement with the vision to create a global holiness church. We also review the issues that shaped the church's identity and the organizational structures that made global ministry possible; (2) a review of the World Mission program and a discussion of internationalization with a focus on the organizational changes that facilitated rapid growth in world areas during the end of the twentieth century with the resulting implications of becoming a global community; 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 with the goal to help the student think through important issues relative to membership and ministry as well as to convey the practical rules and regulations that govern community life. Students study primary documents.

**THEO 693 — Contemporary Issues in Theology. 3 hours.**

Explores 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. A reading and research course which will give special emphasis to the critical examination of original documents. May be repeated under a different subtitle.

**THEO 699 — Thesis. 3 hours.**

Requires the completion of a 50–75-page thesis, the subject of which must be approved by the student's adviser and the Director of Graduate Studies for the School of Theology and Christian Ministry. This option demonstrates (1) the learner's ability to design, execute, and report on independent research, and (2) the learner's creative thinking, critical reflection, and writing ability. It culminates with the learner's defense of

the thesis. The School of Theology provides a detailed guide to the rules and regulations for the thesis, which is available from the Program Specialist.

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**Youth Ministry**

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**YMIN 612 — Foundations of Youth Ministry. 3 hours.**

The student will be exposed to the broad issues facing youth ministry today. This will be accomplished by using a two-fold approach: 1) seeking to understand the landscape of youth ministry by looking at adolescent development and secular culture; and 2) navigating this terrain by developing a blueprint for local church ministry. This blueprint will include the beginning of the development of a master plan for youth ministry, which focuses on the study of adolescent spirituality and discipleship, a team-based approach to ministry, and the development of a Biblical theology as the compass for youth ministry.

**YMIN 614 — Postmodernity, Youth Ministry and the Emerging Church. 3 hours.**

Explores the cultural implications of postmodernism on the church, with a look at its effects on youth ministry in particular. How the emerging church movement is affecting the church, with particular attention to how it is shaping youth ministry, is discussed.

**YMIN 620 — Youth Ministry and the Wilderness as Renewal. 3 hours.**

Explores the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip with the emphasis on the experience itself. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth while on the trip. The course will involve a one-week wilderness experience occurring in May and October. Limit: 10 students per trip. Additional fees apply.

**YMIN 630 — Developmental Theories and Adolescents. 3 hours.**

The works of traditional learning theorists Piaget, Kohlberg, Erickson, and Fowler are explored, with particular attention to the topic of adolescent development, and the effects of these theories on the approach to ministry regarding the emotional, mental, and spiritual development of students.

**YMIN 645 — Family Systems and Implications for Local Church Ministry. 3 hours.**

An in-depth look at the familial systems in place in society, and how the church can prepare to respond to the changing face of the family. Questions to address include: how have the changing constructions of family, marriage, and relationships affected systems inside and outside the church? How can the church continue to minister within the systems in place? What does a ministry to families look like in the church? How can the church partner with the family to minister to its students?

**YMIN 650 — Spiritual Development of Students. 3 hours.**

Learners will develop a holistic approach to the spiritual formation of their students. They will seek to answer the following questions: What are the formative components to the spiritual development of students? What do students understand about God, sin, humanity, salvation, and the church? How do we help to shape the spiritual lives of students? How do teaching practices fit into the scope of youth ministry? How is youth ministry preparing them for life as a member of the kingdom of God and the Church?

**YMIN 655 — Topics in Youth Ministry. 3 hours.**

In order to expose students to some of the core issues facing youth ministry today, this course explores the variety of ways that youth ministry is finding expression in the contemporary climate, as well as discussing the theological implications of each. The topics discussed will include a look at redefining youth leadership; what it means to tend to the souls of students, while at the same time tending to one's own personal soul care; what the church expectations on youth ministry are and how that matches with Biblical expectations of the minister; a redefinition of local church programming; and what practices can and should be shaping the youth pastor and youth ministry.

**YMIN 659 — Issues in Youth Ministry. 3 hours.**

Examination of specific issues in youth ministry or ministry competencies. May be repeated with a different subtitle.

**YMIN 670A — Mentored Ministry I. 3 hours.**

Scheduled during the second year of the two-year course cycle, the student is placed in a mentoring relationship with a seasoned youth minister for each of the two semesters while completing the course work on a modular format. It is intended to help with the transitional issues related to the first year in ministry, develop a life-long appreciation for the mentoring relationship, and to help in the development, research, and presentation of the Master's Project.

**YMIN 670B — Mentored Ministry II. 3 hours.**

A continuation of YMIN 670A, Mentored Ministry I.

**YMIN 691 — Integrated Seminar/Project Presentation. 3 hours.**

The concluding course for the Master of Arts in Family Ministry, Pastoral Ministry, and Youth Ministry. The student will present a project that integrates theory and application to the local ministry setting. The seminar will also include reading, discussion and reflection on the projects presented by other students and their application to our ministry setting.

## Chapter 11

# Directory of Personnel

### Board of Trustees

DAVID ROLAND, *Chairman*  
Marion, Indiana

JOHN SEAMAN, *Vice Chairman*  
Grand Ledge, Michigan

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Portage, Indiana

JOHN C. BOWLING, *University President*  
Bourbonnais, Illinois

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Danville, Indiana

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Danville, Illinois

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Davidson, Michigan

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DAVID BARTLEY  
Valparaiso, Indiana

MARK BENNETT  
Markleville, Indiana

RON BLAKE  
Camby, Indiana

KAREN BONTRAGER  
Atlanta, Georgia

DAVID BRANTLEY  
Alanson, Michigan

RALPH BRIGHT  
Rochester, Indiana

WAYNE BROWN  
Traverse City, Michigan

GARY CABLE  
Anderson, Indiana

BILL CLARK  
Marseilles, Illinois

TIMOTHY CRUMP  
Forsyth, Illinois

LANCE DELBRIDGE  
Mason, Michigan

J. QUEN DICKEY, JR.  
Bloomfield Hills, Michigan

DARCY DILL  
Muncie, Indiana

PHIL EDWARDS  
Fortville, Indiana

MARK FLESCHNER  
Terre Haute, Indiana

KENDALL FRANKLIN  
Bourbonnais, Illinois

JIM FRYE  
Murphysboro, Illinois

W. GLEN GARDNER  
Grand Blanc, Michigan

FRED HALL  
Canton, Michigan

FRED HARDY  
Frankfort, Illinois

CHARLES H. HAYES  
Richland Center, Wisconsin

ED HECK  
Bourbonnais, Illinois

JAY HEIGHT  
Indianapolis, Indiana

GARY HENECKE  
Franklin, Tennessee

DOUG JONES  
Spencer, Indiana

DERL KEEFER  
Madison, Wisconsin

MICHAEL LINGLE  
Avon, Indiana

CYNDI McDONALD  
La Porte, Indiana

STU MEISSNER, JR.  
Brookfield, Wisconsin

RANDY OWENS  
Saginaw, Michigan

GARRY PATE  
Mitchell, Indiana

MARK PENNINGTON  
Morenci, Michigan

JERRY POULMOUNTER  
Perry, Michigan

JILL RICE  
Traverse City, Michigan

PHILIP C. ROGERS  
Wood River, Illinois

GALEN SCAMMAHORN  
Middletown, Indiana

RON SCARLETT  
Galesburg, Illinois

CHERYL SHERWOOD  
Pekin, Illinois

JOHN SHERWOOD  
Pekin, Illinois

SCOTT SHERWOOD  
Pekin, Illinois

WILLIAM SHOTTS  
Pleasant Hill, Illinois

MARK SHUFF  
Georgetown, Indiana

TIMOTHY SMITH  
Sparta, Michigan

GENE SNOWDEN  
Huntington, Indiana

JAMES SPRUCE  
Chatham, Illinois

TREVOR STANLEY  
Odon, Indiana

GENE TANNER  
Valparaiso, Indiana

CRISTY VANSTEENBURG  
Flint, Michigan

DENNIS WILLIAMSON  
Fort Wayne, Indiana

BRIAN WILSON  
Chicago, Illinois

DANIEL WINE  
White Lake, Michigan

### Board of Trustees Emeriti

JOHN Q. DICKEY, SR.  
Beverly Hills, Michigan

DARRELL WINEINGER  
Jasper, Indiana

---

## University Administrative Officers

---

JOHN C. BOWLING (1991)

*President*

B.A., 1971, Olivet Nazarene University  
M.A., 1972, Olivet Nazarene University  
M.R.E., 1973, Southwestern Baptist Theological Seminary  
Ed.D., 1978, Southwestern Baptist Theological Seminary  
D.Min., 1988, Southern Methodist University  
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

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

GREGG CHENOWETH (2002)

*Vice President for Academic Affairs*

B.A., 1990, Olivet Nazarene University  
M.A., 1993, Northern Illinois University  
Ph.D., 2003, Wayne State University

RYAN SPITTAL (2004)

*Vice President for Graduate and Continuing Education*

B.S., 1999, Olivet Nazarene University  
M.B.A., 2003, Olivet Nazarene University  
D.B.A., 2010, Nova Southeastern University  
Certified Public Accountant

---

## Administrative Faculty

---

JIM D. KNIGHT (1975)

*Registrar and Associate Dean of Instruction*

B.A., 1966, Trevecca Nazarene University  
M.S., 1973, University of Tennessee

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

SUE RATTIN (1990)

*Director of Assessment and Learning Support Services*

B.A., 1970, Olivet Nazarene University  
M.A., 1976, Pacific Lutheran University  
Ph.D., 2001, University of Illinois

SUSAN WOLFF (1999)

*Director of Admissions*

B.A., 1994, Olivet Nazarene University  
M.B.A., 2006, Olivet Nazarene University

GARY NEWSOME (2000)

*Director of Athletics*

B.S., 1974, Olivet Nazarene University  
M.S., 1982, Chicago 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

MARK HOLCOMB (2004)

*University Chaplain*

B.A., 1981, Olivet Nazarene University  
M.R.E., 1985, Nazarene Theological Seminary

JANNA MCLEAN (2009)

*Dean of College of Arts and Sciences*

B.A., 1983, Hope College  
Ph.D., 1990, Carnegie Mellon University

DENNIS CROCKER (2011)

*Dean of School of Professional Studies*

B.A., 1975, Olivet Nazarene University  
M.M., 1977, University of Michigan  
D.M., 1985, University of Missouri-Kansas City

---

## 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

## Directory of Personnel

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

JASMINE CIESZYNSKI (2003)

*Associate 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

ANN JOHNSTON (2012)

*Assistant Professor of Library Science; Informatics Librarian*

B.A., 1991, Olivet Nazarene University

M.S., 2011, University of Illinois

KYLE OLNEY (2012)

*Assistant Professor of Library Science; Access Services Librarian*

B.A., 2007, Asbury University

M.A., 2009, Asbury Theological Seminary

M.S., 2012, University of Illinois

Nancy Bonilla, *Spanish*

Nichlas Boros, *Mathematics*

Ray E. Bower, *Psychology*

John C. Bowling, *Theology, President*

Kathryn Boyens, *Library*

Darcel Brady, *Education*

Kevin Brewer, *Physical Sciences*

Justin Brown, *Mathematics*

Kelly Brown, *Education*

Nathan Brown, *Exercise/Sports Science*

Steven Butler, *Business*

Wilfredo Canales, *Spanish*

Charles Carrigan, *Geology, Chemistry*

Gregg Chenoweth, *Communication, Academic Affairs*

David Claborn, *History*

Jerald Cohagan, *Communication*

Jasmine Cieszynski, *Library*

Dennis Crocker, *Music, Professional Studies*

Donald Daake, *Business*

Martha Dalton, *Music*

Ron Dalton, *Theology*

Dianne Daniels, *Graduate and Continuing Studies*

Jennie Daniels, *Spanish*

Linda Davison, *Nursing*

Susan Day, *Nursing*

Joan Dean, *Graduate/Continuing Studies*

William Dean, *History*

Paul Dillinger, *Nursing*

Scott Dombrowski, *Art*

Matt Dwyer, *Business*

J. Eddy Ellis, *Biblical Literature*

Charles Emmerich, *History/Political Science*

Larry Ferren, *Chemistry*

Leo Finkenbinder, *Biology*

Brian Fish, *Exercise/Sports Science*

Carl Fletcher, *Communication*

Roxanne Forgrave, *Education*

Julienne Forrestal, *English*

Stephen Franklin, *Theology, Graduate/Continuing Studies*

Mark Frisius, *Biblical Literature*

Elisabeth Gassin, *Psychology*

Andrew Gibbs, *English*

Heather Gibbs, *Family/Consumer Sciences*

Dwight Ginn, *Biology*

Marianne Glenn, *Education, Graduate/Continuing Studies*

Ralph Goodwin, *Business*

Daniel Green, *Mathematics*

Pamela Greenlee, *Library*

Linda Greenstreet, *Nursing*

Tiffany Greer, *Nursing*

William Greiner, *Art*

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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*

Robert Allen, *Engineering*

Michele 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*

Jeremy Bachelor, *Spanish*

William G. Bahr, *Exercise/Sports Science*

Karen Ball, *Music*

Catherine Bareiss, *Computer Science*

Jonathan Bartling, *Education, Graduate/Continuing Studies*

Rebecca Belcher, *English*

Jeffery Bell, *Music*

Craig Bishop, *Criminal Justice*

Mark Bishop, *Communication*

David Blahnik, *Exercise/Sports Science*

Leon Blanchette, *Theology*

## Directory of Personnel

Rachel Guimond, *Social Work*  
Willa Harper, *Chemistry*  
Dale Hathaway, *Mathematics*  
Craighton Hippenhammer, *Library*  
Ralph Hodge, *Exercise/Sports Science*  
Mark Holcomb, *Christian Education*  
Brian Hyma, *Exercise/Sports Science*  
Kristy Ingram, *English*  
Darcy Ireland, *Mathematics*  
Kyle Ireland, *General Studies*  
David Johnson, *English*  
Ken Johnson, *Engineering*  
Randal Johnson, *Biology*  
Ann Johnston, *Library*  
April Kamba, *Exercise/Sports Science*  
Patricia Kershaw, *Nursing*  
Lance Kilpatrick, *Education*  
Patrick Kirk, *Art*  
Jim Knight, *Psychology, Registrar*  
Thomas Knowles, *Education*  
Karen Knudson, *English*  
Paul Koch, *Economics*  
Mary Beth Koszut, *Art*  
Patricia Krohmer, *Graduate/Continuing Studies*  
Emily Lamb-Normand, *Communication*  
Barry Lee, *Social Work*  
Pamela Lee, *Nursing*  
Carl Leth, *Theology and Christian Ministry*  
Gregory Long, *Biology*  
Stephen Lowe, *History*  
Kevin Lowery, *Theology*  
Joseph Makarewicz, *Engineering*  
Jay Martinson, *Communication*  
Michael McDowell, *Exercise/Sports Science*  
Lisa McGrady, *English*  
Janna McLean, *Biology, Arts and Sciences*  
Neal McMullian, *Music*  
Kevin Mellish, *Biblical Literature*  
Timothy Mercer, *Theology*  
Frank Moore, *Theology*  
Susan Moore, *Education*  
Kashama Mulamba, *English*  
Connie Murphy, *General Studies/Learning Development*  
Larry Murphy, *Biblical Literature*  
Gary Newsome, *Exercise/Sports Science*  
Patricia Nielsen, *Nursing*  
Kent Olney, *Sociology*  
Kyle Olney, *Library*  
Dale Oswald, *Education*  
Elizabeth Patrick-Trippel, *Communication*  
Charles Perabeau, *Sociology*  
Douglas E. Perry, *Finance*  
Brooke Piper, *Nursing*  
Michael Pyle, *Biology*  
Mark Quanstrom, *Theology*  
Susan Rattin, *General Studies/Learning Assessment*  
Dena Reams, *Graduate/Continuing Studies*  
Max Reams, *Geological Sciences*  
Don Reddick, *Music*  
J. Todd Reid, *Exercise/Sports Science*  
Glen Rewerts, *Business*  
Diane Richardson, *Family/Consumer Science*  
Ritchie Richardson, *Exercise/Sports Science*  
Jason Robertson, *Christian Ministry*  
Yvette Rose, *Nursing*  
Joseph Schroeder, *Engineering*  
Ryan Schultz, *Music*  
Elizabeth Schurman, *English*  
Daniel Sharda, *Biology*  
Priscilla Skalac, *Physical Science*  
Dale Smith, *Psychology*  
Robert Smith, *Theology*  
Ryan Spittal, *Graduate/Continuing Studies*  
Sara Spruce, *Education*  
Lauren Stamatias, *Exercise/Sports Science*  
Thalyta Swanepoel, *Communication*  
Rebecca Taylor, *Psychology, Graduate/Continuing Studies*  
Scott Teeters, *Exercise/Sports Science*  
Brad Thomas, *Business*  
Gary Thomas, *Art*  
Aaron Thompson, *Exercise/Sports Science*  
Houston Thompson, *Social Work*  
Rosalie Tuttle, *Nursing*  
Stan Tuttle, *Education*  
James Upchurch, *Education*  
Larry D. Vail, *Computer Science*  
David Van Heemst, *Political Science*  
Kristian Veit, *Psychology*  
Aggie Veld, *Biology*  
Walter W. Webb, *Student Development*  
Brenda Williams, *Exercise/Sports Science*  
Mark Williams, *Accounting*  
David Wine, *Christian Education*  
Susan Wolff, *Admissions*  
Neal Woodruff, *Music*  
Ovid Young, *Music*

## Directory of Personnel

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### Faculty Emeriti

---

GARY W. STREIT (1973–2007)

*Provost and Vice President for Academic Affairs Emeritus,  
Professor of English Emeritus*

B.A., M.S., Ph.D.

WILLIAM BELL (1970–2003)

*Professor of Psychology Emeritus*

B.A., M.A., Ph.D.

ROBERT BRANSON (1992–2008)

*Professor of Biblical Literature Emeritus*

A.B., B.D., Th.M., Ph.D.

HARVEY A. COLLINS (1953–1991)

*Associate Professor of Art Emeritus*

B.F.A., M.F.A.

WILLIAM W. DEAN (1972–1990)

*Professor of Theology Emeritus*

B.A., M.Div., Ph.D.

MARY ADA DILLINGER (1990–2011)

*Associate Professor of Library Science Emerita*

B.A., M.L.S., C.A.S.

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.

FRANKLIN GARTON (1979–2005)

*Professor of Psychology Emeritus*

B.A., M.A., M.A.E.

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.

SHIRLEE A. MCGUIRE (1979–2008)

*Professor of English Emerita*

B.S., M.A., Ph.D.

IVOR NEWSHAM (1972–2011)

*Professor of Physics Emeritus*

B.A., 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.

FRAN REED (1989–2008)

*Dean, School of Professional Studies Emerita*

B.S., M.A.E., Ph.D.

PHYLLIS REEDER (1979–2003)

*Professor of Nursing Emerita*

B.S., M.S.N., Ph.D.

MARLA M. STREIT (1997–2007)

*Professor of Education Emerita*

B.A., M.L.S., M.A.E., Ed.D.

VICKI TRYLONG (1976–2011)

*Professor of Modern Languages Emerita*

B.A., M.A.T., Ph.D.

CAROLYN C. WALKER (2001–2007)

*Associate Professor of Education Emerita*

B.A., M.A.E., 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.

ROBERT W. WRIGHT (1969–2008)

*Professor of Biology Emeritus*

B.A., M.A., Ph.D.



---

**School of Graduate and Continuing Studies**

---

RYAN SPITTAL (2004)

*Vice President for Graduate and Continuing Education*

B.S., 1999, Olivet Nazarene University

M.B.A., 2003, Olivet Nazarene University

D.B.A., 2010, Nova Southeastern University

Certified Public Accountant

JONATHAN BARTLING (2000)

*Director of Faculty Development and Accreditation*

B.A., 1999, Olivet Nazarene University

M.S., 2003, Indiana University

Ph.D., 2009, Capella University

JOAN DEAN (2000)

*Chaplain, School of Graduate and Continuing Studies*

B.A., 1970, Vennard College

M.R.E., 1975, Western Evangelical Seminary

PATRICIA KROHMER (2005)

*Associate Professor, Graduate and Continuing Studies*

B.A., 1998, Olivet Nazarene University

M.A., 2005, Olivet Nazarene University

M.S., 2011, Capella University

MICHELE ANDERS (2006)

*Associate Professor of Education, Graduate and Continuing Studies*

B.A., 1973, Western Illinois University

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

Ed.D., 1995, National-Louis University

MARK MOUNTAIN (2007)

*Associate Registrar, School of Graduate and Continuing Education*

B.A., 1997, Olivet Nazarene University

M.A., 1999, Wheaton College

Ed.D., 2009, University of Nebraska-Lincoln

JEREMY ALDERSON (2007)

*Director of Business Operations*

B.A., 1998, Olivet Nazarene University

M.A., 2005, Olivet Nazarene University

MARIANNE GLENN (2008)

*Director of Graduate Education Programs; Coordinator, Master of Arts in Teaching, Master of Arts in Education: Curriculum/Instruction and Curriculum/Instruction (ESL)*

B.A., 1974, University of Illinois

M.Ed., 1975, University of Illinois

M.A., 1988, Governors State University

Ed.D., 2000, Loyola University

DAVID PEARSON (2009)

*Director of School of Graduate and Continuing Education*

B.S., 1978, Rutgers University

M.S., 1995, Philadelphia Biblical University

M.A., 1997, Trinity Western Seminary

DIANNE DANIELS (2011)

*Director of Curriculum Management*

B.A., 1988, University of Illinois

M.S., 1990, Purdue University

D.B.A., 2009, Nova Southeastern University

**Program Directors/Coordinators**

WILLIAM DEAN (1991)

*Director, Master of Arts: Philosophy of History / Political Theory*

B.A., 1970, Asbury College

M.A., 1975, Portland State University

Ph.D., 1985, University of Iowa

LEON BLANCHETTE (2003)

*Coordinator, Master of Arts: Family Ministry*

B.A., 1992, Trevecca Nazarene University

M.A., 1995, Trevecca Nazarene University

Ed.D., 2008, Southern Baptist Theological Seminary

CARL LETH (2003)

*Dean, 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

MARK HOLCOMB (2004)

*Coordinator, Master of Arts: Youth Ministry*

B.A., 1981, Olivet Nazarene University

M.R.E., 1985, Nazarene Theological Seminary

REBECCA C. TAYLOR (2004)

*Director of Graduate Programs in Psychology*

BA, 1988, Olivet Nazarene University

MAPC, 1998, Olivet Nazarene University

Ph.D., 2007, Capella University

PATRICIA NIELSEN (2006)

*Associate Professor of Nursing; Director of Nursing Programs—SGCS*

B.S.N., 1995, Indiana Wesleyan University

M.S.N., 2005, Valparaiso University

F.N.P., 2006, Valparaiso University

D.N.P., 2010, Valparaiso University

HOUSTON THOMPSON (2006)

*Associate Professor of Social Work; Chair, Department of Social Work; Director, Doctoral Program in Ethical Leadership*

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

MATT C. DWYER (2007)

*Director of Programs in Business*

B.A., 1998, Governors State University

M.B.A., 2004, Olivet Nazarene University

## Directory of Personnel

ROXANNE FORGRAVE (2007)

*Coordinator, Master of Arts in Education: Library Information Specialist*

B.A., 1973, Olivet Nazarene University

M.A., 1987, Olivet Nazarene University

M.A., 2001, Olivet Nazarene University

M.S., 2002, Northern Illinois University

Ed.D., 2010, Argosy University

STEVE T. FRANKLIN (2007)

*Director of Graduate Studies, School of Theology and Christian Ministry*

B.A., 1965, North Park College

M.A., 1966, University of Chicago

M.A., 1971, University of Chicago

Ph.D., 1977, University of Chicago

DENA REAMS (2007)

*Coordinator, Reading Specialist Program*

B.A., 1989, Olivet Nazarene University

M.A., 1992, Michigan State University

Ed.D., 2011, Nova Southeastern University

SUSAN MOORE (2008)

*Coordinator, Master of Arts in Education, Curriculum and Instruction*

B.A., 1975, MidAmerica Nazarene University

M.Ed., 1984, Tennessee State University

EDSP, 1993, University of Missouri

Ed.D., 2001, Nova Southeastern University

# Degree and Enrollment Statistics

## Degrees Granted (July 1 - June 30)

	2007	2008	2009	2010	2011
Associate of Applied Science	-	0	1	0	1
Associate of Arts	86	35	39	34	38
Bachelor of Arts	71	74	97	80	109
Bachelor of Business Administration	22	39	59	33	47
Bachelor of Music	-	-	-	4	8
Bachelor of Science	323	386	346	392	343
Bachelor of Science in Nursing	90	98	118	191	182
Bachelor of Social Work	17	29	26	35	29
Bachelor of Science in Engineering	-	-	-	-	14
Bachelor of Applied Science	2	2	1	0	1
Master of Arts	18	24	33	39	45
Master of Arts in Education	210	383	245	263	432
Master of Church Management	2	0	0	0	0
Master of Business Administration	51	34	43	23	36
Master of Education	270	241	213	255	208
Master of Science in Nursing	8	1	36	11	53
Master of Ministry	-	-	-	1	10
Master of Practical Ministry	1	0	0	0	0
Master of Arts in Teaching	43	32	39	36	68
Master of of Organizational Leadership	16	13	7	33	28
Doctor of Ethical Leadership	-	-	-	16	22
	1,230	1,391	1,303	1,446	1,674

## Fall Enrollment Statistics

College Level	2007	2008	2009	2010	2011
Freshmen	929	776	926	900	853
Sophomores	571	564	465	613	577
Juniors	495	544	554	486	598
Seniors	594	557	653	638	552
Other Undergraduates	31	41	38	43	47
Adult Studies, Undergraduate	584	563	551	487	448
Graduate	1,448	1,494	1,495	1,445	1,238
Total Enrolled	4,652	4,539	4,682	4,612	4,313
Equivalent full-time students	3,627	3,487	3,674	3,695	3,513

## Graduation Rates of First-Time Freshmen

Freshman Class	Number	Graduated within 4 years	Graduated within 5 years	Graduated within 6 years
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	545	241 = 44%	304 = 56%	309 = 57%
2002	553	273 = 49%	323 = 58%	331 = 60%
2003	578	252 = 44%	306 = 53%	308 = 53%
2004	699	338 = 48%	402 = 58%	415 = 59%
2005	669	294 = 44%	360 = 54%	374 = 56%
2006	751	332 = 44%	412 = 55%	424 = 56%
2007	704	345 = 49%	393 = 56%	
2008	590	259 = 44%		

**Degree and Enrollment Statistics**

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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

**School of Graduate and Continuing Studies** 1-877-9OLIVET 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	2012-2013	2013-2014	2014-2015	2015-2016
Orientation for Freshman/Transfers	August 25	August 24	August 23	August 22
Registration Days	August 27-28	August 26-27	August 25-26	August 24-25
Wednesday, 7:30 a.m., classes begin	August 29	August 28	August 27	August 26
Fall Revival	September 16-19	September 15-18	September 14-17	September 13-16
Final Day to drop Block I courses	September 21	September 20	September 19	September 18
Fall Break	October 8-9	October 14-15	October 13-14	October 12-13
Mid-Semester (Block II courses begin)	October 24	October 23	October 22	October 21
Homecoming	November 8-10	October 31-Nov 1		
Final day to drop semester-length courses	November 9	November 8	November 7	November 6
Final day to drop Block II courses	November 14	November 13	November 12	November 11
Thanksgiving Holiday	November 21-25	November 27-Dec 1	November 26-30	November 25-29
Classes Resume at 7:30 a.m.	November 26	December 2	December 1	November 30
Final Examinations	December 12-14	December 11-13	December 10-12	December 9-11
<b>Spring Semester</b>				
Registration Day / New Student Orientation	January 7	January 13	January 12	January 11
Tuesday, 7:30 a.m. classes begin	January 8	January 14	January 13	January 12
Final day to drop Block III courses	February 1	February 7	February 6	February 5
Winter Revival	TBA	February 2-5	February 1-4	January 31-Feb 3
Winter Break	February 8	February 7	February 6	February 5
Spring Break	March 2-10	March 8-16	March 7-15	March 5-13
Block IV begins	March 11	March 17	March 16	March 14
Final day to drop semester-length courses	March 28	April 3	April 2	March 31
Final day to drop Block IV courses	April 5	April 11	April 10	April 8
Easter Break	March 29-April 1	April 18-21	April 3-6	March 25-28
Monday only classes will meet	April 1	April 21	April 6	March 28
Scholar Day	April 18	TBA	TBA	TBA
Final examinations	April 29-May 2	May 5-8	May 4-7	May 2-5
Friday, Baccalaureate Service	May 3	May 9	May 8	May 6
Saturday, 9:30 a.m. Commencement	May 4	May 10	May 9	May 7

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