

Fall 1988

1988-1989 Academic Catalog

Cedarville College

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Entner, Sandra G

CEDARVILLE

C O L L E G E

Established in 1887

FINAL ACADEMIC CALENDAR 1988-1989

AUTUMN QUARTER

September 1988	
8,9	Cedarville Baptist Open
22	President's Faculty & Staff Banquet
23-30	College Week, New Student Orientation
26-30	Fall Bible Conference
29	Instruction begins; Convocation
October 1988	
13,14	Trustee Meetings
14	President's Associates Meeting
14,15	Homecoming
18	Career Day
November 1988	
7-11	Conferences and preregistration for Winter Quarter
9	Day of Prayer (instruction resumes at 1 p.m.)
23	Thanksgiving Vacation (begins Wednesday at 1 p.m.)
29	Instruction resumes (Tuesday at 8 a.m.)
December 1988	
14,15,16	Final Examinations

WINTER QUARTER

January 1989	
2	New Student Orientation and Registration
2-6	Winter Enrichment Conference
3	Instruction begins
6	Trustee Meetings
February 1989	
3	No classes
20	Teacher Recruitment Conference
23-30	Conferences and preregistration for Spring Quarter
March 1989	
15,16	Final Examinations
17-26	Spring Break

SPRING QUARTER

March 1989	
27	New Student Orientation
27-31	Missionary Conference
28	Instruction begins
29	Day of Prayer (instruction resumes at 1 p.m.)
April 1989	
7	Trustee Meetings
3-14	Conferences and registration for Fall Quarter and Summer Sessions
May 1989	
5,6	Honors Day, Cedar Day, Parents' Weekend
29	Memorial Day (classes meet, offices closed)
June 1989	
1,2	Final Examinations
2	Women's Fellowship Meeting, Trustee Meeting
3	Ninety-third Annual Commencement (10 a.m.)

SUMMER SESSION I

June 1989	
12	New Student Orientation and Registration
13	Instruction begins
26-30	GARBC National Conference
July 1989	
4	Independence Day (no classes)
5	Instruction resumes
14	First Session ends

SUMMER SESSION II

July 1989	
17	New Student Orientation and Registration
18	Instruction begins
August 1989	
18	Second Session ends



"I chose Cedarville because I was impressed with the quality of the graduates I had met. I've really benefited from the opportunities to get involved. Forensics, the quartet, and student government have challenged me to grow in every way and have 'rounded me out,' so to speak."

A senior political science major from Des Moines, Iowa, Scott Beattie serves as the 1988-89 Student Government President and plans to pursue a career in law.

"I've enjoyed the diversity of ministries Cedarville sponsors and the large number of students involved. The different ministries provide a variety of ways to share the gospel and to develop your own abilities."

From Niger, Africa, Nathan Bobbett, a junior communication arts major, has been involved in Beach Evangelism, nursing home services, and a work team to Africa.

"Cedarville has challenged me to integrate Biblical principles into every area of life—to 'think Biblically.' The professors have been so helpful, always ready to talk or encourage. Working with the children at an area orphanage has motivated me to be faithful and sensitive to the needs of others. I feel that I've learned commitment at Cedarville."

Sheri Bauer, a senior English education major from Akron, Ohio, is a member of Pi Delta, a student organization that gives campus tours to guests.



A Word From Our President, Dr. Paul Dixon

Thank you for your interest in Cedarville College! We would be delighted to have you join us to prepare for your life's career and ministry.

This year marks the College's one hundred and first year in Christian higher education and another year in which we have enrolled a record number of students. Our growth has been steady in students, faculty, programs, and facilities, such as our recently completed library and the business building. We would love to have you enjoy the benefits of this dynamic learning environment.

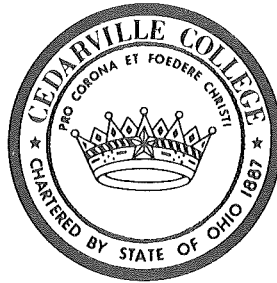
I believe that you will be particularly impressed with the people who make up Cedarville College. Our faculty, staff, and administrators are here not only to teach and to serve but also to encourage students to grow in Christ. They demonstrate a sincere concern for our students' growth—intellectually, physically, emotionally, socially, and spiritually.

We recognize that Christians have countless opportunities to serve Christ—through business, medicine, law, education, the pastorate, missions, public office, counseling, and so many others. Consequently, we will strive to challenge you to be both a committed Christian and a competent professional so that you can make a mark on this world for Jesus Christ.

This catalog is designed to answer many of the questions you may have concerning Cedarville College. Please read it carefully. I also invite you to visit our campus. By doing so I am convinced that you will gain a clearer understanding of why Cedarville College is such a popular college among committed Christian young people today.

CEDARVILLE COLLEGE

1988-89 Catalog



A Baptist College of Arts, Sciences, and Professional Programs
Established in 1887

The Cedarville College Catalog is published annually by the Admissions Office. While every effort is made to provide accurate and up-to-date information, the College reserves the right to change, without notice, statements in the catalog concerning policies, fees, curricula, course offerings, and other matters.



"Old Main," now named Founders' Hall, as it appeared in 1895, the year it was completed.

History

Cedarville College was established on January 26, 1887, through the vision of five godly men who dreamed of a college that would provide Christian young people with education that was offered within a spiritual framework. Affiliated with the Reformed Presbyterian Church, the College attracted many area students and built its first building, "Old Main," now called "Founders' Hall," in 1895. Year after year, Cedarville attracted a record number of students and soon gained a reputation not only for its Bible teaching, but also for its liberal arts program.

The turbulence of the first fifty years of the 20th century led to hard times for the College. Following one final attempt to become strong after the end of WWII, the trustees realized that the enrollment could not support expenses. The College would have to find another church group to assume its operation, or close its doors.

At that time the trustees of the Baptist Bible Institute of Cleveland, Ohio, were seeking a campus on which to expand. Hearing of Cedarville College, they visited the campus and were convinced that Cedarville was the site that God had for their school. Upon mutual agreement by both trustee boards, ownership of the College was transferred on April 4, 1953. Cedarville College became a Baptist college of arts and sciences. James T. Jeremiah, the pastor who first suggested the Baptist Bible Institute-Cedarville College connection, was called to be the president.

Soon the College was alive and flourishing. By 1959 the enrollment had grown to 255. Faculty, staff, and facilities were added. Six years later the student body had nearly tripled to 763. By the end of Dr. Jeremiah's twenty-five year tenure as president in 1978, the College's enrollment had grown to over 1200 students.

Paul Dixon was then called to lead Cedarville College. Through his leadership, the College has continued to flourish in every area. The student body has grown to nearly 1900 students. New facilities, including three residence halls, the Athletic Center, and Centennial Library have been constructed. Many new academic and co-curricular programs have also been added. In 1987, Cedarville College celebrated its centennial, commemorating one-hundred years in Christian higher education.

The future looks bright for Cedarville College as it seeks God's continued blessing and enters its second century of service.

Catalog Contents

College Profile	5
History	5
Purpose	7
The Campus	8
Student Life	18
Admissions	28
Academic Information	34
Major Fields of Study	35
General Education Requirements	36
Special Programs	41
Academic Policies	48
Departments of Instruction	
Biblical Education	54
Business Administration	64
Communication Arts	78
Education	88
Health and Physical Education	100
Language and Literature	110
Music	118
Nursing	132
Psychology	138
Science and Mathematics	142
Social Science and History	156
Financial Information	170
Tuition and Fees	170
Financial Aid Information	174
Statement of Doctrine and Conduct	182
Board of Trustees	184
Statistical Information	186
Index	188
Administration	191



Positioned to welcome the more than 10,000 guests who visit the College each year, this attractive entrance to the College donated by the Class of 1987, commemorates Cedarville's century of service in Christian higher education.

COLLEGE PROFILE

Cedarville College is a Baptist college of arts and sciences of approximately 1900 students. Since its founding, Cedarville has coupled a balanced liberal arts program with a fundamentalist, theological position in regard to doctrine and patterns of conduct. All classes are taught by dedicated Christian professors who integrate the knowledge of their respective fields with Biblical perspectives.

In keeping with the liberal arts concept, the curriculum centers on a basic program of general studies, including Biblical education, communications, humanities, physical education, science and mathematics, and social science. Following this program, students choose a major field of concentrated study, related to their abilities, interests, and career goals. Upon completion, students receive the baccalaureate degree.

Recognition, Certification, and Accreditation

Cedarville College is an institution of higher learning approved by the General Association of Regular Baptist Churches.

The College is a four-year degree granting institution chartered by the State of Ohio and certified by the Ohio Board of Regents.

The College is approved by the State Department of Education for the education and certification of both elementary and secondary teachers. The bachelor of science in nursing program is accredited by the National League for Nursing.

The College holds membership in the North Central Association of colleges and Schools. This recognition signifies that the college is accredited.

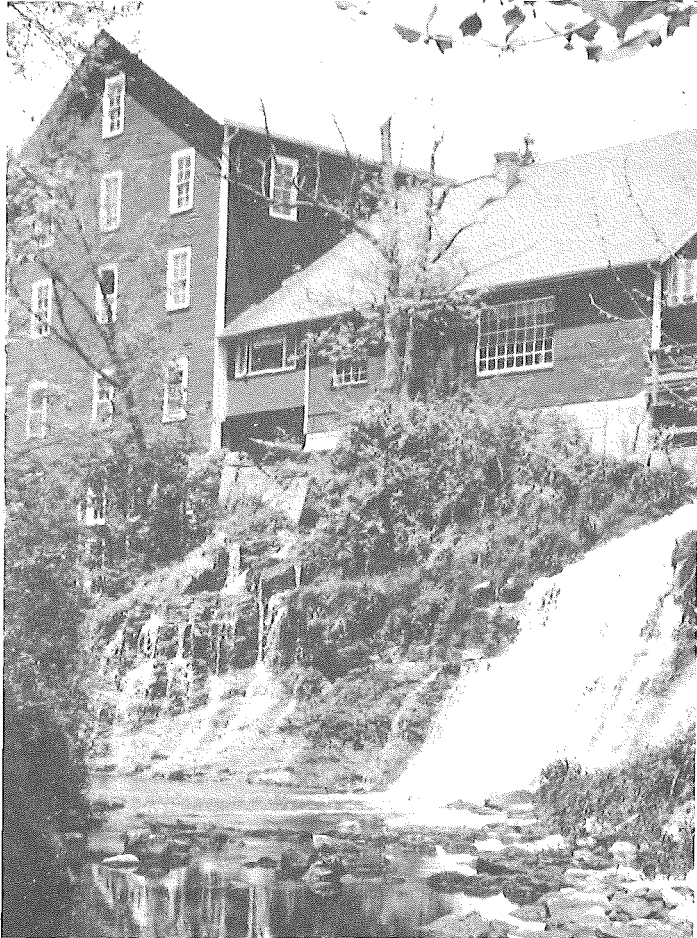
The College also holds membership in the Ohio College Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, the Association of Christian Schools International, and the Ohio Foundation of Independent Colleges.

Purpose

Since its establishment, the purpose of the college has remained the same: **to offer an education consistent with Biblical truth.**

To achieve this purpose the College seeks to accomplish the following objectives:

1. To undergird the student in the fundamentals of the Christian faith, and to stimulate him to evaluate knowledge in the light of Scriptural truth.
2. To encourage growth in Christian character in each student, and to help the student accept his responsibility in faithful Christian service.
3. To increase the student's awareness of the world of ideas and events which are influencing our contemporary culture, and to prepare the student to knowledgeably participate in our society.
4. To enable the student to develop sound critical and analytical reasoning.
5. To provide sufficient opportunities for students to practice the skills of communication.
6. To offer opportunities for academic specialization and preparation for graduate study, and to assist the student in selecting and preparing for a vocation.
7. To foster the student's appreciation of, and participation in, wholesome avocational and cultural activities.



*Historic Clifton Mill, a water-powered grist mill, sits at the entrance of the Clifton Gorge, "one of the most scenic spots in the Midwest," according to *Midwest Magazine*.*

THE SETTING

Cedarville College is located on a 100-acre campus at the north edge of the village of Cedarville, Ohio, a quiet town with a population of approximately 3000. Founded in 1816 at the junction of two state routes, the village and its surrounding area have long maintained a reputation for providing a wholesome environment for learning.

This pleasant setting continues today. "Downtown Cedarville" features the historic Cedarville Opera House, two banks, several haircutting establishments, a few restaurants, and the ever-helpful Cedarville Hardware. Massies Creek contributes a touch of rustic beauty to the area, bisecting the village with its deep limestone gorge and cascading over picturesque falls just west of the village limits. Massies Creek Gorge and the adjacent Williamson Mound Park offer hours of recreation, adventure, and reflection within a mile of the College.

Rolling hills and prospering farms border the village and College. Quiet, tree-lined lanes beckon runners, cyclists or students out for a "cruise." Just four miles north of campus lies Clifton, the site of the quaint Clifton Mill, a water-powered grist mill, and the renown Clifton Gorge, whose 75-foot cliffs attract rock climbers and hikers from all over the midwest. This beautiful area, which extends westward to the John Bryan State park, has been recognized as one of the most scenic in the Midwest and serves as a popular spot for students to relax.

Though located in a rural community, Cedarville College is conveniently situated within easy access to shopping areas in the small cities of Xenia and Springfield. The College lies in the center of a triangle formed by three interstate highways, I-70, I-75, and I-71, and thus enjoys quick access to Columbus, Dayton, and Cincinnati, three of the fastest-growing metropolitan areas in the nation.

Founders Hall (pictured)

Constructed in 1895 as the first building of the College, "Old Main," has served as the focal point of campus activity for over ninety years. Formerly called "the Administration Building," this historic facility was renamed "Founders Hall" on the Centennial Charter Day, January 26, 1987, to recognize the five men who pooled their vision, energy, and wealth to bring about the birth of Cedarville College.

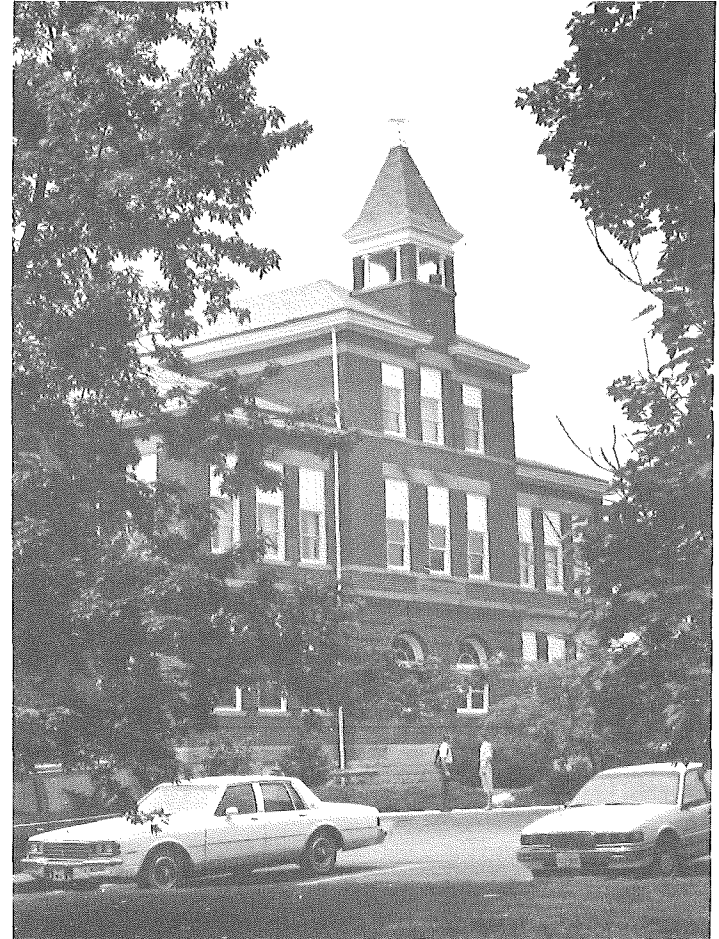
Today this stately structure serves as Cedarville's administrative and academic headquarters with offices for the president, academic vice president, vice president for development, vice president for business, and their staffs on the first floor. The second floor contains several general classrooms and offices for the department of nursing. Faculty offices for the departments of Biblical education, nursing, and language and literature are located on the third floor. The lower level of this building houses the copy center, personnel, budget, and annual giving offices.

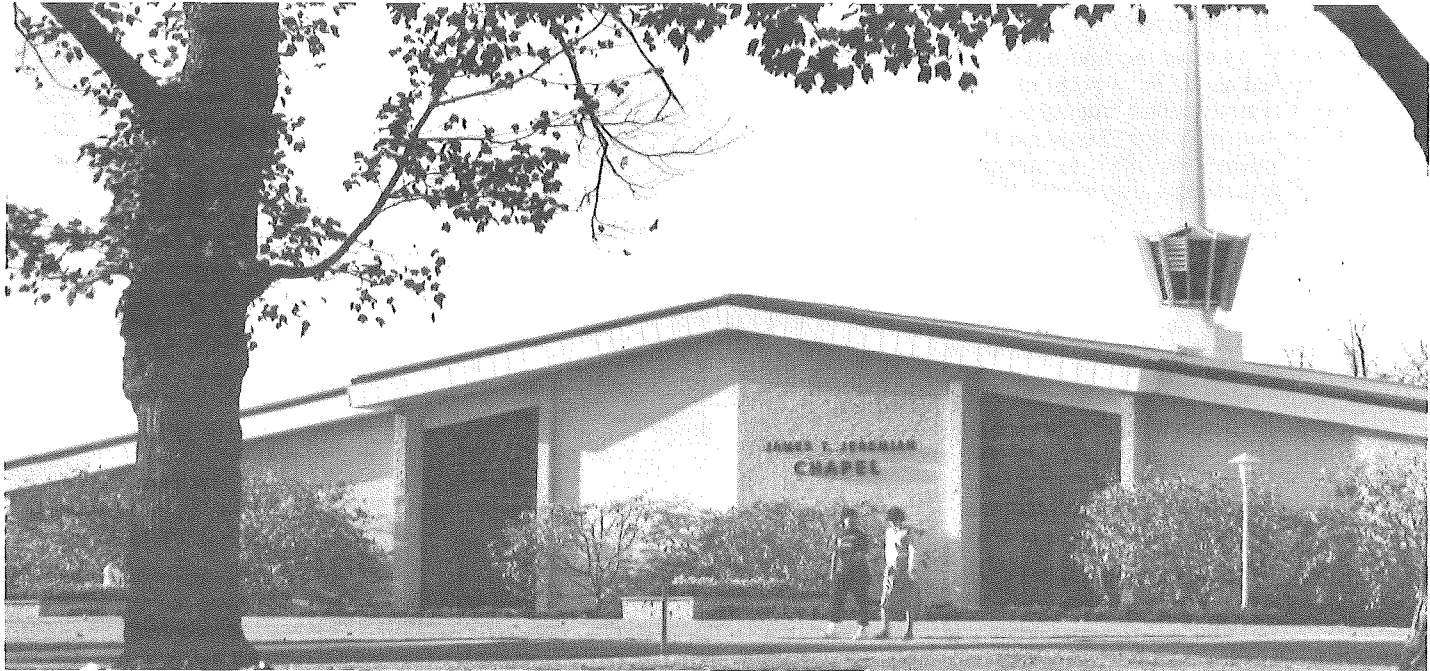
Milner Hall

Offering one of the largest selections of Christian books and materials in the Midwest, the Cedarville College Bookstore makes its home in Milner Hall, a building named for the late George Milner, an influential trustee of the College. With everything from sweatshirts to textbooks to greeting cards, the bookstore endeavors to provide students with the materials necessary to enjoy a successful college experience.

Patterson Clinic

Conveniently located in the center of campus, Patterson Clinic provides total health care including education to insure that the students may avoid preventable illnesses and, by a proper lifestyle, enjoy a fulfilling, healthy experience at the College. A medical consultant, and several full and part-time nurses provide health care.





Chapel

Completed in 1976, this 1800-seat auditorium bears the name of James T. Jeremiah, the president who saw the college grow from 100 to 1200 students during his twenty-five years of service between 1953 and 1978. Its decor, blue and gold, mirrors the colors of the College and its cornerstone, with Revelation 1:9 intricated, bears its motto: "For the Word of God and the Testimony of Jesus Christ." A rare, three-console Allen digital organ, the only one of its kind in Southwestern Ohio, fills the chapel with music. A 10-foot Baldwin concert grand piano complements the organ.

By its location at the center of the campus, the James T. Jeremiah Chapel demonstrates the centrality of the daily chapel program in the life of the Cedarville College family. Coordinated by the president of the College, chapel services feature outstanding Christian speakers from all over the world and many walks of life.

The president himself speaks most Monday mornings. The Student Government Association coordinates Friday morning sessions. Designed to encourage, edify, and challenge, chapel services, though required, are popular among the members of the college family, reflecting the quality of the speakers and relevance of the topics they address.

The chapel also serves as the site for church services of the Cedarville Baptist Fellowship on Sunday mornings, Sunday evenings, and Wednesday evenings. Directed by the student-selected Advisory Seven, these well-attended services provide an alternative for students who choose not to go off-campus to attend one of the churches in the area. Though the vice president for Christian ministries oversees the Fellowship and frequently speaks in the services, students often preach and teach in the Fellowship, sharing pertinent insights and gaining valuable experience.

Williams Hall

Providing classrooms and offices, Williams Hall serves as the home of the academic departments of education and psychology as well as the location of the academic records, alumni, planned giving, public relations and student services offices. Named for the late Arthur Williams, popular faculty member and chairman of the Bible department, the second floor features laboratories and computers used in psychology experiments in addition to a study lounge.

Communications Building

One of the most frequently visited buildings on campus, the Communications Building houses the post office and WCDR, the College's radio station.

Students receive federal as well as campus mail in their assigned post office boxes. Bulletin boards in this building enable



Jon Skillman, Program Director at CDR Radio, is a familiar voice in the Miami Valley listening area.

students to learn of opportunities for rides home, upcoming events, and items for sale.

WCDR transmits at 90.33 mhz with 30,000 watts of power for 126 hours weekly, providing Bible teaching and sacred-music programming for Dayton, Springfield, and the Miami Valley. Through FM translators WCRD-FM also serves the Richmond, Indiana, (89.5mhz), Chillicothe, (98.1 mhz), Ohio, listening areas. A listener-supported broadcast ministry of the College, the station endeavors to assist local churches in their ministries to Christian homes and to be an evangelistic witness for Christ. Part-time employment opportunities are available to qualified students.



Sportscasters Mark Womack and Jim Phipps broadcast every Yellow Jacket men's basketball game.

College Center

Providing dining facilities, classrooms, offices, and the computer center, the College Center serves as a focus of student activity on campus.

Dining facilities include the cafeteria, a spacious area which serves 21 "all-you-can-eat" meals a week to the more than 1500 students who live on campus, and the President's Dining Room, a small, formal dining room. This unique room, reputed to one of the finest of its kind in the state and used extensively by the president, may also be reserved by students who wish to enjoy a formal dining occasion.

Offices for the departments of admissions and financial aid, and the academic department of language and literature, are located on the first floor of this building.

Computer Resources

Located on the north side of the College Center and at the heart of the academic section of campus, the academic computer center is designed to serve the entire academic community. Students and faculty are encouraged to use the center for research, writing, and coursework. To promote easy access and extensive use, the center remains open from 8 AM to 11 PM Monday through Saturday. Student lab assistants offer help to users during most of this time.

The resources of the computer center include two laboratories, one for minicomputer use and the other for microcomputer use. The minicomputer area contains a Digital Equipment Corporation VAX 11/750 with 6 megabytes of main memory and 570 megabytes of disk storage. Eighteen terminals enable users to utilize a variety of software, including compilers (BASIC,

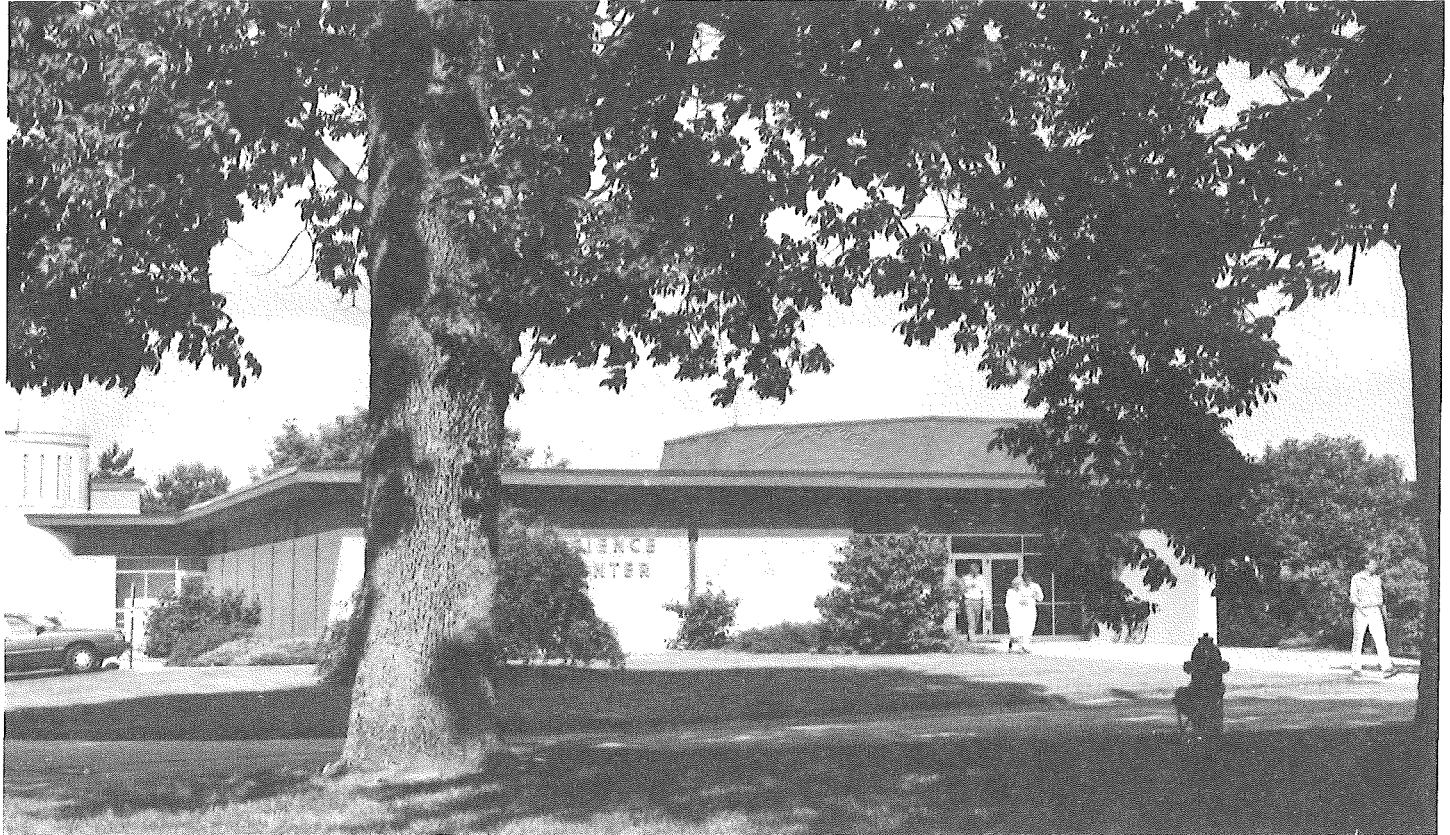




FORTRAN, and COBOL), a statistical package (MINITAB), and computer-assisted instruction packages on a variety of subjects. The microcomputer area features twenty-five IBM compatible microcomputers which share access to one of five printers. Microcomputer software includes MULTIMATE word processing, Lotus 1-2-3 spreadsheets, and dBase II data base systems.

Business Administration Building

Opened in the fall of 1987 and featuring the latest in instructional technology, the Business Building contains general classrooms, the career planning and placement center, a microcomputer center, and offices and classrooms for the department of business administration. Designed like a corporate center and fully-computer supported, this faculty is designed to prepare Cedarville students for competent service in the world of business.



Science Center

The Science Center demonstrates the College's firm commitment to providing top-quality Christian education in the sciences, featuring one of the largest reflecting telescopes in the state of Ohio. In addition to containing offices for science department faculty, this facility contains several general classrooms. The nineteen laboratories found in this building contain a vast array of scientific equipment utilized by science, mathematics and

preengineering students to develop their knowledge and skills. A nuclear magnetic resonator, atomic absorption spectrometer, liquid scintillation counter, and gas chromatographs complement the standard analytical equipment utilized by science students. Microcomputers and VAX minicomputer terminal also assist in the scientific study and instruction conducted by the department.



Library

The new 66,000 square feet, two-floor library, the cornerstone of the College's 1987 Centennial celebration, brings together in one structure the latest technologies for higher learning. Located on a prominent site within the academic cluster of buildings, this facility provides study areas for nearly 900 students and the necessary information storage and retrieval support functions necessary for continued quality academic program development. Designed to house a collection of up to a quarter of a million volumes, the library also contains a faculty development center, the archives of the College, a variety of seminar and group study rooms, and the

media resource center which includes a media production center, a video studio, a rare, SONY language/learning laboratory, (one of 30 in the country), media-supported classrooms, and the curriculum materials center.

The library presently houses over 110,000 volumes and provides over 900 current periodicals. Through an on-line computer network, OCLC, Inc., the library has access to over twenty-five million additional books and other library materials in over 6,000 libraries in all fifty states, Canada, and several foreign countries.



Athletic Center

Constructed in 1981, the spacious Athletic Center is one of the largest athletic facilities found at any independent college in the Midwest. Providing year-round recreation and training, this sports center features five full-length basketball courts, a one-tenth mile indoor track, three volleyball courts, two tennis courts, badminton courts, a batting cage, three raquetball courts, a weight room, wrestling room, and training room. It seats nearly 3,000 fans for basketball games and is large enough for indoor track meets complete with running, long jump, high jump, pole vault, and shot put events. Spacious locker facilities provide ample locations for respective team and student locker rooms.

Heritage Square, the Student Center, is located on the second floor of the Athletic Center. Providing a comfortable “living

room” atmosphere in which students may relax, socialize, be entertained, this spacious area, decorated with memorabilia from the early days of the College, reminds students of Cedarville’s rich heritage. Comfortable seating, a large-screen television, pool tables, table-tennis tables, group meeting areas, and the Gavelyte Deli provide resources that can enhance any casual time. This area also serves as the home of Campus Activities, the department which oversees student organizations and coordinates the concerts and activities on campus. Given the location and Christian orientation of the College, campus-based activities play an important role in college-life at Cedarville and lead to some of the greatest memories of the collegiate experience.

Collins Hall

Collins Hall houses the counseling center and academic departments of communication arts and social sciences and history. Renovated in 1987, this building bears the name of the Andrew Collins family, long-time supporters of the College.



Fine Arts Building

Located two blocks south of the main campus, this stately structure donated by Andrew Carnegie serves as the home of the department of music. Large rehearsal rooms and faculty offices comprise the first floor. Wenger soundproof modules fill the lower level, providing practicing facilities for music students.



"Dorm life" leads to some of college's richest treasures—great fun, unforgettable memories, and special friends.

STUDENT LIFE

The college program is designed to contribute to the development of the intellectual, spiritual, social, and physical maturity of students. Student life involves each of these areas and is considered an integral part of the college learning experience. Cedarville College's commitment to the Bible as the final authority for faith and practice extends into every area of student life and leads to a conservative pattern of conduct.

A variety of educational, social, cultural, recreational, and Christian service opportunities are available to Cedarville College students. Such out-of-class activities contribute to personal development and enrichment and also provide outlets from the demands and pressures of academic life. A full range of student services, including campus activities, career planning, counseling, placement, financial aid, health, and housing, exist to assist students in the life-long process of personal development.

Standards of Conduct

Standards and regulations are necessary for the achievement of institutional goals and for successful community living. The standards of conduct maintained by the Cedarville College family have been carefully selected and are sensitively implemented to contribute to the personal development of each student.

As part of the application process and before registering for classes, students sign a statement signifying their willingness to adhere to the standards of conduct and regulations of the college. These standards apply to student conduct while at home or in other off-campus situations. Student regulations and standards of conduct are described in detail in the Cedarville College Student Handbook.

Students are to abstain from participation in dancing, the use of playing cards, attendance at movie theatres, and membership in secret societies. In addition, students are not to attend or visit concerts, social events, business establishments, or other activities where the primary focus of the event or activity is in violation of college policy. Students are expected to exercise discretion



Friendships develop through meals together in the dining hall. The daily News Brief keeps students aware of current events, both on campus and around the world.

regarding their choices of music. Profane, obscene, suggestive, or sacrilegious language and pornographic, obscene material of any kind are not appropriate for Christians in any setting.

Students who do not cooperate in maintaining the standards of conduct of Cedarville College may be dismissed. Students found guilty of stealing and other acts of dishonesty, gambling, immorality, and the use of alcoholic beverages, tobacco, and narcotic drugs for other than medicinal reasons, are subject to immediate dismissal. Such dismissal may be without benefit of refund.

Freshmen with grade point averages of 2.50 or higher may bring motor vehicles to the College after their first quarter. Sophomores, juniors, and seniors must maintain a 2.00 cumulative grade average to retain the privilege of having a motor vehicle at the College.

Christian Ministries

Every student is encouraged to participate in some area of Christian ministry for at least two of the four years of the college program. This experience provides a vital means of achieving the stated objectives of the college.

Located in the offices outside the chapel auditorium, the Christian ministries department provides opportunities for practical application of knowledge gained in the chapel and classroom. Directed by the vice president for Christian ministries and coordinated by seven full-time staff members, this department offers one of the largest ministry programs of any Christian college in the country. Students volunteer for any one of eighty-eight different ministries. Their impact is extensive: gospel teams minister in over 400 churches each year, compassion teams reach out locally through nearly sixty social ministries, and Missionary Internship Service teams share the gospel on every continent in the world.

The vice president for Christian ministries is responsible for the assignment of students who register for Christian service work and is available for pastoral counseling. He and his staff coordinate Sunday services and prayer meetings on campus, traveling teams and all outreach ministries. Records are kept of all Christian ministries activities, and a permanent file is maintained for each student.

Missionary Internship Service

MIS provides unique opportunities for students to experience missions first-hand. Each year, particularly in the summer, nearly 100 students share the gospel around the globe through team and individual ministries. This involvement in missions aids missionaries in their work and helps students discern God's direction in their own lives concerning career missionary service.

Participants are expected to raise their own financial and prayer support and report on their ministries. Some students choose to earn academic credit for the experience. Details of the program are available from the Christian ministries office.

Countries in which MIS teams have served include:

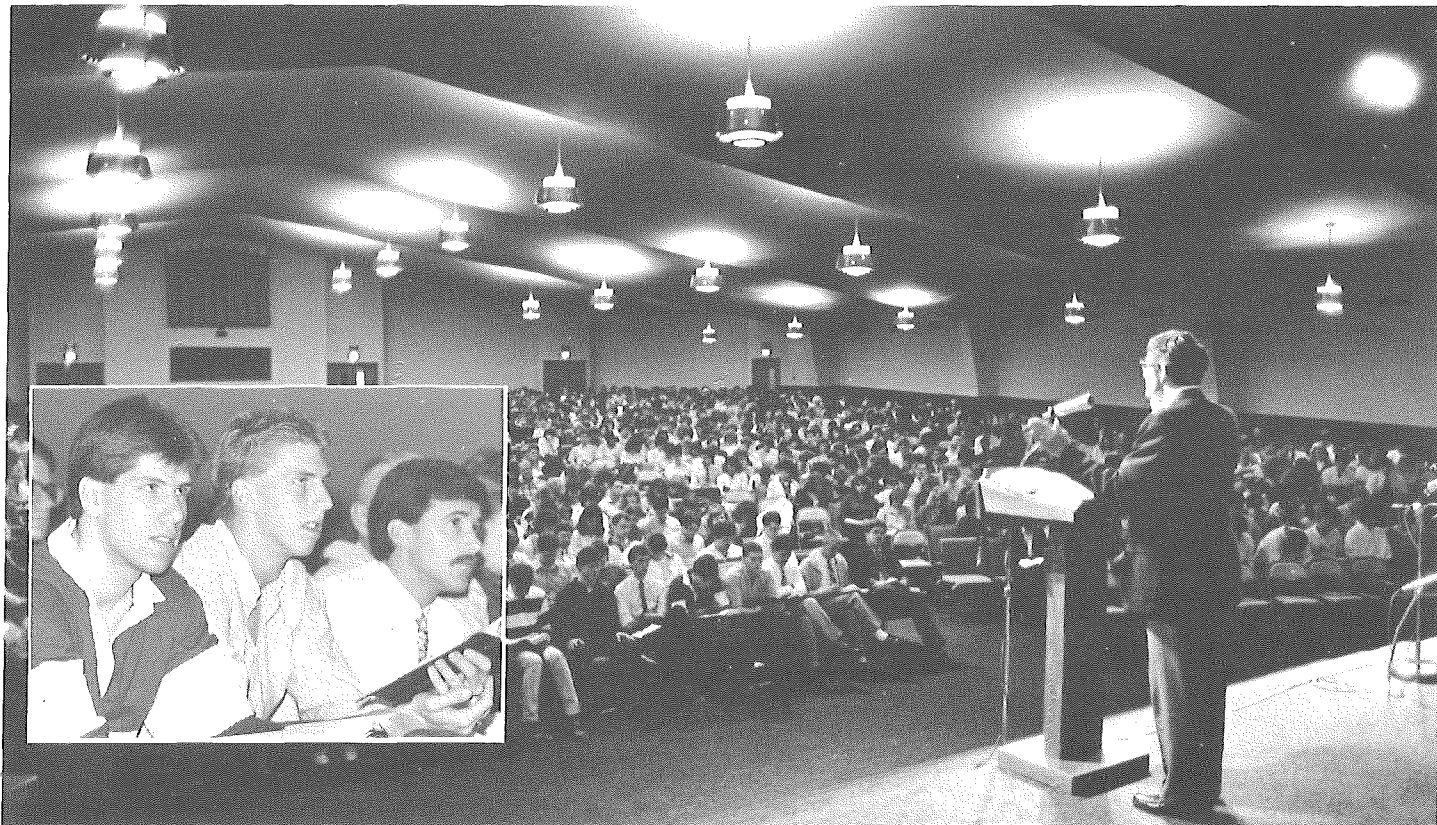
Australia	Germany	Spain
Brazil	Israel	the Ivory Coast
China	Jamaica	the Philippines
England	New Zealand	

New Student Orientation

Immediately prior to the beginning of each quarter new students participate in an orientation program designed to facilitate adjustments to their new surroundings and provide an opportunity for course selection and program planning with the assistance of an assigned faculty advisor. The fall program includes an orientation program for parents. Special interest sessions, question and answer times, small group meetings, and social activities allow students and parents to meet friends while addressing the needs found in the new surroundings. During this period several appraisal instruments are administered to new students. Required fall orientation programs for freshmen involving sessions on time management, study skills, and test-taking extend into the first quarter.



One of eight gospel teams that travel to churches during the school year, the Masters Puppets specialize in children's ministries, using puppets to share spiritual truths.



Daily chapel services feature outstanding Christian speakers who address relevant topics.

Spiritual Emphasis

The College, through the educational experience it offers, desires for each student to grow in his or her relationship with Christ. Consequently, students are urged to set aside a definite period each day for private devotions. Daily chapel services provide spiritual encouragement and enrichment. Additionally, all students are required to attend church services regularly. Opportunities for worship include the Cedarville Baptist Fellowship

which meets in the college chapel as well as numerous fundamental churches within easy driving distance of Cedarville.

Spiritual growth is further encouraged through student prayer groups which meet regularly to pray for special needs. One day in each of the fall and spring quarters is set aside as a "day of prayer," a time when the entire college family gathers to pray together.

Counseling Services

The Counseling Service provides a place where students can find understanding, encouragement, and counsel as they deal with personal, interpersonal, and spiritual concerns.

Counselors are available to discuss personal problems, self-appraisal, decision-making, relationships, preparation for marriage, spiritual growth, and a variety of other concerns. Support groups are formed as needed. This service, for which students pay no additional charge, is provided by appointment. In the case of a crisis, the service is provided as needed.

In addition, the vice president for Christian ministries, faculty members, and staff members provide counsel and guidance to students. Faculty advisors are particularly prepared to assist students in program and course selection.



SIGI Plus enables students who are unsure of their career choices to learn more about themselves and career options available to them.



Dozens of employers, ranging from major corporations to hospitals and Christian schools, visit the campus to recruit Cedarville graduates.

Career Planning and Placement

The Career Planning and Placement Office seeks to help students to translate abilities, values, and aspirations into a plan of action for sound career decisions and job placement.

Career Planning and Placement services include workshops which explore such topics as self-assessment, job search techniques, resume writing, interviewing, and evaluating job offers. Interest inventory tests and a computer-assisted career development program are available to help students in determining majors and occupations. The office maintains a career library with job search information, company files which make possible researching job opportunities, and graduate school catalogs. Existing employment opportunities are listed in biweekly job bulletins.

Two special events, Career Day in October and the Christian School Recruitment Conference in February, are held each year to provide the opportunity for prospective employers to meet with students. Potential employers also visit the College for individual on-campus recruiting days.

The course PSYCH-461 Employment Strategies addresses topics relative to the job search. Available to all juniors and seniors during the fall and winter quarters, it offers one quarter hour of credit which may be applied toward graduation. A complete description of the course is listed in the Psychology Department section of the catalog.

Career Selection and Opportunities

The College recognizes that most students solidify career goals during the collegiate experience. The Career Planning and Placement Office endeavors to assist in this process by maintaining a library of pertinent information concerning career opportunities, providing testing and counsel, and by sponsoring career workshops in which students are acquainted with the career decision making process.

Graduate and professional schools welcome Cedarville College graduates. In addition, countless career opportunities are available to them. Some of the careers pursued by Cedarville graduates are listed below.

Department of Instruction

Biblical Education

Bible Comprehensive
Preseminary Bible

Business Administration

Accounting
Business Administration
Business Education
Computer Information Systems
Economics
Finance
Management
Marketing
Office Technology

Communication Arts

Communications
Broadcasting

Education

Elementary
Secondary
Special

Health and Physical

Education
Athletic Training
Coaching
Health
Physical Education

Career Opportunities

youth pastor; Bible teacher; camp leader and director; missionary; director of Christian education; pastor; evangelist; writer; philosopher.

accountant; auditor; controller; retail manager; salesman; office manager; banker; sales manager; purchasing manager; business teacher; church financial manager marketing research; production manager

teacher; minister; director of public relations; personnel manager; station manager; journalist; manager; salesman; lawyer; politician; broadcast programmer
teacher in elementary school; general (1-8), music (K-8), physical education (K-8), Christian school; teacher in high school and middle school; special music (K-12); physical education; special education

physical education teacher; camp-director; recreation director; administrator of youth activities and youth organizations; athletic trainer; health teacher, coach

Language and Literature

English
English Education
Professional Writing
Spanish

Music

Church Music
Music
Music Education

Nursing

Psychology

Psychology
Behavioral Science

Science and Mathematics

Biology
Chemistry
Comprehensive Science
Mathematics
Physics
Preprofessional

Social Science and

History
American Studies
Criminal Justice
History
Political Science
Prelaw
Social Science
Sociology

personnel director; lawyer; teacher; journalist; linguist; editor; copy writer; minister;

minister of music; music teacher; music therapist; composer; director of music

caregiver; teacher; counselor; missionary; researcher; supervisor; manager; health screener in hospitals, clinics, nursing homes, health department, doctors' offices, industrial medical services, or government

counselor in local church, social agencies, geriatric centers, rehabilitation centers, correctional institutions, state hospitals; teacher of psychology in high school

teacher; researcher; laboratory technician; health profession; chiropractor; pharmacist; physician; environmental scientist; computer scientist statistician; business actuary; engineer; mathematician

teacher of high school history, social science, political science; government worker; historical researcher; probation officer; politician; related welfare worker; children's caseworker researcher; family caseworker; administrator; preparation for seminary and graduate study

Housing

Residence hall living is considered to be an integral part of the educational process. An appropriate residence hall environment contributes to academic achievement, an understanding of oneself, and development of interpersonal skills and appropriate attitudes toward others. Residence hall living also develops lasting friendships and rich memories. Consequently, all single students under twenty-five years of age, except those commuting from the home of their parents or legal guardian, are required to live in college residence halls or approved housing.

Approximately eighty-five percent of the student body lives on campus in college housing. Men and women are housed in separate residence halls. More than half of the thirteen residence halls are less than ten years old. All offer convenient laundry, storage, and lounge areas; most house just two students per room. Each room is fully furnished and equipped with a phone, permitting students to dial and receive calls directly.

Housing assignments are made by the Student Services Office. Upperclassmen who have paid reservation fees are given priority for reserving rooms. New students are assigned rooms after they have been admitted and have submitted their reservation deposits.

Complete information concerning residence hall staffing, furnishings, and policies is found in the Student Handbook which is sent to new students prior to their arrival on campus.

A current listing of housing for married students is available from the Student Services Office.

Intercollegiate Athletics

Cedarville College maintains intercollegiate athletic competition for men in basketball, baseball, cross-country, indoor and outdoor track, tennis, golf, soccer, and wrestling. Cedarville is a member of the Mid-Ohio Intercollegiate Conference, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association.

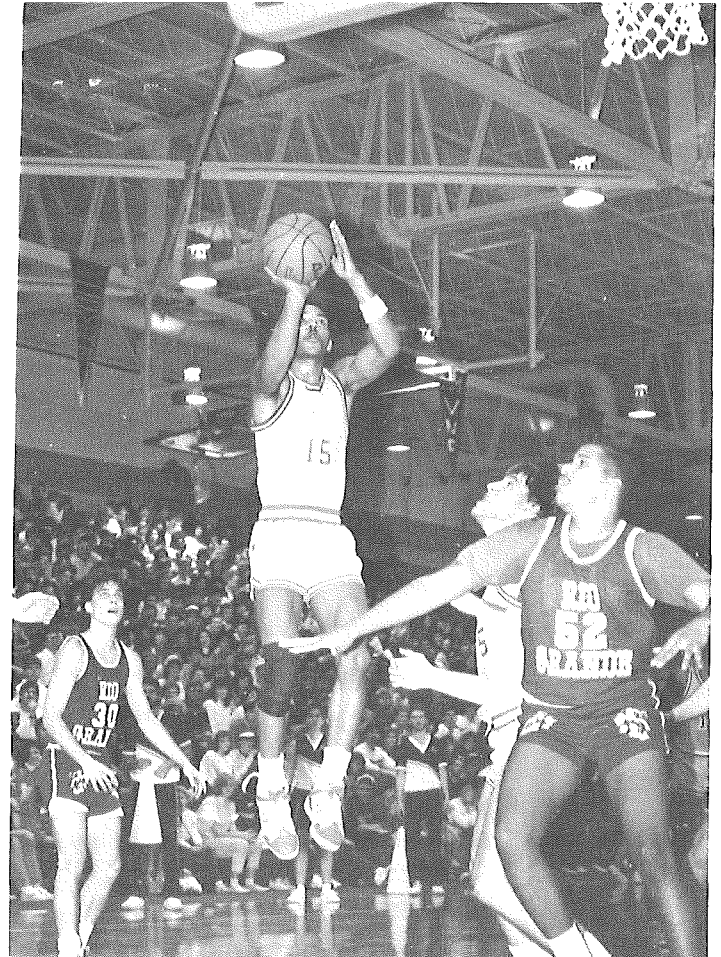
Intercollegiate sports for women include basketball, volleyball, softball, cross country, indoor and outdoor track, and tennis. Women athletes compete in the Western Buckeye Collegiate Conference, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association.



All college housing is located within easy walking distance of the academic section of campus.



The winning softball Lady Jackets compete in the Western Buckeye Collegiate Conference.



Over 2000 fans, including the 90-member Yellow Jacket Pep Band, attend every home basketball game.

Campus Activities

The Campus Activities Office provides a program of cultural, social, educational, and recreational activities that is consistent with college educational and spiritual objectives and, therefore, contributes to the personal development of college community members. An artist series provides concerts, cultural programs, and musical specialists. Other activities include a variety of learning experiences and social events such as banquets, talent nights, all-school parties, interest trips, retreats, topical discussions, and guest speakers. A full range of recreational and intramural sports for both men and women, including flag football, cross country, soccer, volleyball, basketball, racquetball, table tennis, walleyball, softball, badminton, river rafting, skiing, and golf, completes the integrative approach of Campus Activities.

Involvement in campus organizations provides additional opportunities for learning and social interaction. Student organizations include:

Advisory 7 is an elected group of young men who serve the Student Body Fellowship in spiritual leadership.

Alpha Chi, a society for men, endeavors to cultivate Christian personality and leadership in its members.

Alpha Delta Omega is an organization for women designed to encourage the development of its membership primarily through personal services to students and others.

Alpha Psi Omega consists of students interested in psychology and behavioral sciences.

American Society for Personal Administration consists of students interested in personnel administration or human resources.

Beta Chi provides information and relevant opportunities for students pursuing broadcast related professions.

CZ, a campus spirit organization, seeks to promote enthusiasm and pride in college traditions and events.

Cedars editorial staff is comprised of students who publish the campus semi-monthly newspaper.

Cedarville College Republican Club is an organization dedicated to the development of Christian leaders in the political arena.

Cedarville Elementary Education Club (CEEC) provides fellowship and seeks to stimulate professional interests and to encourage professional growth among future teachers.

Chi Sigma Iota, the college's chapter of Collegiate Secretaries International, seeks to engender interest in the secretarial field and to encourage continuing education.

Chi Theta Pi provides advice and relevant experiences for students interested in the health-science professions.

Earth Stewardship Organization is for students interested in promoting civil service, enjoyment, and stewardship of God's creation.

Emergency Medical Service is for trained students who provide prompt and professional pre-hospital care and transportation to Cedarville students in need.

Fellowship for World Missions sponsors an annual missionary conference. Members also meet regularly to pray and to discuss missions.

Gamma Chi, a society for women, seeks to cultivate Christian personality and leadership, and to develop poise and ease at both formal and informal events.

Gamma Zeta Theta, a society for women, focuses upon service to the college and community while promoting spiritual development, leadership, and social interaction among its members.

Iota Chi, promotes awareness of various cultures through information, service, and programs.

Kappa Epsilon Alpha provides insights into the world of business and promotes free enterprise through its Students in Free Enterprise program.

Literati seeks to foster a greater student appreciation of literature and promotes related cultural events.

Married Student Fellowship is a group of married students organized for the purpose of spiritual and social development through family fellowship.

MENC is the college's student chapter of Music Educators National Conference for music majors and others involved in pursuing a music teaching program.

Miracle staff is a group of students responsible for the publication of the college yearbook.

PEMM Club is a professional organization for majors and minors in fields of health, physical education, and recreation.

Pi Delta is a volunteer, honorary, coeducational student group whose purpose is to provide tours for campus visitors.

Pi Sigma Nu is a campus men's group that seeks to aid in the development of the whole man through service projects and social activities.

Prelaw Society is devoted to gathering and distributing information relative to a law career. Guest speakers address areas of personal experience and student interests.

Officials Club supports the intramural program by seeking to promote personal and professional development among members.

Student Government Association is the elected representative assembly of the student body.

Sworbearers is a voluntary student organization devoted to assisting local churches in the ministry to youth, visitation, and conducting area canvasses.

Varsity "C" Club is composed of individuals who have earned varsity letters in intercollegiate sports.

Village Players seeks to contribute to the development of the drama program by encouraging excellence and by presenting and portraying the good qualities in the field of drama.

Drama

Each quarter, under the direction of the Department of Communication Arts, students present major theatrical productions. In recent years, the department has produced William Shakespeare's "Two Gentlemen of Verona," Tennessee Williams' "The Glass Menagerie," and the Lerner and Loew musical "My Fair Lady." Open to students of all academic disciplines, these experiences provide theatrical development for participants and cultural enrichment for the entire college family. Students may earn academic credit in the Communication Arts Department for dramatic participation.



The SGA Food Service Committee plans special meals, generates menu ideas, and provides feedback to Pioneer Caterers to make eating on campus a great experience.

Musical Ensembles

Students with musical talents may develop and utilize their abilities in any one of a number of musical ensembles. Instrumentalists may participate in the Yellow Jacket Pep Band, Symphonic Band, Brass Choir, or Chamber Orchestra. Vocalists may choose to sing with the Men's Chorus, Oratorio Chorus, Fellowship Choir or Concert Chorale. Several small ensembles coordinated by the Christian Ministries Department also invite participation. Auditions for new students typically occur during College Week.

Student Publications

Students maintain primary responsibility for the publication of the college yearbook, **The Miracle**, and the college newspaper, **Cedars**. A faculty-student committee provides direction and advice. Students interested in staff positions may contact the editors.

Student Government Association

The Student Government Association (SGA) is the representative assembly of the student body. SGA includes officers elected annually by the student body, two representatives from each class, residence hall representatives, and a faculty advisor. The purpose of SGA is to assist in providing a well-rounded program of extra-curricular activities which will develop the physical, mental, social, cultural, and spiritual life of the students; to promote loyalty to the school and to the fundamental, Biblically-inspired stand and principles for which Cedarville College was created; to help establish and maintain an efficient and harmonious school atmosphere; and to recommend to the proper authorities or to take action deemed necessary for the welfare of the student as an individual or for the student body as a whole. Election to SGA provides an opportunity to exercise democratic leadership in student affairs.

SGA is responsible for such fund-raising projects as the Student Body Project and the Student Missionary Project. SGA also coordinates chapel services each Friday.



Cedarville attracts students from all over the United States. Dana Lachmiller and Trenton Stokes are from Florida and Virginia, respectively.

ADMISSIONS

Cedarville College invites applications from secondary school graduates who are able to present strong academic records and a clear testimony of faith in Jesus Christ. In selecting students, the Admissions Committee admits students for whom graduation is a reasonable expectation and who offer potential to contribute positively to the college community. They carefully consider all

factors which demonstrate the applicant's ability to succeed at Cedarville College. Criteria for selection include:

1. Evidence of a personal relationship with Jesus Christ and a consistent Christian lifestyle.
2. Academic record, recommendations, and rank in class.
3. Test scores from the American College Test (ACT). (Scores from the Scholastic Aptitude Test (SAT) will be accepted. However, scores from the ACT are preferred. Transfer students and applicants who have been out of high school one year or more are not required to furnish these test scores.)

The College does not discriminate on the basis of race, color, sex, or national origin.

Applicants with the best prospects for admission have academic credentials which include a college preparatory secondary school curriculum, a grade average above a C, a rank in the upper half of the class, and a test score on the ACT above the national average.

Although the college does not prescribe actual secondary school course requirements, it recommends that students follow a college preparatory curriculum which includes:

- 4 units of English (grammar, composition, and literature)
- 3 units of mathematics (algebra and geometry)
- 3 units of natural science (physical science, biology, and chemistry)
- 3 units of social studies (history and government)
- 2 units of a single foreign language

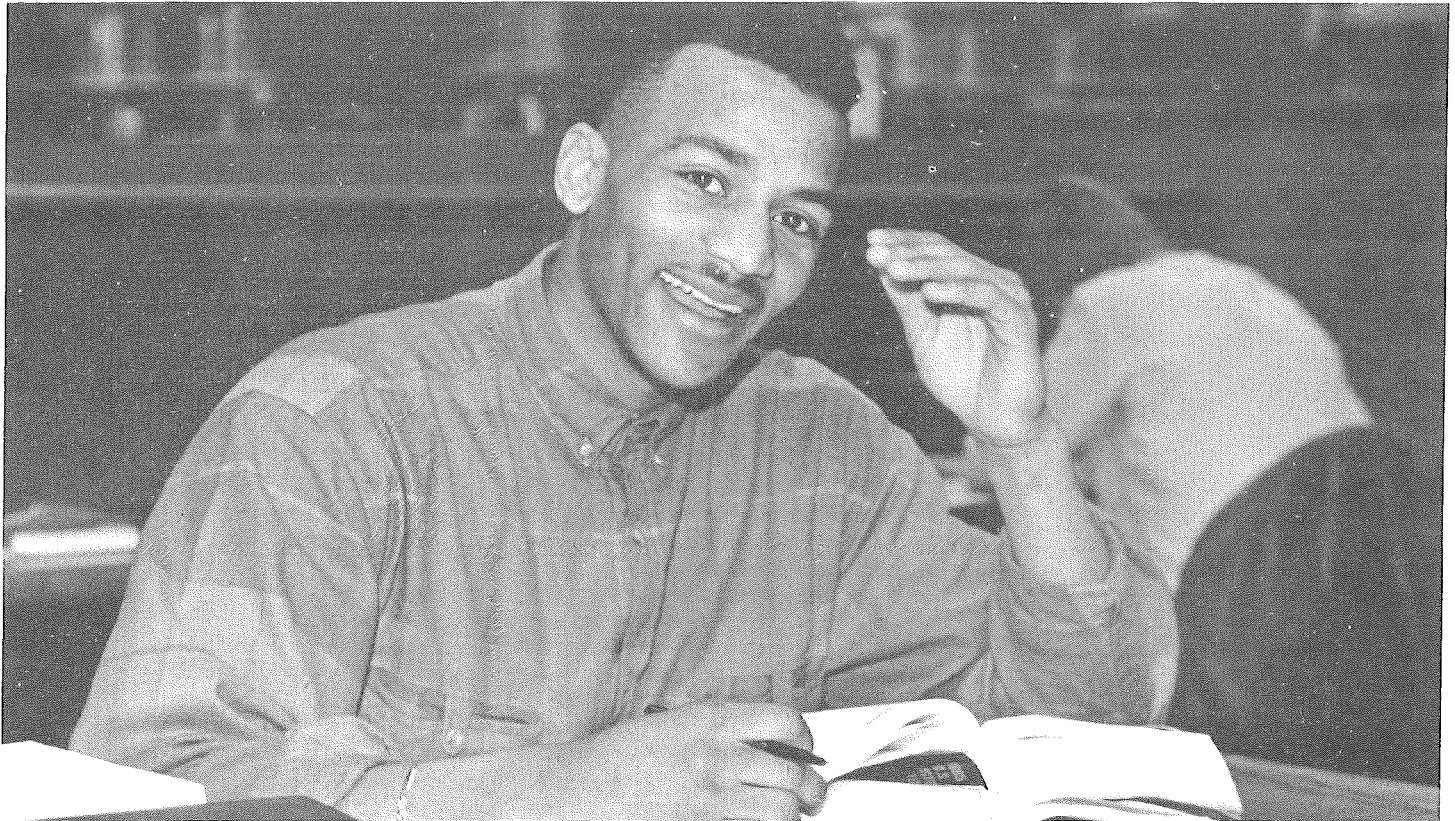
Students planning to pursue fields of study in science, mathematics, and nursing are encouraged to take as many courses in mathematics and science as possible in their secondary school curricula.

High school electives should be chosen to develop interests and skills in related practical fields. Skill in typing is of real value in completing many course assignments and is of particular importance to students who plan to enroll in computer courses in college.

Family Rights and Privacy Act

Cedarville College complies with the Family Educational Rights and Privacy Act (the Buckley Amendment) which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading

data through informal and formal hearings. The College has adopted a policy which explains in detail the procedures followed for compliance with provisions of the Act. Copies of the policy are available in the Academic Records and Student Services Offices.



"Even though I was a junior when I transferred, people took me right in. It was obvious that personal attention is a priority at the College. Attending Cedarville has helped me to be more disciplined, dedicated to the Lord, and sensitive to the needs of others." Ed Wakefield, a 1988 business marketing graduate, is from Xenia, Ohio.



"I chose Cedarville because of its strong Bible department and excellent tennis program. I've really enjoyed learning the Bible, through my courses, chapel, and going with a group to Israel the summer of 1987. Fellowship with good Christian friends has been great, too, and has really encouraged me spiritually." A junior preseminary major and member of the nationally-ranked men's varsity tennis team, Scott Poling is from Ocean City, New Jersey.

Early Admission

Students who have completed their junior year of high school may apply for early admission. This is especially important for students who anticipate a lengthy graduate program after graduation from college. In addition to following normal application procedures, early admission applicants should submit superior academic records, strong recommendations from high school teachers, and a statement of approval from parents or guardians. An interview is also suggested.

Admissions Procedure

A student should complete the following steps in order to be considered for admission to Cedarville College:

1. Obtain, complete, and return an application for admission. Applications are available from and should be returned to the Admissions Office. Necessary recommendation forms are included in the application. A \$15 fee and two current photographs should accompany the returned application.
2. Take the American College Test (ACT) and have the score reports sent to Cedarville College. The application for admission may be submitted before taking this test.
3. Request that high school transcripts through the junior year be sent, along with a recommendation from the high school counselor. Class rank at the end of the junior year should be included.
4. Request a recommendation from the pastor of the church he or she attends.
5. Request that official copies of transcripts for work completed at other colleges be sent (transfer students).

Students who have been offered admission for a particular quarter may defer their enrollment to a subsequent quarter by notifying the Admissions Office in writing at least one month before the quarter begins.

Advanced Placement

High school students may receive advanced collegiate standing by enrolling in college level courses during their senior year and scoring at least a 3, 4, or 5 on the Advanced Placement Examination sponsored by the College Board. They may also earn credit by participating in the College Level Examination Program sponsored by the College Board. Up to thirty quarter hours can be earned through these programs. Students interested in participating in these programs should contact their high school counselors or the Admissions Office for details.

Readmission

A student whose academic work has been interrupted for one quarter or more must apply for readmission. If he or she has been out of Cedarville College less than one year, a letter of request for readmission is needed at least two months before the beginning of the quarter in which he desires to matriculate. This letter should state his or her educational goal and reaffirm his or her Christian commitment; it should also contain a brief summary of his current Christian service activities.

If a student has been away from campus for more than one year, an updated pastor's recommendation is required, in addition to the letter of request which states his educational goal, Christian commitment, and reports on the previous year's activities. If college level work has been completed elsewhere, official transcripts should accompany the request for readmission.

A student who has been readmitted after one year away from Cedarville College is expected to complete the graduation requirements as outlined in the catalog in current use at the time of reenrollment.

Deadlines and Notifications

Cedarville College follows a rolling admissions procedure. An application is processed as soon as the file is complete. A completed file includes an application for admission, \$15 application fee, ACT or SAT scores, high school transcript, college transcript (if applicable), high school counselor's recommendation, and pastor's recommendation. Applicants are notified by letter within two weeks after the Admissions Committee acts upon the completed file.

Reservation Deposit

A reservation deposit must be submitted as an indication of the intention to enroll. The amount of the deposit is \$250 for students planning to live in college housing and \$125 for commuting students. This money will be credited to the student's account and used toward first quarter expenses. The reservation deposit is refundable up until the first day of registration. This policy applies to new freshmen, transfer, and readmitted students.



"I transferred from another Christian college because of Cedarville's reputation for quality, particularly in the Nursing Department. Now I'm challenged and I feel like I'm getting a good education. I really enjoy it here—the academic challenge, chapel, the "family atmosphere," and great friends—it's what I've wanted in my college education." Valerie Vanderwest, a junior nursing major from Muskegon, Michigan, hopes to use her training on the mission field.

Admission to Academic Programs

Some academic programs have unique requirements. For example, music students are required to audition for entry to that department. Students in education and nursing apply for admission to their respective programs during their sophomore year after the program prerequisites have been satisfied. Therefore, students should review the specific entrance requirements which are outlined in the respective departmental sections of the catalog.



Over one-hundred students, including these pictured from the Word of Life Bible Institute, transfer to Cedarville each year because of the College's reputation for providing quality Christian education.

Transfer Students

Students who wish to transfer to Cedarville should submit, along with their applications for admission, official transcripts of credit from all colleges attended.

Credits from accredited colleges are fully transferable as long as they apply to the student's course of study at Cedarville. Courses in which less than a "C" is earned are not granted transfer credit. Specific transfer information is available from the director of

admissions upon receipt of official transcripts. When computing cumulative grade point averages for students who have transferred credits from other colleges, only the work completed at Cedarville is included.

To help in the transition to Cedarville College and meet other new transfer students, all transfer students are required to attend New Student Orientation.



Forty-three states, Puerto Rico, and several foreign countries are represented in the student body. The students pictured here, Gina Logrono, Marc Donawa, and Cynthia Frenkiel, represent the Dominican Republic, Barbados, and Brazil, respectively.

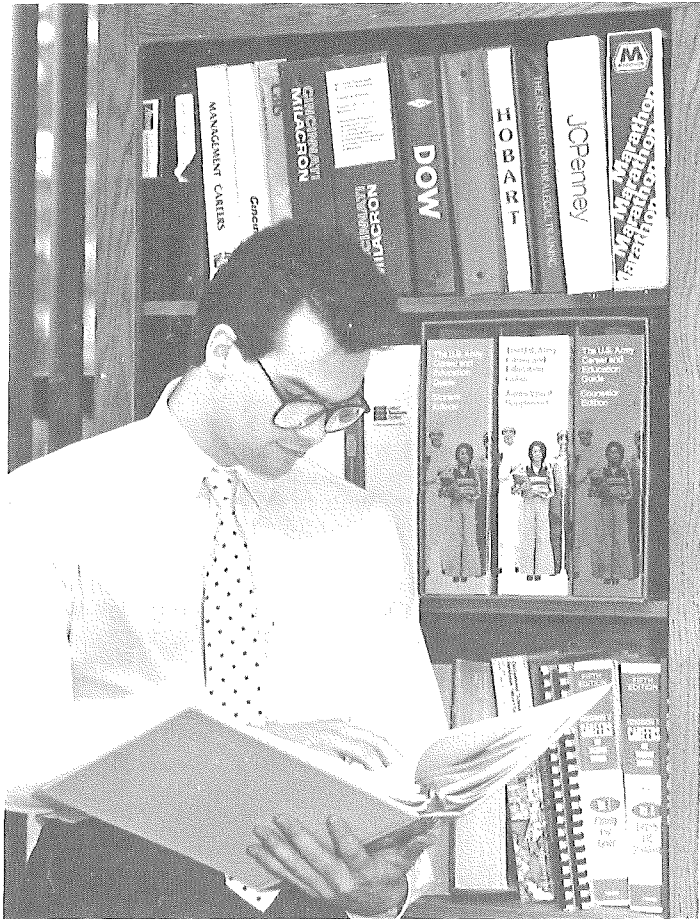
International Students

Cedarville College welcomes applications for admission from students of all nations. The College was approved for attendance by nonimmigrants by the Immigration and Naturalization Service in 1959. International students should follow the college admissions procedure carefully, submitting their applications well in advance of deadlines so that sufficient time is available for processing and communication. Those coming from countries in which English is not the native language may need to demonstrate their proficiency in English by taking the Test of English as a Foreign Language Examination (TOEFL).

Canadian students who have attended Grade XIII may transfer credit to Cedarville by submitting official transcripts. Up to one full year of credit may be granted.

To satisfy United States Immigration and Naturalization requirements, upon acceptance international students must deposit at the College \$8000 in United States currency or submit a certified affidavit of support which demonstrates the ability to cover college-related expenses. Full admission to the College is granted upon receipt of these funds or affidavit. Questions concerning this procedure should be directed to the director of admissions.

Grants and scholarships for international students are limited. Some international students work on campus. Permission for off-campus employment must be secured from the Immigration and Naturalization Service.



Cedarville's reputation for producing quality graduates attracts a wide variety of employers to campus. The Career Planning and Placement Office helps students prepare for the transition from college to a career by providing information about specific careers and companies. This office also provides instruction concerning conducting a job search, preparing a resume, and interviewing.

ACADEMIC INFORMATION

The Cedarville College program is designed to meet the educational, moral, physical, social, and spiritual needs of young people who desire to honor God with their lives. The total program represents a balance between the knowledge gained through the courses studied, the co-curricular activities, and worship in the regular chapel and church services. In such a setting, truth from Scripture is integrated with the knowledge taught in each course to provide effective learning and enduring life values. The knowledge and skills learned from the courses give the student an excellent background for professional competence in his or her chosen field.

Degree Requirements

Cedarville College grants three baccalaureate degrees and one associate degree: Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), Bachelor of Science in Nursing (B.S.N.), and Associate of Arts in Secretarial Studies (A.A.). A degree candidate should carefully study the requirements for that degree as well as the special requirements for graduation found in this bulletin. Careful attention to these requirements will enable the student to avoid doing work which will not apply to a degree.

Bachelors degree requirements are listed below. Requirements for the Associate of Arts in Secretarial Studies are listed in the Department of Business Administration section of the catalog.

1. Meet all admission and proficiency requirements.
2. Complete at least 192 quarter hours (not including proficiency), 60 hours of which must be of upper division work (200-400 level courses).
3. Maintain a grade point average of not less than 2.00.
4. Establish minimum residency of one year (48 quarter hours, normally the senior year).
5. Complete the general education requirements. (The Biblical education requirement for freshman and sophomore transfer students is 24 quarter hours; junior and senior transfers must complete at least one Biblical education course for each quarter of full-time residence including BEPT-340 Baptist Polity.)

6. Complete the specific requirements for the desired major, one third of which must be taken at Cedarville College. Students should check their departments for any additional requirements unique to their area.
7. Demonstrate proficiency in the use of the English language on a standardized examination or complete English Composition (ENG 110, ENG 140) with at least a 2.0 grade point average, on a four-point scale.
8. Complete at least two years of either classical or modern foreign language in high school or one year at the college level.
9. Participate in the senior testing program when offered.
10. Complete an application for June or August commencement and pay the graduation fee. A separate application is required of students participating in June commencement yet completing their programs in August.

Curriculum Outline

	Quarter hours
Proficiency	0-8
General Education Requirements	80-102
Major field requirements and cognates	45-100
Electives	0-67
(minimum, not including proficiency) TOTAL	192

Specific curricular requirements are outlined in each departmental section of the catalog.

Major Field

The amount of work for a typical major field is usually about 50 quarter hours and must include the requirements of the department. Comprehensive majors are typically from 70 to 90 hours. Specific requirements are listed at the beginning of department course offerings. No courses in which D grades are received may be counted as meeting the requirements of the major field. Often departments will suggest that an alternate course be taken rather than repeating the course.

In order to graduate, a student must satisfy the requirements for at least one major field of study. With proper scheduling, he or she may concurrently complete the requirements for more than one major. Majors involving fewer than sixty quarter hours of course work lend themselves to this approach.

Major Fields of Study

The College offers thirty-one major fields of study. Some of the majors represent combinations of two or more areas of study. These are denoted with an asterisk (*). Course requirements for each of the majors are outlined in the respective departmental sections of the catalog.

- | | |
|------------------------------|---------------------------|
| Accounting | History-Political Science |
| American Studies* | Mathematics |
| Behavioral Science* | Music |
| Bible, Comprehensive | Music, Church |
| Bible, Preseminary | Music Education |
| Biology | Nursing |
| Broadcasting | Physical Education |
| Business Administration | Political Science |
| Business Education | Prelaw* |
| Chemistry | Psychology |
| Communication Arts | Public Administration* |
| Computer Information Systems | Science, Comprehensive |
| Criminal Justice | Social Science |
| Elementary Education | Sociology |
| English | Spanish |
| History | |

Special Academic Programs

Cedarville offers several special academic programs designed to enhance the collegiate experience and/or to help prepare for particular careers:

- | | |
|---------------------------------------|-----------------------------|
| Athletic Training | Prepharmacy |
| Coaching | Preveterinary |
| Emergency Medical Technician Training | Professional Writing |
| Environmental Studies | ROTC—Army and Air Force |
| Honors | Secondary Education |
| Medical Technology | (15 areas of certification) |
| One-year Bible Certificate | Secretarial Administration |
| Preagriculture | (A.A. degree) |
| Preengineering | Special Education |
| Premedical/pre dental | Study abroad programs |
| | Urban Studies |

Descriptions of these programs are located in this section of the catalog or in the academic departments sponsoring the programs.



Reference librarians help students research topics in the Centennial Library, an expansive learning center with access to hundreds of periodicals and over twenty-five million volumes through OCLC, Inc.

Electives

In most instances, the student's program has been planned to include electives. The provision of elective choice is based upon the premise that the student should have an opportunity to either further strengthen his major field or minor field or further broaden his background by selecting courses in areas of inadequacy or interest. Elective choice also provides the student with some flexibility should he or she decide to change major fields.

Minor Field

Twenty-four hours in one department usually constitutes a minor. Minor fields are optional.

General Education Requirements

The College requires a pattern of courses which helps achieve college objectives. These objectives lead to an educational experience which broadens the student's outlook and knowledge.

The general education pattern is:

Quarter Hours

I. Proficiency 0-8

Each student upon initial enrollment at the College must take placement examinations in English and mathematics. These examinations should be taken before, but not later than the end of the first quarter of matriculation.

A. English (0-4)

Students who have satisfied one of the following requirements are exempted from taking the placement examination in English:

1. Scored 500 or above on the CLEP General or English Composition Test; or
2. Scored 19 or higher on the English section of the ACT; or
3. Scored 400 or higher on the Verbal section of the SAT; or
4. Completed a course equivalent of ENG-110 English Composition I with at least a grade of C- (A = 4.00 system) at another approved institution of higher education.

Students who do not earn the score on the placement test specified for proficiency are required to take ENG-100 Basic English (4 quarter hours) as soon as possible after matriculation.

B. Mathematics (0-3)

Students who have satisfied one of the following are exempted from taking the placement examination in mathematics:

1. Scored 21 or higher on the Mathematics section of the ACT; or
2. Scored 460 or higher on the Quantitative section of the SAT; or
3. Completed a course equivalent to GSCI-184 College Algebra with at least a grade of C-(A = 4.00 system) at another approved institution of higher education.

Students who do not earn the score on the placement examination specified for proficiency are required to take GSCI-101 Basic Mathematics (4 quarter hours) as soon as possible after matriculation.

- II. **Biblical Education** 24
 - A. BEOT-101 Old Testament Survey (5)*
 - B. BENT-102 New Testament Survey (5)*
 - C. BETH-230 Theology Survey (5)
 - D. BEPT-340 Baptist Polity (3)
 - E. At least six quarter hours from courses offered by the Department of Biblical Education except courses with BEBL or BEPH designators, independent studies, or internships.

*Advanced Biblical studies courses can be substituted if the student has sufficient academic background.
- III. **Communication** 10-15
 - A. ENG-110 English Composition I (5)**
 - B. ENG-140 English Composition II (5)
 - C. COM-110 Fundamentals of Speech (5)

**Students who score 25 or better on the English section of the ACT or 560 or better on the Verbal section of the SAT are exempted from taking ENG-110 English Composition I.
- IV. **Humanities** 14-16
 - A. HUM-140 Introduction to the Humanities (5)
 - B. Any five credit literature course (5)***
 - C. At least four quarter hours from the following: (4-6)***
 - 1. ANTH-180 Cultural Anthropology (5)
 - 2. BEPH-220 Introduction to Philosophy (5)
 - 3. BEPH-225 Ethics (5)
 - 4. BEPH-226 Religion and Culture (5)
 - 5. COM-141 Introduction to Dramatic Arts(3)
 - 6. COM-214 Intercultural Communication (4)
 - 7. COM-411 History of Public Address (5)
 - 8. EDUC-321 Philosophy of Education (3)
 - 9. HLMU-331,332,333 Music History I,II,III (4)

- 10. PSYCH-372 Psychology of Personality (5)
- 11. Any second year foreign language course (5)
- 12. Any other four or five hour literature course (4-5)

***In satisfying requirements B and C students may *not* take more than one course from their major field of study. Education majors, however, may take EDUC-321 Philosophy of Education and EDUC-292 Children's Literature to fulfill criterion C.

- D. One year of foreign language (0-15)
The language requirement may be met by:
 - 1. Satisfactorily completing the third quarter of first-year, college-level foreign language; or
 - 2. Passing two years of the same foreign language in high school.

- V. **Physical Education** 3
 - A. PEF-199 Physical Activity and the Christian Life (1)
 - B. Two general physical education courses from PE -100 through PE -212 (2)
- VI. **Science and Mathematics** 15
 - A. At least one course from the biological sciences (5)
 - B. At least one course from the physical sciences (5)
 - C. One science or mathematics elective (5)
- VII. **Social Sciences and History** 14
 - A. GSS-100 Foundations of Social Science (5)
 - B. One course in history (4-5)
 - C. Electives in social sciences or history (4-5)

Total General Education Requirements 80-102

Many of these courses also satisfy the requirements for major fields of study. The specific major field requirements listed in each department section of the catalog should be consulted to determine which courses apply.

Graduation

All students must realize that it is their own responsibility to check on their progress toward meeting all requirements for graduation. They are urged to plan the class schedule for each quarter of the senior year at preregistration time at the end of the junior year. This plan should be approved by the faculty counselor and checked to see that when it is completed all degree requirements will have been met.

NOTE: The catalog in use when a student first enrolls governs his graduation requirements. Consequently, that catalog should be retained and used as guide in case changes are made in the course or graduation requirements during the time the student is enrolled.

Students who cannot finish their program before the end of the spring quarter in their senior year, but who can finish during the following summer, will be granted their diplomas in August. These students may participate in the June commencement preceding the summer in which their work is to be completed. A \$100 refundable deposit is required.



Students cite some of the friendships developed with faculty members as one of the lasting benefits of attending Cedarville College.

Sessions and Credits

The regular college year consists of three quarters of eleven weeks each, extending from October to June. Credits are earned in terms of quarter hours, a quarter credit hour being one fifty-minute period a week for one term. As an illustration, a student completing the work required in fifteen such periods a week for one quarter receives credit for fifteen quarter hours. Laboratory sessions, applied music courses, and physical education courses are exceptions to this pattern.

Academic Advising

Each student is assigned to an academic counselor according to his or her major field of study. A student who has not declared a major will be assigned to a special advisor equipped to offer assistance in selecting a field of study. The student should consult with his or her advisor not only at registration but also throughout the year whenever an academic problem is encountered or plans for changes of educational programs or procedures are being formulated. A student with low grades in a major or minor field may be advised to select another field of study.

Course work to be completed at other institutions by a student enrolled at Cedarville College must be approved by his or her academic advisor *and* the chairman of the academic department governing the course requirement that the transferred course is to satisfy. Course approval forms are available in the Academic Records Office.

Academic Load

Assuming that proficiency requirements have been satisfied, a minimum of 192 quarter hours is required for graduation. A student should average sixteen credit hours each quarter to graduate upon completion of the twelfth quarter. Fifteen or sixteen hours each quarter is considered the normal academic load, although a student may take up to eighteen hours without special permission from the academic vice president.

Students working more than twenty hours per week are not advised to carry the full course of studies.

The student's academic load is subject to reduction or limitation by the academic vice president for poor scholarship or excessive work outside of school hours.

Classification of Students

Regular students are those who have met the requirements for admission. Regular standing implies that the student is enrolled in a degree program and is carrying as least twelve quarter hours of credit in that academic quarter.

Special students are those who are not enrolled in degree programs.

Part-time students are those who have met all admission requirements and are enrolled in a degree program but are carrying fewer than twelve quarter hours.

Transfer students are those who have studied full-time for at least one term at another accredited college or university.

Assignment to Classes

Official class membership is determined according to the following schedule:

Class	Quarter hours completed
Freshman	1-41
Sophomore	42-89
Junior	90-134
Senior	135 and up
Special	assigned

Class Attendance

The objectives of class attendance generally include the development of personal motivation for appropriate attendance and the exposure of students to different attendance procedures. In general it is to be noted that regular attendance is necessary for the student to receive full benefit from the college experience.

Since there are several different ways in which ideal class attendance may be achieved, official faculty policy allows each faculty member to determine and develop attendance standards which will meet the particular needs of the course.

Out-of-Class Courses

In order for students with irreconcilable conflicts to be able to complete graduation requirements on schedule, it sometimes is necessary to allow instruction in an out-of-class setting. To take a course out-of-class:

1. The student must be at least a junior in classification (have earned 90 quarter hours or more).

2. The course must be 200, 300, or 400-level.
3. Approval must be obtained by the department chairman, the faculty member teaching the class, the advisor, and the academic vice president.

Out-of-class course approval forms are available in the Academic Records Office.

Internships

Many of the major fields of study include opportunities to receive credit for supervised, on-the-job activities. Interested students should contact respective department chairmen for details.



"My internship in hospital administration allowed me to apply what I learned in my business courses to real-life situations. It also helped me see if I liked hospital administration and provided me with valuable experience in the field." A 1980 business graduate, Michael Stephens, serves as executive vice president at Greene Memorial Hospital, the hospital in which he served as a business intern.

Correspondence Study

Although correspondence study cannot replace the experience gained through actual classroom instruction and discussion, occasional utilization of correspondence study may be appropriate.

Cedarville College does not offer such courses. However, the college recognizes and recommends several programs. Information concerning these programs is available in the Academic Records Office.

The total number of quarter hours of correspondence study accepted toward completion of degree requirements may not exceed fifteen. In order for correspondence study to be acceptable, prior permission must have been received for each course from the department chairman, the academic advisor, and the academic vice president. Correspondence study is not counted as residence credit, and therefore cannot be counted toward the residence requirements. Permission forms are available in the Academic Records Office.

Credits received for correspondence study are treated in the same manner as transfer credits.

Testing-Out Procedure

Qualified students may earn credit toward graduation by passing the appropriate examinations with a grade of B or better. A student interested in testing-out should obtain a course test-out form from the academic records, obtain the approval of the department chairman of the department in which the course is offered, and contact the instructor of the course to set up the test.

A student may not test out of a course previously audited. Tests must be taken during registration week or during the first two full calendar weeks of the quarter.

Upon testing-out of a course, a student must pay \$20 per quarter hour for the course credit. Credit for the course with a designation indicating test-out will appear on the student's transcript. No grade will appear nor will the grade or credit be computed into the cumulative grade point average. Credit for which a student earns test-out credit during a quarter does not count toward the twelve quarter hours required for full-time status for that quarter. No student may earn more than twenty-seven quarter hours of test-out credit.



Individual study carrels in the library may be reserved by upperclassmen conducting research for independent studies or special projects.

Independent Study

Independent study allows students to develop a high degree of independence in their ability to choose and investigate problems. The objectives of the program include providing opportunities to explore areas not covered in normal course structure, recognizing foreign travel experiences, rewarding self-motivated students, and encouraging joint-study by faculty and students on specialized projects.

Individual students and faculty members develop the specific criteria which must be met for the successful completion of specific independent study projects. However, the following guidelines govern the independent study program:

1. Only one independent study project may be undertaken in an academic term.
2. The maximum credit which may be earned for an independent study project is four quarter hours.

3. The faculty member supervising the independent study must review and initial the student's copy of the written proposal and the registration card. Registration for the independent study must occur at the beginning of the quarter in which the work is to be completed.
4. No more than eight hours in independent study may be counted toward the major field; no more than four hours toward a minor field; and no more than sixteen may be counted toward graduation. Independent study taken outside major and/or minor fields must be approved by the department chairman and the academic vice president.
5. Juniors and seniors are eligible for independent study. Sophomores desiring independent study must obtain the approval of the academic vice president and the department chairman.
6. Although grade point average is not a qualification for independent study, the faculty member has the right to deny student participation for any appropriate reason.
7. Grading (letter or CR/NC) is determined by the participating faculty member.

SPECIAL ACADEMIC PROGRAMS

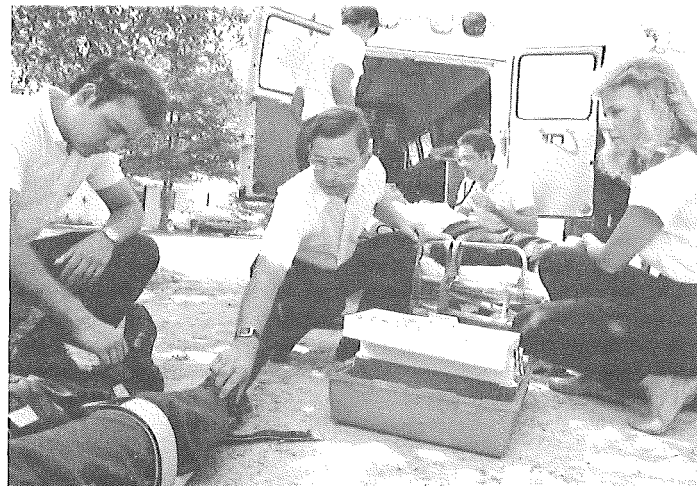
Au Sable Institute of Environmental Studies

Students with an environmental biology emphasis may take advantage of courses offered by the Au Sable Institute in field ecology, field biology, land resources, water resources, animal ecology, and entomology. In a setting of the forests, wetlands, lakes, and wild rivers of northern lower Michigan, students take courses which provide academic content, field experience, and practical tools for stewardship of creational resources. The Institute grants vocational certificates for environmental analysts, land resource analysts, water resource analysts, and naturalists. Qualified students are awarded the Au Sable Fellowship of \$1,000. A \$350 grant-in-aid is also available each year. Interested students should contact Dr. John Silvius, Cedarville College Au Sable Institute Representative.

Emergency Medical Service

The Emergency Medical Service was established at Cedarville College in 1969. The squad is comprised of approximately a dozen students (EMT's, Advanced EMT's, and Paramedics) who volunteer their time to act as the Emergency Medical Service division of Patterson Clinic. Members of the squad must be certified in the State of Ohio as Emergency Medical Technicians. The squad responds to emergencies both on campus and in the community through mutual aid with the Cedarville Township Fire Department.

Since state certification is necessary for membership in the squad, the college grants credit to those students who complete the Department of Education's approved programs in Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic programs. Upon receipt of bonified copies of 'Department of Education' certificates of completion, the College will grant five quarter hours for Emergency Medical Technician training, three quarter hours for Advanced Emergency Medical Technician training, and eight quarter hours for Paramedic training.





The honors seminar "Sociology of Sport" offered Winter Quarter 1988 involved special class sessions with Philadelphia Phillies third-baseman Mike Schmidt, seen here in chapel with President Dixon.

The Honors Program

The Honors Program is designed to challenge gifted students to reach their academic potentials through a specially designed course of study. This program is not a major, but rather a specially crafted sequence of courses which enrich existing major fields of study. The courses designated as "honors courses" are rigorous and demanding, challenging students to aspire to greater heights in the world of ideas.

Admission to the program for entering freshmen is based upon ACT/SAT scores, written essays, high school rank and grade point average and when possible, a personal interview. Prospective students must complete a separate application which is available through the admissions office.

A limited number of students are admitted into the program each fall. Students enrolled in the honors program are required to complete seven honors courses in addition to a senior research project or thesis.

Three of these courses are taken in the freshman year in a sequence entitled "The Making of the Modern Mind," which tracks the development of philosophic, literary, scientific and aesthetic traditions against the background of the history of western civilization. These three courses meet general education requirements in humanities, philosophy and history.

In the sophomore and junior years, honors students take four integrative seminars. Each honors seminar is taught by two or three faculty members from different academic departments in a team-teaching effort providing an interdisciplinary perspective to the topic of study.

In the senior year, each honors student conducts a year-long research project under the direction of a faculty mentor from the student's academic department. A thesis is written as part of this research project. At graduation, honors students receive appropriate recognition of their honors status.

Course requirements for the Honors Program involve 32-36 quarter hours including:

- I. **Freshman Colloquia: The Making of the Modern Man** 15 hours
 - Fall Quarter: Classical Antiquity (5)
 - Winter Quarter: Renaissance and Reformation (5)
 - Spring Quarter: The Age of Revolutions (5)
- II. **Honors Integrative Seminars** 12-16 hours
 - Four seminars, each 3 or 4 hours, taken in the sophomore and junior years.
- III. **Honors Research Project/Thesis** 5 hours
 - A research project in the student's major, conducted under the direction of a departmental mentor.

Through the Honors Program, Cedarville College encourages superior scholarship, allows a thorough integration of the various disciplines, and provides the student an opportunity to understand better how all knowledge relates to its theistic source. Honors offers an adventure in the world of ideas, coupled with practical incentives for transcribing faith and learning into larger culture for the glory of God and the benefit of men and women in His image.

One-Year Bible Program

The College offers a concentrated program for the student who desires a formal education in Bible before he pursues his vocation at home or engages in a field of technical study not available in a Christian school. It is designed so that a student can function as a more knowledgeable laymen in his church. This curriculum is outlined in the Biblical education section of the catalog.

Philadelphia Study Tour

Each September the historians of the College conduct a study tour of historic Philadelphia and its environs. Students earn academic credit while tracing the steps of America's founding fathers to Independence Hall, Betsy Ross House, Valley Forge, and other sites. Information about this program may be obtained from the Department of Social Sciences and History.

Preprofessional Programs

Many students seek specialized training in professions after attending Cedarville College. A number of preprofessional programs are available. The preseminary curriculum which prepares students for seminary studies and the gospel ministry is outlined in the Department of Biblical Education section of the catalog. The prelaw curriculum prepares students for law school and is explained in the Department of Social Sciences and History section of the catalog. Preprofesional curricula in agriculture, dentistry, engineering, medical technology, medicine, optometry, osteopathy, pharmacy, and veterinary medicine are described in the Department of Science and Mathematics section of the catalog.

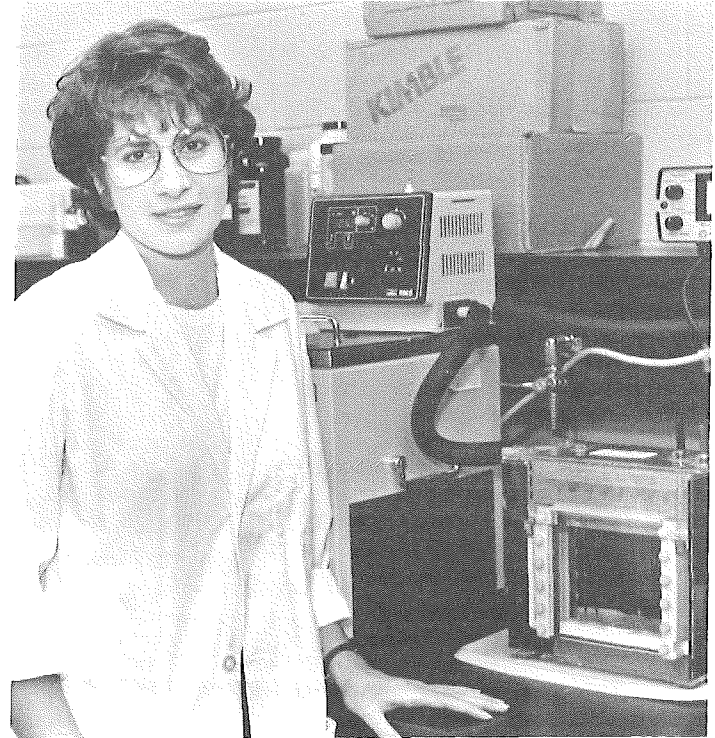
Reading Program

The College offers a noncredit course for all student wishing to improve reading skills, and therefore, increase the productivity and pleasure of college work.

This course includes a broad range of techniques designed to increase reading speed, improve comprehension, and strengthen

recall. Participants pay a modest tuition for this three-week program.

Interested students may contact the Student Services Office for detailed information.



Cedarville students gain admission to many outstanding professional schools around the country. Meredith Steiner, a 1988 biology-premedical graduate, is attending the University of Cincinnati School of Medicine.



Cedarville students find outstanding scholarships, excellent leadership training, and genuine respect for their Christian convictions in the ROTC programs.

Reserve Officer Training Corps (ROTC)

Air Force Cedarville College cooperates with Wright State University in offering Reserve Officer Training Corps instruction which prepares students for commissioning as second lieutenants in the United States Air Force. The freshmen and sophomore level classes in aerospace studies are held at Cedarville College. Junior and senior level classes are taught at Wright State University located approximately fifteen miles from Cedarville. These classes are taken in addition to a normal course of study at Cedarville and are recognized as electives.

The four-year program is divided into two phases: the General Military Course involving the freshmen and sophomore years and the Professional Officer Course involving the junior and senior years. Students enrolled in the Professional Officer Course receive \$100 per month subsistence allowance.

Scholarships covering the cost of tuition, fees, textbooks, and a \$100 monthly allowance for up to three and one half years are available to students who demonstrate academic and leadership potential. Scholarship availability is greatest in the areas of math, computer science, physics, nursing, and premedicine. Traditionally, about half of Cedarville cadets are able to win scholarships.

Students interested in Air Force ROTC should contact Department of Aerospace Studies, Wright State University, Dayton, Ohio, 45435, phone: (513) 873-2730 or Mr. Charles Dillon, Cedarville College ROTC Representative at (513) 766-2211 Ext. 207.

Army Reserve Officer Training Corps instruction leading to an appointment as a lieutenant in the United States Army is available to Cedarville College students. Classes and drills are held at Cedarville College for freshmen and sophomore students. Junior and senior level courses are taught at Central State University, located approximately four miles from Cedarville. All ROTC courses are transferred as electives and are taken in conjunction with other subjects for the four years of college.

The standard four-year ROTC program involves two phases: the Basic Course during the first two years and the Advanced Course during the final two years. One can qualify for the advance course by being a veteran, a member of the United States Army Reserve or National Guard, or by attending six weeks of summer training following his/her sophomore year of college. Students enrolled in the Advanced Course earn \$100 per month for a maximum of ten school months per year.

Two- and three-year merit scholarships, which pay for all tuition, fees, and costs of books and supplies at both colleges, are available. Recipients of these scholarships also receive \$100 per month for ten months of the school year each school year the scholarship is in effect.

Interested individuals should contact the Professor of Military Science, Central State University, Wilberforce, Ohio, 45384, phone: (513) 376-6285 or Mr. Charles Dillon, Cedarville College ROTC Representative at (513) 766-2211 Ext. 207.

Study Abroad Opportunities

ARRIBA

ARRIBA, Academic Residency and Research Internship for Baptists Abroad, is a work/study program sponsored by Grand Rapids Baptist College in cooperation with Baptist Mid-Missions. Cedarville students in any major may earn up to forty-five quarter hours credit in Spanish, sociology, biology, religion, missions, cross-cultural studies, and general electives. Students involved in the program spend one year in the area of Cuzco, Peru, where classroom theory is integrated with practical application and experience in cultural studies, church planting, and alpine and rainforest studies, under the direction of experienced missionaries and college professors. Students interested in the program should contact Dr. John Silvius for additional information.



Historic castles, breath-taking scenery, and the German people themselves make the summer language program in Germany an unforgettable learning experience.

Overseas Study Program in Germany

Cedarville College sponsors a program in Germany in which students study the language and culture for seven weeks. Students with no background in the language may fulfill their foreign language requirement in Elementary German (15 quarter hours). Students who already have had some German may take up to 14 hours in advanced German. While the study program is very intensive, it is also designed to take students into German homes and churches and to allow them to visit many historical settings along the Rhine, in Rhineland-Westfalen, in the Black Forest, and in Bavaria. Detailed information is available from the Department of Language and Literature.

Overseas Study Programs in Israel

Cedarville College cooperates with two institutes in Israel to provide an experience of study and travel. Through the Institute of Holy Land Studies, located in Jerusalem, a student can choose two programs: long-term, consisting of a quarter or a year abroad; and short-term, a 24-day program during June in which a student can earn six quarter hours, which count as two general education electives (Bible and history). Through the Baptists for Israel Institute, located in Galilee, a student can choose a work-study program for a summer, a quarter, or a year on an Israeli kibbutz. Information may be obtained from the chairman of the Department of Biblical Education.

Study Abroad Program of Christian Colleges

Students planning intensified study in languages are encouraged to anticipate in SAPOCC sponsored by King's College, Briarcliff Manor, New York. Programs are offered in France, England, Germany, and Spain. Cedarville cooperates in this program with other Christian colleges. SAPOCC is a unique experience for Christian young people because it provides them with Christian living, fellowship, and Christian service opportunities in a foreign country as well as an opportunity for academic development. Interested students should contact the Language Department for details.



"Studying in Spain at the University of Madrid really enhanced my background in Spanish. The courses in Spanish history, literature, and art deepened my understanding of Spanish culture. This experience should be of great help to me as I pursue a career in international relations." Carla Weitcamp, a 1988 political science and Spanish major, is from York, Pennsylvania.

Summer School

The College offers two summer terms of five weeks each from June through mid-August. A student may earn up to ten quarter hours each term. Additionally, other summer course offerings are available at specifically designated times. Chapel is held daily and attendance is required.

The summer sessions can appeal to a variety of students. Some wish to accelerate their college program. Other students from other institutions may desire Bible courses which are not available at their institutions. Teachers find the summer terms convenient as a means by which to update themselves in their disciplines. Others enjoy the advantages of smaller summer classes. Incoming freshmen recognize summer attendance as an excellent opportunity to become acclimated to academic pursuits before campus activities begin in the fall.

High school students who have completed their junior year and who display sufficient academic strength may want to consider the summer program. Some in this category who are children of graduates of the college may qualify for the popular Alumni Children Scholarship Program which provides tuition-free credit during one term.

Students interested in attending summer school should contact the director of summer school.

The following courses are typically offered during the summer:

Biblical Education

- BENT-104 New Testament Survey
- BENT-207 Four Gospels
- BETH-240 Theology Survey
- BECE-260 The Inductive Method of Bible Study
- BEPT-340 Baptist History and Polity

Business Administration

- ECON-231 Macroeconomics

Communication Arts

- COM-110 Fundamentals of Speech

Education

- EDUC-100 Introduction to Education
- EDUC-182 Mathematics for Elementary Education
- EDUC-236 The Learner and the Learning Process
- EDUC-316 Methods of Teaching
- EDUC-321 Philosophy of Education

Language and Literature

- ENG-110 English Composition I
- LIT-235 American Romanticism
- LIT-236 American Realism
- LIT 332 Seventeenth Century English Literature
- LIT-334 Nineteenth Century English Literature

Music

- HUM-140 Introduction to the Humanities

Physical Education

- PEI-154 Golf
- PEI-177 Tennis

Psychology

- PYCH-160 General Psychology
- PYCH-260 Human Growth and Development

Science and Mathematics

- BIO-100 Principles of Biology
- GSCI-161 Introduction to Physical Science

Social Sciences and History

- GSS-100 Foundations of Social Science
- HIST-111 United States History
- SOC-240 Marriage and the Family
- GEO-251 World Geography

Internships are also available in most major fields which require them.

Registration

The dates of registration for each session are listed in the college academic calendar. Preregistration periods may be designated for currently enrolled students. Students are urged to register on the days provided. Nominal late registration fees are charged for registering late.

Registration materials are distributed through intracampus mail prior to respective preregistration periods. These materials include a Class Registration Form (CRF), registration instructions, and class schedule for the quarter.

To register for courses, each student meets with an academic advisor to discuss career direction, course options, and class schedules. Although each student has an academic advisor to help with scheduling, the student is ultimately responsible for the chosen class schedule and course of study. Because of this, each student is encouraged to be very familiar with the course requirements of his or her chosen major.

To signify approval of the course selection for the upcoming quarter, the academic advisor signs the Class Registration Form. No Class Registration Forms can be accepted for registration without the signature of the student's academic advisor and the student.

Each student submits the Class Registration Form signed by the academic advisor to the Academic Records Office or designated registration station. Course selections are checked against available openings and a final course schedule is confirmed. A Student Data Sheet (SDS) containing the final course schedule, student information, course fees, college fees, and financial aid received is produced for the student.

To complete registration, the student must make financial arrangements for payment of the amount due on the Student Data Sheet. A student is not considered registered until financial arrangements have been made. (See the Financial Section of the catalog for information concerning costs and payment plans.)

Changes in the course schedule may be made through the "drop-add" process. Forms for course changes are available in the Academic Records Office. Changes in a schedule caused by the cancellation of courses will not involve financial penalty.



The Academic Records Office, conveniently located in Williams Hall, coordinates registration, maintains academic records, and produces course schedules.

Adding and Withdrawing from a Course

To add or drop courses, a student must complete a form provided by the Academic Records Office. The form is to be signed by both the course instructor and the student's academic advisor. The student is required to make up any work missed due to late entrance. No courses may be added after the end of the first full calendar week without the approval of the academic vice president and faculty members teaching the courses.

Courses may be changed from credit to audit before the end of the fourth week. Courses may be changed from audit to credit, with permission of the instructor, before the end of the fourth week of the quarter.

When a course is dropped, the action is recorded as follows:

Week Course Is Dropped:	Action:
Before the end of the first calendar week	No record on transcript
Second full calendar week through fourth	“W” (Withdrawn)
After the fourth week and before the week of final examinations	“WP” or “WF” (Withdrawn Passing or Withdrawn Failing)

“Passing” is defined as having a course average of “C-” or better.

Course changes are not complete until the Academic Records Office receives the completed drop/add form. The effective date of the course change is the date when the completed form is received by the Academic Records Office.

Refund information is listed on page 173.

Withdrawing from College

No student should leave Cedarville College without following proper withdrawal procedures. In withdrawing, a student must secure an official withdrawal form from the Academic Records Office and return it signed by all of the college personnel listed. Refund requests should be submitted at least three days prior to withdrawing. A \$5 withdraw fee will be added if the proper withdrawal procedures are not followed. The ID card must be returned to the Academic Records Office on the student's last day on campus.

Transcripts of withdrawn students will be marked as follows:

Withdrawal through the fourth week—“W”

Withdrawal after the fourth week—“WP” or “WF”

Course Numbers and Designations

The course numbers are designed to be of help to the student in selecting courses at the appropriate level. The following system is used:

1. The first number indicates the year in which the course usually is taken. Freshmen normally take 100 level courses; sophomores, 100 level or 200 level courses; juniors, 200 level or 300 level courses; and seniors 300 level or 400 level courses. Courses beyond the student's classification should be taken with the consent of the instructor and academic advisor.
2. The second digit usually indicates the area within the department.
3. The third digit generally indicates the sequence followed in offering the course. A zero typically indicates that the course will be offered every quarter.
4. The course numbers listed in sequence and separated by hyphens represent courses that must be scheduled in the order shown. The course numbers separated by commas indicate courses that may be taken as individual units and not necessarily in the sequence shown.
5. The alphabetical prefixes in the course designations indicate content divisions within academic departments. For example, the prefix “BETH” indicates that the course is a theology course in the Department of Biblical Education.

The quarter that the course is offered is shown in italic letters following the course title as follows: A-Autumn; W-Winter; Sp-Spring; and Su-Summer. The number to the right of the course title is the credit given in quarter hours.

The College reserves the right to offer or withhold any of the courses listed.

Alternate Year Courses

Some departments offer courses on alternate years. These are designated as “alternate, even years” or “alternate, odd years” based on the first school year number. Example: 1988-1989 is an even year.

Grading System

- | | |
|---|--|
| <p>A This grade is given in recognition of excellent achievement. It is indicative of work superior in quality and reveals a thorough mastery of the subject matter. The student receiving this grade should demonstrate enough interest to do some independent investigation beyond the actual course requirements.</p> <p>B This grade indicates work and achievement that are well above average. The student receiving this grade should be capable of doing advanced work in this field. The quality of the work should be considered better than that achieved by the average student.</p> <p>C This grade indicates average achievement and a satisfactory meeting of requirements.</p> <p>D This grade reveals accomplishment that is inferior in quality and is generally unsatisfactory from the standpoint of course requirements. This is the lowest grade for which credit can be earned.</p> <p>F This is a failing grade. It indicates very unsatisfactory work. No course credit is earned.</p> <p>I An "I" signifying "incomplete" is a temporary grade given when a student is unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause. This temporary grade does not influence the student's grade point average. To be considered for an incomplete, the student must be passing the course and have completed the majority of the coursework. An incomplete should not be given merely because a student fails to complete all the course requirements on time. The instructor giving the incomplete will establish an appropriate completion date with the student. This date may extend to the end of the quarter following the one in which the course was taken. If the work is not completed by the designated date, the incomplete will be changed to an "F" and will be calculated as such in the student's grade point average.</p> | <p>INC This notation indicates a "permanent incomplete," a grade assigned in special situations by the faculty member with the approval of the academic vice president. This permanent grade does not influence the student's grade point average. To receive a permanent incomplete, the faculty member should submit the appropriate form to the academic vice president identifying the circumstances warranting this special grade. If a permanent incomplete is awarded, the grade may not be changed at a future date. To receive credit for the course, the student must again register for the course and complete the course requirements.</p> <p>CR The mark "CR" means that credit has been granted; it also applies to the "Credit or No Credit Program" where credit is received for satisfactory (average or above) performance in the course. Credit in which a "CR" has been earned count toward the total graduation requirements but are not used in the computation of grade point averages.</p> <p>NC The mark "NC" means that no credit has been earned. Credit hours for which an "NC" has been earned are not used in the computation of grade point averages.</p> <p>AU This mark is given when a course is audited. To receive this notation, the student must attend and participate in the course. No credit is earned.</p> <p>W The mark "W" is used to indicate that the student withdrew from the course during the second, third, or fourth week.</p> <p>WP The "WP" is used to indicate that the student is "passing" when a course is dropped following the fourth week and before the week of final examinations.</p> <p>WF The "WF" is used after the fourth week of the quarter if the student is "failing" at the time of withdrawal. A "WF" is treated in the same manner as the "F" grade when figuring the grade point average.</p> |
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Grade Points and Point Averages

Cedarville College uses the “four-point system” to determine academic averages.

Grade points are awarded as follows:

Each Quarter Hour	Grade Points
A	4.0
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-	0.7
F	0.0

The grade point average is computed by dividing the total grade points earned by the total hours attempted.

Academic Progress, Warning, and Suspension

To satisfy the minimum graduation requirements, a student must earn a cumulative grade point average of 2.00. The minimum cumulative grade point average needed to maintain good academic standing is also 2.00.

The College recognizes that some students may have difficulty earning and or maintaining the minimum cumulative grade point average required for good standing and for graduation. To assist them, the following chart outlines the minimum cumulative grade point averages needed according to the credit hours earned.

Credits Attempted	Minimum Cumulative GPA for Academic Probation	Minimum Cumulative GPA for Academic Warning
0-30	1.00	1.50
31-60	1.25	1.60
61-90	1.50	1.70
91-135	1.70	1.85
136+	1.90	

Some academic programs have stricter academic progress requirements than are listed above. Students should check academic department sections of the catalog for the specific grade point requirements of their majors.

Students who are not in good academic standing will be notified by the academic vice president of their standing. First-quarter freshmen who do not meet the 2.00 average will not receive official warning in order to provide some time for them to make the adjustment to college life.

Any student who does not meet the minimum cumulative grade point average required for academic probation will be suspended for at least one quarter. Any student on academic probation for two successive quarters is subject to academic suspension. The academic vice president may make exceptions to the academic progress guidelines when appropriate.

A student suspended for academic reasons may apply for readmission during a quarter in the regular academic year following the suspension.

Faculty members and other counselors are available to discuss student progress. The student experiencing academic difficulty should utilize these personnel to help find solutions to academic problems.

Academic warning may preclude involvement in certain college activities. Students facing academic warning or probation should consult with the coaches, advisors, or directors of their activities to learn of academic requirements or restrictions that may apply to those activities.

Academic progress influences the receiving of financial aid. Students receiving aid should check the financial aid section of the catalog to obtain the academic progress requirements that pertain to their particular aid programs.

Repeating Courses

Grades are issued at the end of each quarter. However, first quarter freshmen receive mid-term academic warnings if their grades are “D” or “F”. It is the responsibility of each student to discuss his or her academic achievement with his or her instructor.

Since some freshman students experience difficulty adjusting to the academic life, the College will recompute cumulative grade point averages when a course is repeated as long as the course in which the “D” or “F” was received is repeated before the end of the sophomore year.

Credit/No Credit Program

The grade designation "Credit/No Credit" may be assigned by faculty members in courses such as student teaching, laboratories, independent studies, electives, and one-hour courses in physical education and music. The opportunity to take elective courses on a Credit/No Credit (CR/NC) basis offers students the opportunity to develop background in new areas of study without threatening cumulative grade point averages.

The following guidelines govern involvement in the program:

1. A student of any classification may choose to earn Credit/No Credit or a letter grade in one quarter hour non-major physical education courses. This choice may be made at the end of the quarter.
2. To earn credit, a student must maintain an average of "C" or better in the course.
3. A student must be at least a junior in classification (have earned at least 90 quarter hours) in order to take an elective course on a Credit/No Credit basis. An elective is a course which will not count toward the student's general education, major, minor, or cognate requirements.
4. A student may take just one elective course per term under the Credit/No Credit designation.
5. The total number of courses (other than one-hour physical education courses) which may be taken under the Credit/No Credit designation is determined by the student's cumulative grade point average:
 - 2.0-2.49—one course
 - 2.5-2.99—two courses
 - 3.0-3.49—four courses
 - 3.5 and above—six courses
6. A student taking an elective course who wishes to change from the Credit/No Credit designation to the regular grading designation must do so before the end of the fourth week of the quarter.
7. A student who wishes to change an elective course to the Credit/No Credit designation must do so before the end of the first full calendar week of the quarter.

Academic Honors

The Dean's Honor List. Until final awards are announced at Commencement, the highest academic honor possible to attain at Cedarville College is to be included on the Dean's Honor List. This list of high-ranking students is published at the end of each regular quarter. Lists are not published following the summer sessions.

The requirements for the Dean's Honor List are as follows:

1. A student must have a 3.75 grade point average or higher.
2. A student must have no grade for the quarter lower than a "B."
3. A student must carry a minimum of 12 quarter hours, excluding "CR" hours. Exceptions are made for those enrolled in field experiences or internships granting Credit/No Credit and those who carry at least two courses.
4. A student must complete every course being taken by the end of the quarter when grades are turned in by the faculty. Any grade of "incomplete" will preclude a student's candidacy for the Dean's Honor List.

The Dean's List. Published at the end of each regular quarter, the Dean's List is issued with the following requirements:

1. A student must maintain a 3.25 average for the quarter.
2. A student must be carrying at least 12 quarter hours, excluding "CR" hours. Exceptions are made for those enrolled in field experiences or internships granting Credit/No Credit and those who carry at least two courses.
3. A student must complete every course being taken by the end of the quarter when grades are turned in by the faculty. Any grade of "incomplete" will preclude a student's candidacy for the Dean's List.

Graduation with Honors. Upon recommendation of the faculty, a student who earns a grade point average of 3.50 will be graduated "with honor"; one who earns a grade point average of 3.70 will be graduated "with high honor"; and one who earns a grade point average of 3.85 will be graduated "with highest honor." A student must be in residence at least two full years (90 quarter hours) in order to qualify for graduation with honors.

Academic Awards

Alumni Scholarship and Grant Endowment Fund Awards. Awarded to outstanding freshmen, sophomores, and juniors by academic department. Provided by the Alumni Association.

The Amstutz Management-Sales Award. Granted to a deserving junior majoring in business administration. Provided by Mr. and Mrs. Myron E. Amstutz.

The Alton R. Brown Psychology Award. Given to two junior students majoring in psychology or behavioral science. Provided by the members of the Alton R. Brown family.

The Arline Littleton Autio Award. Given to a senior elementary education student. Established by General and Mrs. Clyde Autio in loving memory of and gratitude for the life and the educational ministry of Arline Littleton Autio.

The Arthur Franklin Williams Award. Granted to a graduating senior majoring in the field of Biblical education.

The Boyd Accounting Award. Presented annually on Honors Day to a deserving junior in accounting.

The Broadcaster's Award. Presented to a deserving student majoring in broadcasting.

The Clara Monzelle Milner Award. Granted to a deserving junior majoring in teacher education. Provided by Dr. George S. Milner.

CRC Press Chemistry Award. Presented to the student with the highest average for the year in General Chemistry.

The Creation Research Awards. Presented annually to outstanding seniors majoring in biology, chemistry, mathematics, and medical technology.

The Dr. and Mrs. Duane R. Wood Family Award. Granted to a full-time student who will be at least a sophomore with a 3.25 or higher grade point average who has evidenced Christian character, leadership on campus, academic achievement, and varsity athletic performance.

The Edith Hart Milner Award. Awarded to a deserving junior majoring in English. Provided by Dr. George S. Milner.

The Edmund Burke Award. Awarded to a junior student majoring in social science with a 3.5 grade point average.

The Erich W. Ebert Award. Given to a senior secondary or elementary education student who has as his or her intent to pursue a career in Christian school education. Provided by General and Mrs. Clyde Autio in loving memory of and gratitude for the life and educational ministry of Erich W. Ebert.

The Faculty Scholarship Trophy. Given to the graduating senior who has the highest cumulative grade point average. Eligibility must include 120 quarter hours taken at Cedarville College completed within nine regular quarters.

The George L. Lawlor Greek Award. Given to the student having the highest average in Elementary and Intermediate Greek over five quarters.

The Irma M. Dodson Award. Granted to a graduating senior in elementary education. Established out of gratitude for the Lord's enablement in allowing Irma M. Dodson to serve 50 years in education.

The James T. Jeremiah Award. Given to the winner(s) of the President's Trophy from an endowment fund provided by the past recipients of the annual President's Trophy. Established to honor James T. Jeremiah's contribution to Christian education as president of Cedarville College.

The J. D. "Jack" Willetts Scholarship Award. Given to a sophomore or junior who excels in preparation for a career in education. Given in memory of the former president of the Cedarville Alumni Association and member of the Class of 1958.

The Jimmy O'Quinn Evangelism Grant. Given annually to an outstanding senior who has actively participated in local church ministry and, if possible, in campus evangelism and gospel team evangelism, whose conduct and deportment are exemplary.

The John E. Kohl Music Trophy. Granted to a deserving junior majoring in music. Provided by Robert Tombley.

The Lillian Kresge Award. Given to a junior or senior nursing student based on demonstrated financial need and scholastic achievement. Established in memory of Lillian Kresge, a resident of Cedarville who devoted her life to a career as a Christian nurse.

The Martha Louise Brown Memorial Award. Given to a deserving graduating senior showing faithfulness and leadership in the area of Christian service.

The Miriam Maddox Speech Communication Scholarship Award. Presented annually to a communication arts freshman, sophomore, or junior who exhibits high commitment to Christian education and excellence in speech communication.

Oxford University Press Scofield Bible Award. Awarded to the graduating senior in Bible having the highest cumulative grade point average.

The Pat Yoder Amstutz Nursing Award. Granted to a deserving junior majoring in nursing. Provided by Mrs. and Mrs. Myron E. Amstutz.

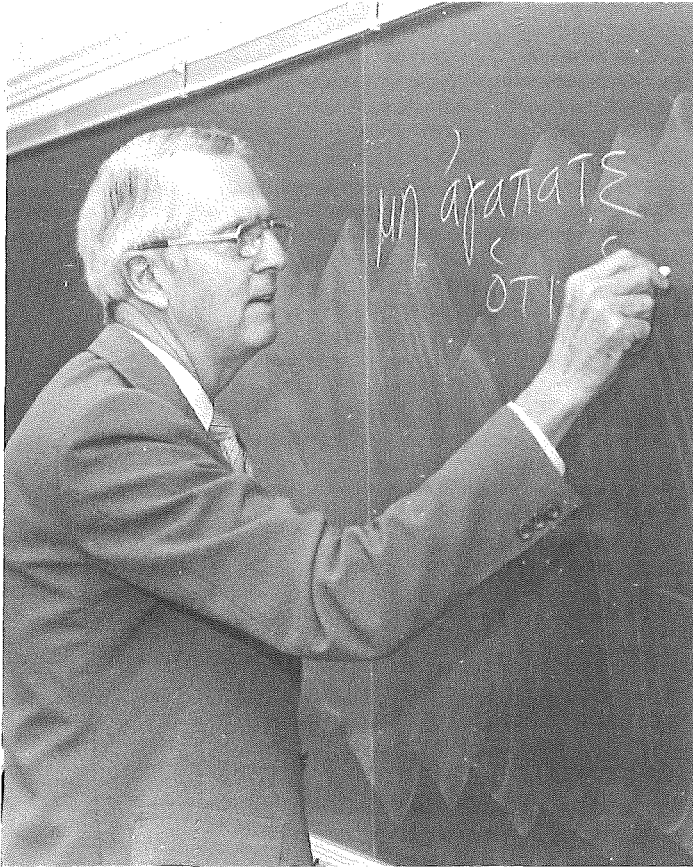
The Patterson College Chemistry Award. Awarded to an outstanding junior chemistry major. Sponsored by the Dayton Section of the American Chemical Society.

The President's Trophy. Awarded annually to a graduating senior on the basis of scholastic ability, character, leadership, and sportsmanship.

The Rietveld Fine Arts Award. Given annually to the junior or senior demonstrating consistent and outstanding ability and development in one or more areas of the fine arts (music, drama, communication arts, and broadcasting). Established by Mr. and Mrs. Floyd Rietveld.

The Taylor Scholarship Award. Granted to a full-time student/s pursuing a degree in nursing and having completed the junior year. Established in honor of Ruel B. and M. Ethel Taylor by their children and grandchildren.

The Wall Street Journal Award. Awarded to an outstanding graduate in business administration.



Greek students enjoy the enthusiasm for the language and for teaching conveyed by Richard Durham, a veteran missionary educator and professor of Bible and Greek.

Purpose

The Biblical Education Department seeks to:

1. Provide a Biblical foundation for a liberal arts education by presenting the great truths of the Scripture through correct principles of interpretation and proper application.
2. Equip students to be effective witnesses for Christ in whatever careers they pursue.
3. Lay a good foundation for students called of God into full-time, vocational Christian ministries.

"Having been saved later in life, I savored the training I received from my Bible professors. They provided a solid foundation academically, and more importantly, also demonstrated personal integrity and lifestyles which provided me with examples for my own life. Their teaching went beyond classroom instruction. They were very willing to offer counsel and to discuss Biblical issues and opportunities for ministry. I felt that they were genuinely interested in my life as well as the lives of my family." A 1983 comprehensive Bible graduate, Fred Hand pastors the Calvary Baptist Church in Lancaster, Ohio.

Personal Requirements

The department recognizes that Christian students come to the College with varying levels of knowledge of the Bible. Those students who possess extensive biblical knowledge may choose to take advanced Biblical education electives in place of either or both Old Testament and/or New Testament Surveys. Individuals planning to pursue careers in vocational ministries should possess an intense desire to study the Scriptures and seek to gain as much practical experience in ministries as possible, even before entering the College.

Biblical education majors will find the opportunities provided by the Christian ministries program to be excellent avenues for applying truths learned in the classroom and for developing skills useful for effective ministry.

Faculty

Robert Gromacki, *Chairman*; Professor of Bible and Greek. Author of twelve books; Interim pastor; Bible conference speaker. Education: Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theological Seminary, 1960; Th.D., Grace Theological Seminary, 1966; post-doctoral study, Institute of Holy Land Studies, (Jerusalem, Israel), Summer, 1982. At Cedarville since 1960.

Richard Durham, Professor of Bible and Greek. Former missionary and Bible institute president in the Philippines. Education: A.B., Wheaton College, 1950; B.D., Faith Theological Seminary, 1953; S.T.M., Faith Theological Seminary, 1960; Th.D., Grace Theological Seminary, 1981. At Cedarville since 1976.

Floyd Elmore, Assistant Professor of Bible. Former missionary in Honduras; Bible conference speaker. Education: Graduate, Pensacola Bible Institute, 1969; B.A., Cedarville College, 1977; Th.M., Dallas Theological Seminary, 1981; all work completed for Th.D. except dissertation, Dallas Theological Seminary, 1985. At Cedarville since 1985.

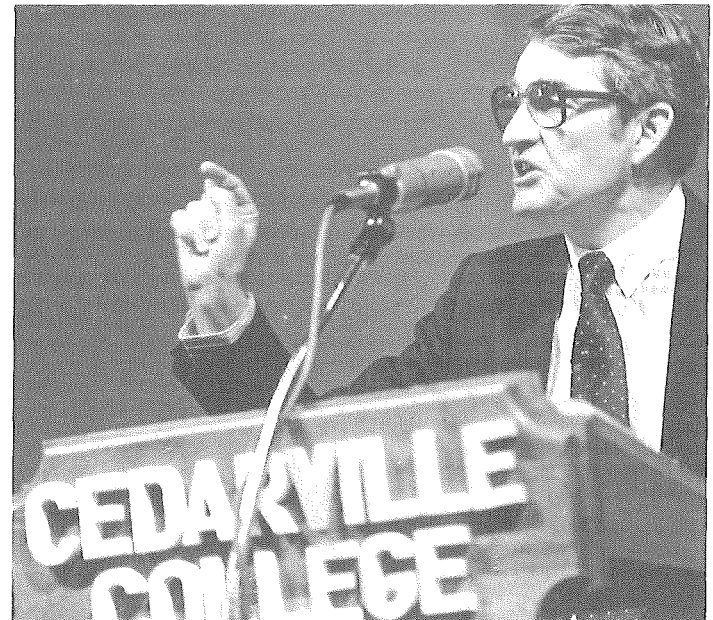
Daniel Estes, Assistant Professor of Bible. Former associate pastor. Education: B.A., Cedarville College, 1974; Th.M., Dallas Theological Seminary, 1978; Ph.D., Cambridge University, (England), 1988. At Cedarville since 1984.

Jean Fisher, Associate Professor of Christian Education. Author of church education study materials. Education: B.R.E., Baptist Bible Seminary, 1956; M.A., Wheaton College, 1961; graduate study, Southwestern Baptist Theological Seminary, summer, 1965. At Cedarville since 1956.

Gary Percesepe, Assistant Professor of Philosophy. Director of the Honors Program. B.A., Cedarville College, 1975; M.A., University of Denver, 1978; M.A., Conservative Baptist Theological Seminary, 1978; Ph.D., St. Louis University, 1986. At Cedarville since 1983.

Jack Riggs, Professor of Bible. Author of *Hosea's Heartbreak*; Interim pastor. Education: B.A., Taylor University, 1956; B.D., Grace Theological Seminary, 1959; Th.M., Grace Theological Seminary, 1963; Th.D., Dallas Theological Seminary, 1968, post-doctoral study, Institute of Holy Land Studies, (Jerusalem, Israel), 1987. At Cedarville since 1967.

David Warren, Associate Professor of Bible. Former pastor; Author of church education study materials; Bible conference speaker. Education: B.A., Cedarville College, 1964; Th.M., Dallas Theological Seminary, 1968. At Cedarville since 1980.



A prolific author of books on Biblical topics, Robert Gromacki, chairman of the Department of Biblical Education, often speaks at Bible conferences both in this country and abroad.

Programs of Study

The Biblical Education Department offers the following programs:

- Comprehensive Bible major-general studies
- Comprehensive Bible major-church education/youth
- Comprehensive Bible major-missions
- Comprehensive Bible major-pastoral studies
- One-year Bible Certificate
- Preseminary Bible major

Minors in:

- Church education
- Greek
- Philosophy and religion

Comprehensive Bible Major

The purpose of the **comprehensive Bible major** is to provide an education for the person who upon graduation becomes a director of church education, a youth pastor or worker, a missionary candidate, an evangelist, or a pastor. Within this program, certain vocational emphases can be gained through course selection and supervised field experiences. Requirements vary and are based upon the emphasis desired and selected.

Four emphases are available:

- General Studies
- Church Education/Youth
- Missions
- Pastoral Studies

Comprehensive Bible Major Curriculum Summary

Proficiency requirements	0-8
Comprehensive Bible major requirements	90
Other General Education requirements	51-71
Electives	31-51

(minimum, not including proficiency) 192

Course requirements for **comprehensive Bible major-general studies emphasis** involve ninety quarter hours including:

Old Testament Studies	15
New Testament Studies	15
Philosophy	10
Theology	20
Practical Theology	15
Church Education	15

Suggested Four-year Curriculum for a Major in Comprehensive Bible-General Studies Emphasis

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	BEPT-340 Bapt. Polity	3
BENT-101 N.T. Survey	5	BEPT-240 Evangelism	3
C. E. elective	5	BECE-260 Induc. Method	4
ENG-110 Eng. Comp. I	5	BETH-336 Angel.-Anthrop	4
ENG-140 Eng. Comp. II	5	BETH-335 Bibliology	4
Bio. Science	5	O.T. elective	5
HUM-140 Intro. Humanities	5	Phys. Science	5
COM-110 Fund. Speech	5	Science elective	5
GSS-100 Found. Soc. Sci.	5	PYCH-160 Gen. Psychology	5
P.E.	3	Literature elective	5
	48	History elective	4
		Elective	3
			50
<i>Third year:</i>		<i>Fourth year:</i>	
BETH-337 Soter.-Christ	4	BEPT-340 Homiletics	5
BETH-338 Pneuma.-Eccles.	4	BEPT-456 Adv. Homiletics	4
BETH-339 Eschatology	4	C. E. elective	6
N.T. elective	10	BEBL-251,252,253 El. Gk.	15
O.T. elective	5	Electives	16
BEPH-220 Intro. Philosophy	5		46
SOC-240 Marriage & Family	5		
BEPH-225 Ethics	5		
Electives	6		
	48		

Course requirements for the **comprehensive Bible major-church education/youth emphasis** involve ninety quarter hours including:

Old Testament Studies	10
New Testament Studies	7
Philosophy	5
Theology	20
Practical Theology	6
Church Education, including	42
BECE-260 The Inductive Method	4
BECE-267 CE—Preschool Children	5
or	
BECE-269 CE—Elementary Age Children	5
BECE-361 Educational Work	5
BECE-362 CE—Youth	5
BECE-366 CE—Adults	4
BECE-463 Methods of Bible Teaching	4
BECE-470 Internship	16

Suggested Four-year Curriculum for the Comprehensive Bible Major-Church Education/Youth Emphasis

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	BEPT-240 Evangelism	3
BENT-101 N.T. Survey	5	BETH-335 Bibliology	4
BECE-260 Induc. Methods	4	BETH-336 Angel.-Anthro.	4
ENG-110 Eng. Comp. I	5	O.T. elective	5
ENG-140 Eng. Comp. II	5	BEPT-340 Bapt. Polity	3
GSS-100 Found. Soc. Sci.	5	Phy. Science	5
HUM-140 Intro. Humanities	5	Science elective	5
COM-110 Fund. Speech	5	Literature elective	5
Bio. Science	5	History	4
P.E.	3	Electives	10
	47		48
<i>Third year:</i>		<i>Fourth year:</i>	
BETH-337 Soter.-Christ	4	BECE-361 Educ. Wk. Church	4
BETH-338 Pneuma.-Eccles.	4	BECE-366 C E—Adults	4
BETH-339 Eschatology	4	BECE-470 Internship	16
N.T. elective	3	SOC-240 Marriage & Family	5
BECE-362 C E—Youth	5	Electives	19
BECE-463 Meth. Bib. Tch.	4		48
BECE-269 C E—Elem.	5		
Electives	20		
	49		

Course requirements for the **comprehensive Bible major-missions emphasis** involve ninety quarter hours including:

Old Testament Studies	10
New Testament Studies	10
Theology	20
Practical Theology	8
Church Education	10
Missions, including	32
BEPH-226 Religion and Culture	5
BEPT-240 Evangelism	3
BEPT-242 Missions Survey	4
BEPT-245 Contemporary World Missions	4
BEPT-246 The Missionary Process	3
BEPT-450 Internship	10
Seminar/field study	3

Suggested Four-year Curriculum for the Comprehensive Bible Major-Missions Emphasis

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	BEPT-240 Evangelism	3
BENT-101 N.T. Survey	5	BETH-335 Bibliology	4
Ch. Ed. elective	5	BEPH-226 Relig. Culture	5
ENG-110 Eng. Comp. I	5	O.T. elective	5
ENG-140 Eng. Comp. II	5	BETH-336 Angel.-Anthro.	4
GSS-100 Found. Soc. Sci.	5	Literature elective	5
HUM-140 Intro. Humanities	5	Science elective	5
COM-110 Fund. Speech	5	Phys. Science	5
Bio. Science	5	PYCH-160 Psychology	5
P.E.	3	History	4
	48	Electives	3
			48
<i>Third year:</i>		<i>Fourth year:</i>	
BETH-337 Soter. & Christ	4	BEBL-251,252,253 El. Gk.	15
BETH-338 Pneuma.-Eccles.	4	Mis. Field Study	3
BETH-339 Eschatology	4	Electives	30
BEPT-242 Mis. Survey	4		48
BEPT-245 Cont. Wor. Mis.	4		
BEPT-246 Mis. Process	3		
BEPT-340 Bapt. Polity	3		
N.T. elective	5		
Ch. Ed. elective	5		
SOC-240 Marriage & Family	5		
Electives	7		
	48		

Course requirements for the **comprehensive Bible major-pastoral studies emphasis** involve ninety quarter hours including:

Old Testament Studies	10
New Testament Studies	8
Philosophy	5
Theology	20
Church Education	10
Practical Theology, including	37
BEPT-240 Evangelism	3
BEPT-242 Missions Survey	4
BEPT-340 Baptist Polity	3
BEPT-342 Pastoral Ministry	3
BEPT-343 Pastoral Counseling	3
BEPT-350 Homiletics	5
BEPT-440 Pastoral Internship	16

Suggested Four-year Curriculum for the Comprehensive Bible Major-Pastoral Studies Emphasis

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	BEPT-240 Evangelism	3
BENT-101 N.T. Survey	5	BETH-335 Bibliology	4
C. E. elective	5	BECE-260 Induc. Method	4
ENG-110 Eng. Comp. I	5	BEPT-340 Bapt. Polity	3
ENG-140 Eng. Comp. II	5	BETH-336 Angel.-Anthro	4
GSS-100 Found. Soc. Sci.	5	O.T. elective	5
HUM-140 Intro. Humanities	5	Phys. Science	5
COM-110 Fund. Speech	5	Science elective	5
Bio. Science	5	PYCH-160 Psychology	5
P.E.	3	Literature elective	5
	48	History	4
			47
<i>Third year:</i>		BEPT-440 Past. Intnshp.	16
BETH-337 Soter.-Christ	4	(usually taken during the	
BEPT-342 Past. Ministry	3	summer after the junior year)	
BEPT-343 Past. Counseling	3		
BEPT-340 Homiletics	5	<i>Fourth year:</i>	
BETH-338 Pneuma.-Eccles	4	BEPT-242 Mis. Survey	4
BETH-339 Eschatology	4	BEEL-251,252,253 El. Gk.	15
N.T. elective	3	Electives	20
BEPH-220 Intro. Philosophy	5		39
SOC-240 Marriage & Family	5		
Electives	6		
	42		

One-Year Bible Program

The **one-year Bible program** is designed to provide the student with greater Bible knowledge through intensive study of the Scriptures in a single academic year. The curriculum involves surveys of the entire Bible and the major Christian doctrines as well as specific book studies, practical theology courses, and the electives chosen by the student. Whether the student is a college freshman desiring a good foundation of Biblical knowledge in seeking the will of God, a student from an academic program not offered by a Christian college, or an individual just desiring personal enrichment through formal Bible study, the one-year Bible program will equip that individual with greater spiritual understanding so that he or she will become a more effective member of the body of Christ.

The course requirements for the **one-year Bible program** involve fifty-one quarter hours. The courses are typically taken in the following three-quarter sequence:

Fall Quarter

BEOT-101	Old Testament Survey	5
BENT-207	The Four Gospels	5
	Book study	3
	Bible elective	4
	TOTAL	17

Winter Quarter

BENT-102	New Testament Survey	5
BECE-260	The Inductive Method of Bible Study	4
BEPT-240	Evangelism	3
	Bible elective	5
	TOTAL	17

Spring Quarter

BETH-230	Theology Survey	5
BENT-216	The Book of Revelation	3
	Book study	5
	Bible elective	4
	TOTAL	17

Preseminary Bible Major

The **preseminary Bible major** is designed for students anticipating graduate work in preparation for vocational ministry. It provides a sufficient foundation in Biblical subjects and the Greek language and enables the student to select elective courses from other departments which will enrich his personal and professional development. This is an ideal program for the person who believes that God is directing him into the pastoral, missionary, or teaching ministry after investing at least seven years in college and seminary preparation. Seminary candidates should also consult seminary catalogs to determine specific undergraduate requirements and adjust their programs at Cedarville College accordingly.

Course requirements for the **preseminary Bible major** involve forty-eight quarter hours, including:

Old Testament Studies	10
New Testament Studies	10
Theology	10
Practical Theology	10
Church Education	8
Additional Biblical language requirements include:	
BEBL-251, BEBL-252, BEBL-253 Elementary Greek	15
BEBL-351, BEBL-352, BEBL-353 Intermediate Greek	9

Preseminary Bible Major Curriculum Summary

Proficiency requirements	0-8
Preseminary major requirements	48
Biblical language requirements (Greek)	24
Other General Education requirements	56-61
Electives	59-64

(minimum, not including proficiency) 192

Minors

The **church education minor** involves twenty-three quarter hours coursework for the student who wishes to become better equipped to serve in the educational function of the local church.

The **Greek minor** provides the student with two years of study in Koine Greek, the original language of the New Testament. Designed to prepare students for advanced Greek language study at the seminary level, this minor is required for preseminary majors.

Suggested Four-year Curriculum the Preseminary Bible Major

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	BEBT-340 Bapt. Polity	3
BENT-101 N.T. Survey	5	O.T. elective	5
BETH-230 Theo. Survey	5	BECE-260 Induc. Method	4
ENG-110 Eng. Comp. I	5	Phys. Science	5
ENG-140 Eng. Comp. II	5	Science elective	5
GSS-100 Found. Soc. Sci.	5	PYCH-160 Gen. Psychology	5
HUM-140 Intro. Humanities	5	HIST-201,202,203 His. Civ.	12
COM-110 Fund. Speech	5	Literature elective	5
Bio. Science	5	Elective	6
P.E.	3		
	48		50
<i>Third year:</i>		<i>Fourth year:</i>	
BEBL-251,252,253 El. Gk.	15	Prac. theo. electives	7
N.T. elective	5	BEBL-351,352,353 Int. Gk.	9
Theo. elective	5	SOC-240 Marriage & Family	5
C. E. elective	4	Electives	26
BEPH-220 Intro. Philosophy	5		47
BEPH-322 Logic	5		
BEPH-225 Ethics	5		
Electives	3		
	47		

"No single experience has done more to prepare me for ministry to people than my four years at Cedarville College. It was there that I was challenged to think, to study, and to apply the principles of God's Word to every aspect of life."
 Craig Miller, a 1979 preseminary graduate, pastors the Faith Community Church in Valencia, California.

Course requirements include twenty-four quarter hours:
 BEBL-251, BEBL-252, BEBL-253 Elementary Greek 15
 BEBL-351, BEBL-352, BEBL-353 Intermediate Greek 9

The **philosophy and religion minor** involves twenty-three quarter hours of coursework in philosophy and religion for the student who seeks a greater understanding of the nature and history of philosophical thinking and its impact on the religious life.

DEPARTMENTAL COURSES

BIBLICAL LANGUAGES

- BEBL-251, BEBL-252, BEBL-253 Elementary Greek** 5 hours each quarter
The basic elements of the Greek language. Careful attention is given to grammar, syntax, vocabulary, and the reading of selected portions of the Greek New Testament.
- BEBL-351, BEBL-352, BEBL-353 Intermediate Greek** 3 hours each quarter
Detailed study of advanced Greek grammar, reading in the Greek New Testament, the application of advanced syntactical rules, and an introduction to exegesis. Prerequisite: BEBL-251, BEBL-252, BEBL-253 Elementary Greek.
- BEBL-254, BEBL-255, BEBL-256 Elementary Hebrew** 3 hours each quarter
An introduction to the basic elements of Biblical Hebrew. Attention is given to vocabulary, grammar, and the use of language tools.

BIBLICAL STUDIES

Old Testament

- BEOT-101 Old Testament Survey—A,W,Su** 5 hours
A survey of the entire Old Testament, giving special attention to the authorship, historical background, and the theme of each book. A study of the history of the Hebrew nation from its origin to the time of Jesus Christ.
- BEOT-201 Pentateuch—A** 5 hours
A detailed study of the five books of Moses. Attention is given to the historical material of these books, to theological problems, and to practical and homiletic values. (Alternate, odd years)
- BEOT-202 Historical Books I—W** 5 hours
A study of the history of Israel from the entrance into Canaan until the end of the reign of Solomon. (Alternate, odd years)
- BEOT-203 Historical Books II—Sp** 5 hours
A study of the history of Israel from the division of the kingdom of David-Solomon until the restoration after the exile. (Alternate, odd years)
- BEOT-302 Psalms—W** 5 hours
An examination of the book of Psalms with special attention given to the various types of psalms and their application to life. (Alternate, odd years)
- BEOT-303 Wisdom Literature—Sp** 5 hours
An examination of the books of Job, Proverbs, Ecclesiastes, and Song of Solomon. Special attention is given to their literary qualities and practical applications for today. (Alternate, odd years)
- BEOT-304 Major Prophets I—A** 5 hours
A study of Isaiah, Jeremiah, and Lamentations. The ministry of the prophets to their own times is carefully considered. (Alternate, even years)
- BEOT-305 Major Prophets II—W** 5 hours
A study of Ezekiel and Daniel. The ministry of the prophets to their own times is considered as well as their predictions, both fulfilled and unfulfilled. (Alternate, even years)
- BEOT-306 Minor Prophets—W** 5 hours
A chronological study of the twelve minor prophets, their ministry in relation to Israel and other contemporary nations, and their practical message for today. (Alternate, even years)

New Testament

- BENT-102 New Testament Survey—W,Sp,Su** 5 hours
A survey of the entire New Testament, including the historical background of the Inter-Testament period, giving special attention to authorship, content, main events, and the unfolding of God's redemptive purpose through the Lord Jesus Christ.
- BENT-207 The Four Gospels—A** 5 hours
A harmonistic, chronological study of the Gospels, setting forth the life and ministry of Jesus Christ from His incarnation to His ascension.
- BENT-208 The Books of Acts—W** 3 hours
An analysis of the missionary outreach of the apostolic period with special emphasis upon transitional theological problems, the journeys of Paul, and the historical setting of the epistles. (Alternate, even years)
- BENT-209 Romans and Galatians—Sp** 4 hours
An exegetical study with stress upon Paul's logical development of doctrinal themes, the relationship of Israel to God's redemptive program, and practical Christian living. (Alternate, even years)
- BENT-211 The Corinthian Epistles—Sp** 4 hours
An exposition of First and Second Corinthians with attention given to their historical background, their teachings, and the integrity of Pauline apostleship. (Alternate, odd years)
- BENT-212 The Prison Epistles—A** 3 hours
A detailed study of Ephesians, Philippians, Colossians, and Philemon including their historical setting and doctrinal distinctives. (Alternate, odd years)
- BENT-213 The Thessalonian and Pastoral Epistles—A** 4 hours
An exegesis of First and Second Thessalonians, First and Second Timothy, and Titus with special attention given to their background, eschatological features, and presentation of local church administration. (Alternate, odd years)
- BENT-214 The Book of Hebrews—A** 3 hours
An exposition of this book with stress upon the nature of Christ's priesthood, the typology of the Old Testament sacrificial system, and the superiority of Christianity. (Alternate, even years)
- BENT-215 The General Epistles—A** 4 hours
An examination of James, First and Second Peter, the three Johannine epistles, and Jude with consideration placed upon their background, exposition of apostate teachers, and lessons on practical living. (Alternate, even years)
- BENT-216 The Book of Revelation—S** 3 hours
A detailed exposition of this book with stress upon its literary structure, its exaltation of Christ, and its outline of future events.

CHURCH EDUCATION

- BECE-260 The Inductive Method of Bible Study—A,W,Sp,Su** 4 hours
An inductive study of a book of the Bible designed to develop the student's skill in inductive study.
- BECE-264 Principles of Bible Teaching—A** 3 hours
A study of the Biblical principles of teaching which provide a rationale for methodology.

BECE-267 Church Education of Preschool Children—Sp 5 hours

Emphasis on the Biblical philosophy of ministering to preschool children in the home and church, considering the nature and needs of children birth to five years, and the programs and methods used to effectively teach God's Word to this age group.

BECE-269 Church Education of Elementary Age Children—A 5 hours

Emphasis on the Biblical philosophy of ministering to children in grades one through six in the home and church, and the programs and methods used to effectively teach God's Word to this age group.

BECE-361 Educational Work of the Church—A 4 hours

The methods of organizing and administering the total educational program of the church. Consideration is given to the educational process, leadership education, and methods of counseling and supervision.

BECE-362 Church Education of Youth—W 5 hours

Emphasis is placed on the characteristics of youth, the understanding of youth's problems, and their implications for the work of the church. Programs, leadership, materials, trends and organization of youth work within and related to the church.

BECE-365 Audio-Visual Methods—W 3 hours

The methods of preparing and using audio-visual materials as aids to teaching including commercial, projected, and non-projected materials.

BECE-366 Church Education of Adults—A 4 hours

The presentation of the characteristics and needs of the adult, his worship, education, service, and recreation in the church and the home.

BECE-460 Independent Study in Church Education—A,W,Sp 1-4 hours

Opportunity to explore in depth an area or problem by independent research in church education.

BECE-462 Seminar in Church Education—W 3 hours

Trends and problems of the field are analyzed and defined by individual research and group conferences.

BECE-463 Methods of Bible Teaching—Sp 4 hours

An experimentation and application in the classroom of various methods of Bible study and teaching. Prerequisite: BECE-260 The Inductive Method of Bible Study.

BECE-470 Internship in Church Education 16 hours

Ten weeks in a local church gaining experience in the total educational program of the church, under the supervision of the church education faculty and the pastor and/or director of church education. Prerequisite: Bible faculty approval and 20 hours in church education.

PHILOSOPHY AND RELIGION

BEPH-220 Introduction to Philosophy—A,W,Su 5 hours

A survey of the principal issues in western philosophy covering such areas as epistemology, metaphysics, aesthetics, and the major systems of philosophy.

BEPH-221 History of Ancient and Medieval Philosophy—W 5 hours

A survey of men and movements in Greek and Christian philosophy from Thales to Aquinas. Selected, representative writings of the philosophers will be read. Prerequisite: BEPH-220 Introduction to Philosophy. (Alternate, odd years)

BEPH-222 History of Modern Philosophy—W 5 hours

A study of the principal philosophers from Descartes through Nietzsche. The development of rationalism and empiricism with the Kantian synthesis and its results will be emphasized. Prerequisite: BEPH-220 Introduction to Philosophy. (Alternate, odd years)

BEPH-225 Ethics—Sp 5 hours

A study and evaluation of the major theories of goodness, obligation, and motive; and the development of a consistent Christian theory of value and obligation.

BEPH-226 Religion and Culture—Sp 5 hours

An introduction to religious issues, themes, and alternatives as they emerge in the historical context of Eastern and Western culture.

BEPH-321 Philosophy of Science—A 5 hours

An interdisciplinary study of the methodology of science and its implications for the history of science, the possibility of creation science, and the philosophy of time. Prerequisites: BEPH-220 Introduction to Philosophy; GSCI-160 or GSCI-161 Introduction to the Physical Sciences. (Alternate, even years)

BEPH-322 Logic—W 5 hours

A study of the principles of correct and fallacious reasoning involved in traditional logic and modern logic.

BEPH-325 Philosophy of Religion—W 3 hours

An analysis of the major philosophical problems relating to religion as these have arisen in the modern intellectual milieu.

BEPH-420 Independent Study in Philosophy—A,W,Sp,Su 1-4 hours

The student will investigate a significant topic of philosophy of special interest with a view toward integration of knowledge.

BEPH-423 Contemporary Philosophy—Sp 5 hours

A survey of the more significant European and American philosophies of the 20th Century. Primary consideration will be given to existentialism, pragmatism, and analytic philosophies. Prerequisite: BEPH-220 Introduction to Philosophy. (Alternate, odd years)

BEPH-429 Seminar in Philosophy—Sp 3 hours

Individual and group research in the area of Christian theistic philosophers and the implications of their views toward an analysis of contemporary culture. (Alternate, odd years)

PRACTICAL THEOLOGY

BEPH-240 Evangelism—A,W,Sp,Su 3 hours

The objectives of the course will be threefold: first, to help the student become aware of his responsibility to be an effective Christian witness; second, to challenge the student to make a genuine effort in witnessing; third, to acquaint the student with the methods which may be employed and with the difficulties which may be encountered in witnessing. Particular attention will be given to many "isms" so prevalent in our modern society.

BEPH-242 Missions Survey—A 4 hours

A survey of the history of missions from apostolic times correlated with a study of New Testament missionary principles and practices. The organization and policies of the GARBC approved agencies will be examined.

BEPH-245 Contemporary World Missions—W 4 hours

A study of the development, methods, and problems of Christian missions since World War II.

BEPH-246 The Missionary Process—Sp 3 hours

An examination of the various aspects involved in becoming a missionary, including such things as the missionary call, pre-candidature preparation, the selection of a mission board, the candidate screening process, appointment as a missionary, pre-field ministry, culture shock, cross cultural communication, evangelistic and church planting strategy.

- BEPT-249 The Pastor's Wife—** 3 hours
A consideration of the unique position of a pastor's wife, her responsibilities, problems, and privileges. Practical suggestions from area pastors' wives, individual research, and group discussion will be explored. *(Alternate, even years)*
- BEPT-340 Baptist Polity—A, W, Sp, Su** 3 hours
A consideration of the doctrines and principles which have distinguished Baptists throughout their history. Emphasis will be placed upon the beginnings and current ministry of the General Association of Regular Baptist Churches.
- BEPT-342 Pastoral Ministry—W** 3 hours
A consideration of the pastor and his ministry. The course includes a study of his personal life, study, and pastoral duties, including presiding over the ordinances, weddings, funerals, and church services.
- BEPT-343 Pastoral Counseling—Sp** 3 hours
A consideration of the principles of pastoral counseling. Emphasis is placed on a study of contemporary personal problems and their Scriptural solutions.
- BEPT-350 Homiletics—A** 5 hours
An introductory course designed to develop the student's philosophy of preaching. Emphasis is placed on the preparation of expository sermons and practice in their delivery. Prerequisites: COM-110 Fundamentals of Speech; BECE-260 The Inductive Method of Bible Study; junior or senior status.
- BEPT-440 Pastoral Internship—A, W, Sp, Su** 16 hours
Ten weeks in a local church gaining experience in pastoral responsibilities under the supervision of Bible department faculty and/or the local pastor. Five hours will count toward the preseminary major. Prerequisite: Approval of the Bible faculty.
- BEPT-441 Independent Study in Missions—A, W, Sp, Su** 1-4 hours
Individual research in various topics of missions, including mission boards, methods, and places of service.
- BEPT-450 Missionary Internship—Su** 1-10 hours
Four to six weeks on a home or foreign mission field gaining experience in actual missions activity under the supervision of the Missionary Internship Committee and a qualified missionary. This program is open to students in various majors, is normally taken during the summer between the junior and senior years, and cannot be counted toward the general education requirement in Bible. Up to three hours may count toward the preseminary major.
- BEPT-456 Advanced Homiletics—W** 4 hours
An advanced study of sermon structure development and effective delivery. The course is designed to give the student practice in the outlining, writing, delivering, and evaluating of sermons for different types of preaching situations. Prerequisite: BEPT-350 Homiletics.

THEOLOGY

- BETH-230 Theology Survey—A, W, Sp, Su** 5 hours
A survey of the great doctrines of the Christian faith designated to help establish the student in the Word of God.
- BETH-233 Bible Geography and Customs—Sp** 5 hours
A geographical survey of the Bible lands with stress upon the topography and cultural distinctives in their historical context. *(Alternate, even years)*
- BETH-332 Biblical Interpretation—W, Su** 3 hours
A detailed study of the basic principles of Bible interpretation.
- BETH-333 Christian Evidences and Apologetics—A, Su** 3 hours
A study of the basis for and the nature of the evidences for Christianity. Stress is placed on the idea of Biblical revelation and its use in the defense and confirmation of the gospel.
- BETH-335 Bibliology and Theology Proper—W** 4 hours
A study of bibliology, the doctrine of the Scriptures, with emphasis upon its revelation, inspiration, canonicity, and illumination; and theology proper, the doctrine of the being of God, with attention given to His existence, attributes, trinitarian relationships, and decrees.
- BETH-336 Angelology and Anthropology—Sp** 4 hours
A study of angelology, the doctrine of the unfallen angels, the fallen angels, and Satan; and anthropology, the doctrine of man, with stress on his creation, constitution, fall, and sinful condition.
- BETH-337 Soteriology and Christology—A** 4 hours
A study of soteriology, the doctrine of salvation, including election, the atonement, and eternal security; and Christology, the doctrine of Christ, with emphasis upon His deity, humanity, and redemptive work.
- BETH-338 Pneumatology and Ecclesiology—W** 4 hours
A study of pneumatology, the doctrine of the person and work of the Holy Spirit; and ecclesiology, the doctrine of the church, with stress upon both the universal church and the local church.
- BETH-339 Eschatology—Sp** 4 hours
A study of eschatology, the doctrine of last things, with attention given to the rapture of the church, the tribulation, the millennium, the eternal state, and the distinctives of dispensationalism.
- BETH-430 Independent Study in Bible—A, W, Sp, Su** 1-4 hours
The student will investigate a significant topic or Scripture passage of special interest with a view toward integration of knowledge.



"Chapel was a highlight of every weekday as dynamic Christian leaders reinforced classroom learning and even prompted many classroom "debates." Upon interacting with many of the speakers I discovered that they were not merely figureheads but godly individuals who desired to please God." Fred Hand, a 1983 Bible comprehensive graduate, pastors the Calvary Baptist Church in Lancaster, Ohio.



An experienced certified public accountant, Anne Rich relates accounting principles to the real world of business.

Purpose

The Department of Business Administration seeks to prepare well-rounded, ethical, competent Christian people for a variety of careers in the competitive world of business and/or for graduate studies. The program offers a healthy combination of the liberal arts and professional skills in order to develop the intellectual capacity, leadership, seriousness of purpose, and attitude of service which are essential to persons assuming the responsibility of leadership positions. On this Biblically-integrated foundation, we construct academically sound business majors to prepare Christian business personnel for God-honoring vocations. We seek to develop a wide range of student competencies, including all the technical skills offered in leading schools of business.

The business curriculum has been carefully developed to emphasize the entire spectrum of business concerns in a balanced program that combines theory, principles, techniques, and practical applications to enhance graduates' employment opportunities or to provide a solid foundation for graduate studies.

The department seeks to build upon the fundamental Christian liberal arts foundation established in the general education requirements of the college to present a value-centered curriculum that applies Christian principles to the private enterprise system as well as other public and nonprofit economic systems. This is accomplished through a continuous curriculum review and a highly competent faculty who combine academic expertise with professional field experience.

Cedarville College is a member of the American Association of Collegiate Schools of Business.

"Because of her experience in accounting, Professor Rich understood the challenges we would face in the working world and prepared us for them. Yet the accounting program at Cedarville gave me more than just professional readiness. It also gave me interpersonal readiness. In addition to preparing me professionally my instructors served as good role models of morality, principles, and ethics in the workplace." A 1988 accounting graduate, Jeff Bergandine works as an account analyst with VanKampen Merritt in Chicago, Illinois.

Personal Requirements

Students will find a college preparatory curriculum in high school to provide the best preparation for study in the bachelor degree programs in the Department of Business Administration. This curriculum should include at least two years of mathematics. Three or four years of high school mathematics, including calculus, are recommended for students anticipating graduate study in business. No previous coursework in bookkeeping or accounting is necessary. Because of extensive computer utilization in the business curriculum, electives in computer programming or software packages may prove to be helpful.

Students pursuing the associate or bachelors degree in office technology will find high school coursework in typewriting and shorthand to be helpful. Students with excellent skills in these areas may test out of basic typewriting and shorthand courses at the College.



As a result of his extensive experience in corporate finance, Marinus Hazen, a former executive with North American Systems, is able to share valuable insights concerning finance with his students.

Faculty

Ronald Walker, *Chairman*; Professor of Management Science. *Education*: B.S., Bowling Green State University, 1965; M.S., University of Michigan, 1966; D.B.A., Kent State University, 1986. At Cedarville since 1978.

Richard Baldwin, Associate Professor of Management. *Education*: B.S.E.E., Iowa State University, 1955; M.B.A., University of Dayton, 1968; L.L.B., LaSalle Correspondence University, 1973; Ph.D., The Ohio State University, 1987; President's Fellow, American Graduate College of International Management, Winterim, 1987. At Cedarville since 1975.

Allen Bennett, Assistant Professor of Computer Information Systems. *Education*: B.S., Buffalo State College, 1973; M.A., SUNY at Stony Brook, 1978; M.S., New York Institute of Technology, 1986. At Cedarville since 1988.

Clifford Fawcett, Professor of Management. *Education*: B.S.E.E., University of Maryland, 1958; M.B.A., American University, 1970; D.B.A., George Washington University, 1976. At Cedarville since 1983.

Jeffrey Fawcett, Assistant Professor of Marketing/Management. *Education*: B.A., Cedarville College, 1982; M.B.A., University of Baltimore, 1986. At Cedarville since 1987.

Marinus Hazen, Associate Professor of Finance. *Education*: B.B.A., Ohio University, 1963; M.B.A., Ohio University, 1964; C.P.A., State of Ohio, 1965. At Cedarville since 1983.

Martha Johnson, Assistant Professor of Office Technology. *Education*: B.A., University of Northern Iowa, 1975; M.A., University of Northern Iowa, 1978. At Cedarville since 1983.

David Nicholas, Assistant Professor of Computer Information Systems. *Education*: B.A., Cedarville College, 1974; M.A., University of Northern Iowa, 1981. At Cedarville since 1986.

Anne Rich, Assistant Professor of Accounting. *Education*: B.A., Cedarville College, 1976; M.A., University of Central Florida, 1978; C.P.A., State of Florida, 1977. At Cedarville since 1981.

Galen Smith, Assistant Professor of Economics. *Education*: B.A., Washburn University, 1966; M.S., Kansas State University, 1968; M.Div., Grace Theological Seminary, 1978. At Cedarville since 1981.

Sarah Smith, Associate Professor of Accounting. *Education*: B.A., Cedarville College, 1975; M.A., Virginia Polytechnic Institute and State University, 1976; Ph.D., Virginia Polytechnic Institute and State University, 1982. At Cedarville since 1980.

Kenneth St. Clair, Associate Professor of Business. *Education*: B.S., University of Illinois, 1956; C.P.A., State of Ohio, 1962; M.S., University of Illinois, 1963; graduate study, University of Nebraska, 1964-65; Southwestern Baptist Theological Seminary, 1986-87. At Cedarville since 1959.

Programs of Study

The Department of Business offers the following programs:

Accounting major

Business administration major with concentrations in:

Accounting

Computer information systems

Economics

Finance

Management

Marketing

Office technology

Business education major with teaching fields in:

Bookkeeping-basic business

Comprehensive business

Computer information systems major

Minors in:

Business administration

Christian ministries management

Computer information systems

Secretarial studies program (associate of arts degree)

Accounting

The **accounting major** prepares students for careers in private, public, and corporate accounting as well as other business-related areas. The program satisfies the requirements of public accounting firms and prepares students to take the Certified Public Accounting examination.

Course requirements involve eighty quarter hours including:

Business administration core requirements	54
ACCT-211, ACCT-212 Principles of Accounting	10
CIS-220 Computer Information Systems	3
BUS-211, BUS-212 Quantitative Methods	8
BUS-216 Business Communications	3
ECON-231 Macroeconomics	4
ECON-232 Microeconomics	4
MGMT-350 Principles of Organization and Management	4

MRKT-360 Principles of Marketing	4
BUS-218 Business Law	4
FIN-371 Business Finance	4
BUS-422 Business Seminar	3
MGMT-451 Administrative Policy and Strategy	3
Accounting requirements	26
ACCT-311, ACCT-312, ACCT-313 Intermediate Accounting	9
ACCT-317 Cost Accounting	5
ACCT-411 Federal Income Taxes	4
ACCT-412 Auditing	4
ACCT-413 Advanced Accounting	4
Additional required cognates include:	
PYCH-160 General Psychology	5
*GSCI-184 College Algebra	5
*satisfies the General Education requirement in mathematics	

Accounting Major Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	75-95
Accounting and business administration requirements	80
Required cognates	10
Electives	7-27
(minimum, not including proficiency)	192

Business Administration Major

The **business administration major** prepares students for a variety of positions in the world of business. Students develop an understanding of the field of business and the skills necessary to function effectively in the business community through the core requirements. They build upon this broad base and develop an area of expertise by selecting an area of concentration.

Available concentrations include:

Accounting Requirements include sixteen quarter hours in 300 and 400-level accounting courses. Students who are preparing for the CPA examination should fulfill the requirements for the accounting major.

Computer Information Systems Requirements include sixteen quarter hours in 200, 300, and 400-level computer information systems courses.

Economics Requirements include sixteen quarter hours in 300-level economics courses.

Finance Requirements include sixteen quarter hours in 300 and 400-level finance courses. ECON-331 Money and Banking may be included as one of the four courses. (ACCT-311, ACCT-312, ACCT-313 Intermediate Accounting is strongly recommended as an elective.)

Management Requirements include MGMT-355 Organizational Behavior and twelve quarter hours in 300 and 400-level management courses.

Marketing Requirements include sixteen quarter hours in 300 or 400-level courses in marketing.

Office Technology Requirements include twenty-six quarter hours in office technology.

Special Programs Although most students choose one of the seven areas of special emphasis, individual programs can be arranged to meet specific needs.

Course requirements involve eighty quarter hours including:

Business administration core requirements	54
ACCT-211, ACCT-212 Principles of Accounting . . .	10
CIS-220 Computer Information Systems	3
BUS-211, BUS-212 Quantitative Methods	8
BUS-216 Business Communications	3
ECON-231 Macroeconomics	4
ECON-232 Microeconomics	4
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4
BUS-218 Business Law	4
FIN-371 Business Finance	4
BUS-422 Business Seminar	3
MGMT-451 Administrative Policy and Strategy	3

Area of concentration 16

Electives in business administration 10

Additional required cognates include:

PYCH-160 General Psychology 5

*GSCI-184 College Algebra 5

*satisfies the General Education requirement in mathematics

Business Administration Major Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	75-95
Business administration requirements	80
Required cognates	10
Electives	7-27
(minimum, not including proficiency)	192

Suggested Four-year Curriculum for the Accounting and Business Administration Major

<i>First year:</i>	<i>Second year:</i>
ENG-110 Eng. Comp. I 5	ACCT-211 Prin. Acct. I 5
ENG-140 Eng. Comp. II 5	ACCT-212 Prin. Acct. II 5
COM-110 Fund. Speech 5	CIS-220 C.I.S. 3
BEOT-101 O.T. Survey 5	ECON-231 Macroeconomics . 4
BENT-102 N.T. Survey 5	ECON-232 Microeconomics . 4
GSS-100 Found. Soc. Sci. . . . 5	BUS-211 Quant. Meth. I 4
HUM-140 Intro. Humanities 5	BUS-212 Quant. Meth. II 4
GSCI-184 College Algebra . . . 5	Electives 15
PYCH-160 Gen. Psych. 5	48
P.E. electives 2	
PEF-199 P.A.C.L. 1	
48	
<i>Third year:</i>	<i>Fourth year:</i>
BUS-218 Bus. Law I 4	BUS-442 Bus. Seminar 3
MGMT-350 Prin. Org. Mgmt. 4	MGMT-451 Ad. Pol. & Strat 3
MRKT-360 Prin. Mrktg. 4	Bus. concent. or elec. . . . 18
BETH-230 Theo. Survey 5	Bible elective 3
FIN-371 Bus. Finance 4	Humanities elective 5
BUS-216 Bus. Communicatn. 3	Science elective 5
Bus. concent. or elec. 8	Social sci. elective 4
BEPT-340 Bapt. Polity 3	Electives 6
Bible elective 3	47
Literature elective 5	
Science elective 5	
History elective 5	
49	

Business Education Major

The **business education major** prepares students to teach business at Christian and public high schools. Those who complete this curriculum as well as the secondary education requirements (listed in the Education Department section of the catalog) will be certified by the State of Ohio and be eligible for certification by the Association of Christian Schools International. Two business education options are available.

The **comprehensive business education major** provides basic preparation for teaching office technology-related business subjects at the secondary school level.

Course requirements involve eighty quarter hours including:

Business core requirements	48
ACCT-211, ACCT-212 Principles of Accounting . . .	10
*ECON-231, ECON-232 Principles of Economics . . .	8
BUS-211, BUS-212 Quantitative Methods	8
MGMT-350 Principles of Management	4
MRKT-360 Principles of Marketing	4
BUS-216 Business Communications	3
CIS-220 Computer Information Systems	3
BUS-218 Business Law	4
FIN-171 Personal Finance	4
(or FIN-371 Business Finance)	4
Comprehensive business education requirements	32
OTEC-182, OTEC-183 Typing	6
OTEC-184, OTEC-185, OTEC-186 Shorthand	12
OTEC-285 Records Management	3
OTEC-282 Dictation and Transcription	3
OTEC-291 Word/Information Processing	4
OTEC-290 Office Systems and Procedures	4

Additional required cognates include:

PYCH-160 General Psychology	5
**GSCI-184 College Algebra	5

*satisfies a General Education requirement in social science

**satisfies the General Education requirement in mathematics

Comprehensive Business Education Major Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	72-92
Comprehensive business education major requirements . .	80
Required cognates	10
Professional education requirements	48

(minimum, not including proficiency) 210-230

The **bookkeeping-basic business education major** provides basic preparation for teaching general business subjects at the secondary school level. Teaching specializations, each involving 16 or 17 quarter hours, may be selected in accounting, computer information systems, economics, finance, management, marketing, or office technology. A detailed listing of the specific courses required for each teaching specialization is located in the Education Department section of the catalog.

Course requirements involve eighty quarter hours including:

Business core requirements	48
ACCT-211, ACCT-212 Principles of Accounting . . .	10
*ECON-231, ECON-232 Principles of Economics . . .	8
BUS-211, BUS-212 Quantitative Methods	8
MGMT-350 Principles of Management	4
MRKT-360 Principles of Marketing	4
BUS-216 Business Communications	3
CIS-220 Computer Information Systems	3
BUS-218 Business Law	4
FIN-171 Personal Finance	4
(or FIN-371 Business Finance)	4

Teaching specialization 16-17

(See the Education Department section of the catalog)

Additional required cognates include:

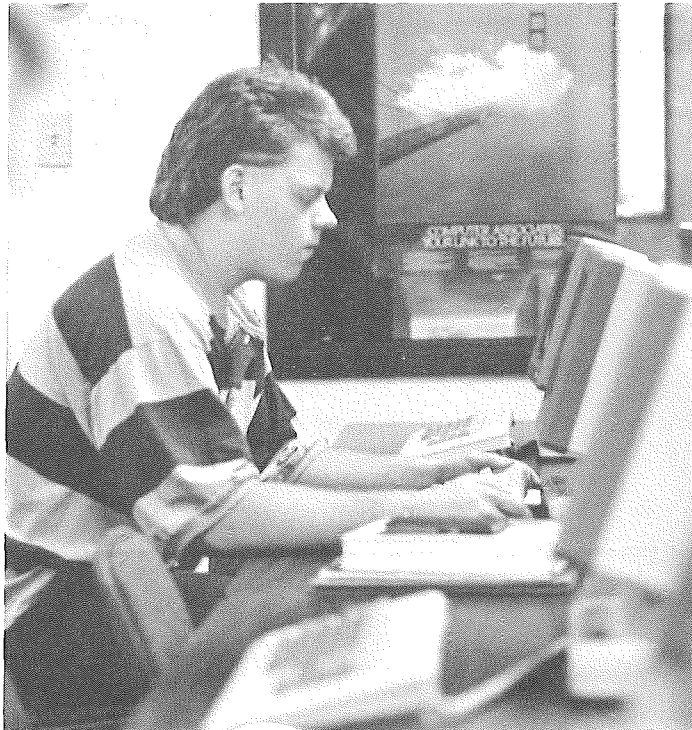
PYCH-160 General Psychology	5
**GSCI-184 College Algebra	5

*satisfies a General Education requirement in social science

**satisfies the General Education requirement in mathematics

Bookkeeping Basic Business Education Major Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	72-92
Bookkeeping basic business education major requirements	64-65
Required cognates	10
Professional education requirements	48
(minimum, not including proficiency)	194-215



The business curriculum requires students to utilize computer resources for many course assignments. This training prepares them well for the high degree of computer integration often found in the workplace.

Computer Information Systems

The computer information systems major prepares students for careers in management information systems such as programmers, systems analysts and MIS directors. The curriculum follows guidelines established by the Data Processing Management Association (DPMA) for the training of information system professionals.

Business administration core requirements	54
ACCT-211, ACCT-212 Principles of Accounting ...	10
CIS-220 Computer Information Systems	3
BUS-211, BUS-212 Quantitative Methods	8
BUS-216 Business Communications	3
ECON-231 Macroeconomics	4
ECON-232 Microeconomics	4
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4
BUS-218 Business Law	4
FIN-371 Business Finance	4
BUS-422 Business Seminar	3
MGMT-451 Administrative Policy and Strategy ...	3
Computer information systems requirements	26
CIS-224, CIS-225 COBOL I, II	8
CIS-326 Systems Analysis	4
CIS-327 Systems Design	4
CIS-328 Data Base Development	4
CIS-421 Software Development	3
CIS-200 -300 -400 CIS elective	3
Additional required cognates include:	
PSYCH-160 General Psychology	5
*GSCI-184 College Algebra	5

Computer Information Systems Major Curriculum Summary

Proficiency requirements	0-8
CIS and business administration requirements	80
Required cognates	10
Other General Education requirements	75-95
Electives	7-27

(minimum, not including proficiency) 192

Suggested Four-Year Curriculum for the Computer Information Systems Major

<i>First year:</i>		<i>Second year:</i>	
ENG-110 Eng. Comp. I	5	BETH-230 Theo. Survey	5
ENG-140 Eng. Comp. II	5	ACCT-211 Prin. Acct. I	5
BEOT-101 O.T. Survey	5	ACCT-212 Prin. Acct. II	5
BENT-102 N.T. Survey	5	BUS-218 Bus. Law	4
CIS-220 C.I.S.	3	CIS-224 COBOL Prog. I	4
CIS-124 BASIC	3	CIS-225 COBOL Prog. II	4
HUM-140 Intro. Humanities	5	BUS-211 Quant. Meth. I	4
GSCI-184 College Algebra	5	BUS-212 Quant. Meth. II	4
COM-110 Fund. Speech	5	Electives	15
GSS-100 Found. Soc. Sci.	5		50
P.E. electives	3		
	49		
<i>Third year:</i>		<i>Fourth year:</i>	
BEPT-340 Bapt. Polity	3	Bible electives	6
PYCH-160 Gen. Psych	5	Literature elective	5
Science elective	5	Humanities elective	5
ECON-231 Macroeconomics	4	Science elective	5
ECON-232 Microeconomics	4	Soc. sci. & hist. elec.	9
BUS-216 Bus. Communicatn.	3	CIS-421 Soft. Devel.	3
MGMT-350 Prin. Org. Mgmt.	4	BUS-442 Bus. Seminar	3
MRKT-360 Prin. Mrktg.	4	MGMT-451 Ad. Pol. Strat	33
CIS-326 Syst. Analysis	4	Electives	6
CIS-327 Syst. Design	4		45
CIS-328 Data. Devel.	4		
FIN-371 Bus. Finance	4		
	48		

Minors

The minors offered by the Department of Business Administration are designed to provide the non-business major with a basic understanding of certain aspects of business.

Course requirements for the **minor in business administration** involve twenty-five quarter hours including:

ACCT-211 Principles of Accounting	5
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4
200, 300, and 400-level electives in business	12

Course requirements for the **minor in Christian ministries management** involve twenty-five quarter hours including:

ACCT-201, ACCT-202 Principles of Accounting	10
CIS-223 Microcomputer Applications	3
FIN-273 Church Business Administration	4
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4

Course requirements for the **minor in computer information systems** involve twenty-five quarter hours including:

ACCT-211 Principles of Accounting	5
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4
200, 300, and 400-level CIS electives	12



The small class size of many upper-level courses encourages close interaction with professors.

DEPARTMENTAL COURSES

ACCOUNTING

ACCT-211, ACCT-212 Principles of Accounting—A,W,Sp 5 hours each quarter

An introduction to the accounting for sole proprietorships, partnerships, and corporations. Topics include basic bookkeeping procedures, preparation and use of financial statements, management accounting, taxes, and payroll. Prerequisite: sophomore classification.

ACCT-311, ACCT-312, ACCT-313 Intermediate Accounting—A,W,Sp 3 hours each quarter

Review of fundamentals, basic accounting theory, and practice of the financial statements. Development of the ability to analyze accounting problems and present clear, supportable solutions is stressed. Prerequisite: ACCT-212 Principles of Accounting

ACCT-315 Accounting Information Systems—Sp 3 hours

A study of the flow of information through the accounting system emphasizing systems analysis and design, internal controls, and computer applications in the business environment. Prerequisites: ACCT-212 Principles of Accounting, CIS-220 Computer Information Systems.

ACCT-317 Cost Accounting—A 5 hours

Principles of industrial and distribution cost accounting, job order and process cost systems, and standard costs. Prerequisite: ACCT-212 Principles of Accounting.

ACCT-411 Federal Income Taxes—A 4 hours

Proper preparation of federal income tax returns for individuals, partnerships, and corporations. Students are introduced to income tax planning and the effect of income taxes on business decisions. Prerequisite: ACCT-212 Principles of Accounting.

ACCT-412 Auditing—W 4 hours

A study of auditing standards and related auditing procedures. Topics include evaluation of audit evidence, professional responsibilities, and auditors' reports and opinions. Prerequisite: CIS-220 Computer Information Systems, ACCT-313 Intermediate Accounting, BUS-212 Quantitative Methods.

ACCT-413 Advanced Accounting—Sp 4 hours

A study of consolidated financial statements, foreign exchange, estates and trusts, branch accounting, and related problems. Prerequisite: ACCT-313 Intermediate Accounting.

ACCT-415 Fund Accounting—Sp 4 hours

Accounting and reporting principles, standards, and procedures applicable to not-for-profit organizations. Prerequisite: ACCT-311 Intermediate Accounting. *(Alternate, odd years)*

ACCT-417 Advanced Cost Accounting—Sp 4 hours

Advanced topics in accounting for manufacturing companies and the use of the computer in cost accounting applications. Prerequisite: ACCT-317 Cost Accounting. *(Alternate, even years)*

ACCT-419 Advanced Accounting Problems—W 4 hours

Comprehensive review of the application of accounting principles, using specific problems and development of approaches to problem solving. Useful as intensive preparation for the C.P.A. examination. Prerequisite: ACCT-313 Intermediate Accounting.

BUSINESS ADMINISTRATION

BUS-211, BUS-212 Quantitative Methods—A,W,Sp 4 hours each quarter

An introduction to quantitative methods used in business decision-making. Topics include probability, sampling, estimation, regression, correlation, and time-series analysis. Prerequisite: GSCI-184 College Algebra.

BUS-216 Business Communications—A,W,Sp 3 hours

Instruction for writing business letters, memos, and business reports. Oral business presentations, small group communication, and the communication process in general are also discussed. Prerequisites: ENG-110, ENG-140 English Composition, I,II.

BUS-291 International Business—A 3 hours

To give a global perspective of the business environment, international business terms are defined and the interactions of the various actors, firms, institutions, countries, and groups of countries are developed. An environmental approach including both cultural and financial perspectives develops a broad view of the world economy.

BUS-218, BUS-318 Business Law—A,W,Sp 4 hours each quarter

A study of contracts, sales, bailments, negotiable instruments, agency, employer-employee relationships, partnerships, corporations, insurance, and property.

BUS-319 Calculus for Business—Sp 3 hours

The concepts of differential and integral calculus which have found wide application in business and economics. Prerequisite: GSCI-184 College Algebra.

(Alternate, odd years)

BUS-340 Independent Study in Business Administration 1-4 hours

Research in problems of accounting, computer information systems, general business, economics, finance, management, marketing, or secretarial administration.

BUS-341 Topics in Business 1-5 hours

A variety of courses is covered under this heading on an experimental basis. This allows the department to meet the changing needs of the students without formally adding or dropping courses on a quarterly basis.

BUS-345 Business Internship 5-16 hours

A work-study program designed for junior and senior business administration majors to receive a variety of job-related experiences in a business environment. The program is arranged and administered by the department.

BUS-442 Business Seminar—A,W,Sp 3 hours

Discussion of current business topics. Open only to seniors in business administration.

BUSINESS EDUCATION**BSED-347 Materials in Business Subjects—A** 2 hours

A study of the materials used in teaching business subjects in high school.

BSED-348 Clinical Teaching—Business—A 1-3 hours

A clinical experience required of teacher education students. The course includes sixty-six clock-hours of on-campus experiences that are analogous to secondary school teaching. These experiences are arranged by the department and are supervised and evaluated as part of teacher-training requirements. They may be taken in one-, two-, or three-credit hour segments.

COMPUTER INFORMATION SYSTEMS**CIS-100 Introduction to Computers—A,W,Sp** 2 hours

An introduction to basic computer hardware, software and applications. Using popular software packages, the emphasis will be on general and personal applications of the computer for the non-business major. (Fee: \$10)

CIS-220 Computer Information Systems—A,W,Sp 3 hours

An overview of computer information systems. The integration and application of computer hardware, software, procedures, systems, and human resources are explored. Emphasis on using spreadsheets, word processing, and database techniques. (Fee: \$10)

CIS-223 Microcomputer Applications—A,W,Sp 3 hours

A study of the use of electronic spreadsheet and database management software in business applications.

CIS-124 Computer Programming—BASIC—A,W,Sp 3 hours

Principles of computer programming in BASIC. A strong emphasis is placed on the proper design of a computer program using structured programming concepts and techniques. (Fee: \$30)

CIS-221 FORTRAN Programming—A,Sp 4 hours

Problem solving is emphasized as algorithms and techniques useful in practical business and scientific application are introduced in programming arithmetic, logic, and data handling functions. Prerequisite: CIS-124 Computer Programming—BASIC (Fee: \$40)

CIS-224, CIS-225 COBOL Programming—A,W,Sp 4 hours each quarter

The course introduces the basic program structure of a high level programming language as business-oriented programs are prepared and executed. Advanced topics are developed with stress upon more efficient programming techniques, documentation, and structured programming. Prerequisite: CIS-124 Computer Programming—BASIC. (Fee: \$40)

CIS-326 Systems Analysis—A 4 hours

A study that provides an understanding of the duties of the systems analyst together with an understanding of the specific methods and techniques for conducting a systems project—from the preliminary investigation of the project through the systems implementation and evaluation. Prerequisite: CIS-221 FORTRAN Programming or CIS-224 COBOL Programming.

CIS-327 Systems Design—W 4 hours

Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. Prerequisite: CIS-326 Systems Analysis.

CIS-328 Database Development—Sp 4 hours

Introduction to application program development in a database environment with an emphasis on loading, modifying and querying the database using a host language (COBOL). Discussion and application of data structures, indexed and direct file organizations, models of data including hierarchical, network, and relational. Prerequisite: CIS-224 COBOL Programming. (Fee: \$30)

CIS-329 Software and Hardware Concepts—W 4 hours

A survey of technical topics related to computer systems with emphasis on the relationships between hardware architecture, systems software, and applications software.

CIS-420 Programming Languages—A 4 hours

Advanced programming concepts using one or more structured languages (selected from Pascal, ADA, Modula 2, C). Theories of program design and implementation. Some discussion of compiler construction.

CIS-421 Software Development—Sp 3 hours

Application of computer programming and system development concepts, principles and practices to a comprehensive system development project. A team approach is used to analyze, design, and document realistic systems of moderate complexity. Use of project management methods, project scheduling and control techniques, formal presentations, and group dynamics in the solution of information systems problems. Development of database to support the system. Prerequisites: CIS-225 COBOL Programming, CIS-326 Systems Analysis. (Fee: \$30)



"The knowledge of business I gained at Cedarville has enabled me to excel as a programmer because of the business-systems orientation of most of my projects. I feel extremely well-prepared for my work and have progressed much farther and faster than I ever thought I would have by this time. I attribute this success to the education I received at Cedarville." Brian Sturgis, a 1987 computer information systems graduate, works for United Engineers and Constructors in Philadelphia, Pennsylvania.

ECONOMICS

ECON-231 Macroeconomics—A,W

4 hours

That area of economic study that focuses on how human behavior affects outcomes in highly aggregated markets, such as the market for labor, or for consumer products. It is a study of the behavior of the economy as a whole, including the study of such economic phenomena as interest rates, the price level and national income, output and employment.

ECON-232 Microeconomics—W,Sp

4 hours

That area of economic inquiry that is concerned with the effect of human behavior on the conduct of affairs within rather narrowly defined units. It is the study of decision making regarding consumption, production, and exchange which is carried on by individual households and by business firms.

ECON-313 Government and Business—Sp

4 hours

A study of the governmental agencies and their effect on American business. Case studies and current events are developed to show the trends and status of various laws and regulations. The economic impact and difficulties which arise in managing a business are reviewed. Prerequisite: ECON-232 Microeconomics.

(Alternate, odd years)

ECON-331 Money and Banking—Sp

4 hours

A study of the principles of money, credit, and banking; and the operation of the banking system. Prerequisite: ECON-232 Microeconomics.

ECON-334 History of Economic Thought—Sp 4 hours

Principal figures in the development of economic ideas, and the contribution of each period of economic thought from the mercantilist to the present. Prerequisite: ECON-232 Microeconomics.

(Alternate, even years)

ECON-335 Comparative Economic Systems—A 4 hours

Analysis of the major economic systems existing in the world today. This involves, among others, capitalism, socialism, communism, and fascism. The economies of France, China, Japan, and Yugoslavia are considered. Prerequisite: ECON-232 Microeconomics.

(Alternate, odd years)

ECON-337 Labor Economics—A 4 hours

An examination of the role of unions and the labor market in a free enterprise system. Emphasis is given to the impact of unions as a social institution in the collective bargaining process. Labor legislation and the labor movement are studied from both a historical and current perspective. Prerequisite: ECON-232 Microeconomics.

(Alternate, odd years)

ECON-339 Public Finance—Sp 4 hours

A consideration of the financing of local, state, and federal governments. Much attention is given to three functions of government: stabilization, distribution, and allocation. All major taxes which are present in the United States are studied as to structure, revenue gained, and present status. Prerequisite: ECON-231 Macroeconomics.

(Alternate, even years)

FINANCE

FIN-171 Personal Finance—A,Sp 4 hours

The position of the consumer in the marketplace; practices in consumer efficiency in planning, buying, using schedules, budgeting, bank accounts, charge accounts, installment buying, borrowing, saving, insurance, income tax preparation, and maintenance and conservation of consumer goods are emphasized. Special attention is given to housing, the automobile, medical and legal services, leisure pursuits, government services, and other major consumer purchases. (Credit not applicable to meet business elective requirements.)

FIN-273 Church Business Administration—W 4 hours

A study of the principles and procedures of the financial management of the local church organization. Prerequisite: ACCT-202 Principles of Accounting, CIS-223 Microcomputer Applications.

FIN-371 Business Finance—A,W,Sp 4 hours

A study of the practical and theoretical aspects of financial decision making. Topics include cost of capital, capital structure, management of current assets, capital budgeting, sources of funds, and statement analysis. Prerequisite: ACCT-212 Principles of Accounting and BUS-212 Quantitative Methods.

FIN-372 Corporate Financial Management 4 hours

Advanced consideration of theory and problems relating to the effective use of capital in business enterprises, working capital management, capital budgeting, capital structure, cost of capital, and dividend policy. Prerequisite: FIN-371 Business Finance.

FIN-373 Investments—A 4 hours

A study of the various types of investments including stocks, bonds, mutual funds, commercial, paper, options, and commodities. Particular emphasis is given to return and risk in developing investment strategies. Prerequisite: FIN-371 Business Finance.

FIN-375 Financial Institutions—Sp 4 hours

An integrated and comprehensive analysis of financial markets and institutions emphasizing financial intermediaries and their operation in the markets. Prerequisite: FIN-371 Business Finance.

FIN-377 Investments Analysis and Management—W 4 hours

The theory and practice of security analysis techniques and portfolio management objectives. Prerequisite: FIN-373 Investments.

FIN-379 Problems in Business Finance—A 4 hours

Case study of financial management in business enterprises. Planning current and long-run financial needs, profit planning, fund allocating, fund raising, dividend policies, expansion, and combination. Prerequisite: FIN-372 Corporate Financial Management.

MANAGEMENT

MGMT-350 Principles of Organization and Management—A,W,Sp 4 hours

An examination of the policies, principles, practices, and problems involved in the organization and management of business concerns.

MGMT-355 Organizational Behavior—W 4 hours

A study of the impact of human behavior within and upon the organizational structure. Emphasis is given to behavior as related to employment, absenteeism, employee turnover, productivity, human performance, and management. Prerequisite: MGMT-350 Principles of Organization and Management.

MGMT-351 Small Business Management—Sp 4 hours

A course dealing with the program involved in establishing and managing a small business. Financial organization, services, and problems are analyzed. Prerequisites: ACCT-212 Principles of Accounting, MGMT-350 Principles of Organization and Management, and MRKT-360 Principles of Marketing.

MGMT-352 Production and Operations Management—A**4 hours**

Introduction to the concepts, methodologies, and application of production and operations management. Designed to develop problem solving and decision making skills for application in the operations and production areas of the firms. Designed to develop an appreciation for the interaction of operations management with the management systems of organization. Prerequisites: ACCT-212 Principles of Accounting, BUS-212 Quantitative Methods II, MGMT-350 Principles of Organization and Management.

MGMT-353 Personnel Management—Sp**4 hours**

An analysis of the principal functions, processes, and problems involved in the management of personnel policies; selection, training, promotion, compensation, and discharge of personnel; labor turnover, safety, health, and recreation. Prerequisite: MGMT-350 Principles of Management.

MGMT-354 Management Science—Sp**4 hours**

An introduction to linear programming, transportation and assignment problems, network flow problems, and inventory systems. The linear programming, transportation and assignment, network flow, and inventory models are solved and their use demonstrated by various applications. Prerequisite: BUS-212 Quantitative Methods.

*(Alternate, even years)***MGMT-357 International Management—W****4 hours**

A broad perspective of management of principles as they interact in the global economy. Decision making in the areas of exporting and foreign direct investment are analyzed from the multinational perspective. Strategy, organizational structure and control techniques are developed in a world environment. Prerequisite: MGMT-350 Principles of Organization and Management.

MGMT-451 Administrative Policy and Strategy—A, W, Sp**3 hours**

A capstone to the undergraduate business program, integrating functional areas. Strategic issues faced by organizations are analyzed in a comprehensive manner. Skills in strategic analysis are developed through lectures and from diverse industries, nonprofit and quasi-public institutions.

MARKETING**MRKT-360 Principles of Marketing—A, W, Sp****4 hours**

Factors involved in management of the marketing function relative to product development, promotion, pricing, physical distribution, and the determination of marketing objectives within the framework of the marketing system and available markets.

MRKT-361 Sales Management—A**4 hours**

Principles employed by business firms in the administration and strategy of a sales force. Factors involved in the organization of the sales force: recruiting and selection, training, compensation, motivating, and controlling. Sales forecasting and allocation

of resources. Prerequisites: MGMT-350 Principles of Organization and Management, MRKT-360 Principles of Marketing.

MRKT-362 Marketing Management—Sp**4 hours**

Factors involved in the management of the marketing function relative to product development, promotion, pricing, physical distribution, and the determination of marketing objectives within the framework of the marketing system and available markets. Prerequisites: MGMT-350 Principles of Organization and Management, MRKT-360 Principles of Marketing.

*(Alternate, even years)***MRKT-363 Marketing Research—Sp****4 hours**

Role of market research in marketing development. Decision making in an atmosphere of uncertainty. Determination of hypotheses. Planning research designs: survey, observational, experimental, and simulation. Execution of survey design: questionnaire construction, sample design, interviewing tabulation, analysis, interpretation of results, and presentation. Prerequisites: MRKT-360 Principles of Marketing, BUS-212 Quantitative Methods II.

MRKT-365 Consumer Behavior—W**4 hours**

Introduction to the psychological, sociological, cultural, and economic determinants of consumer behavior. Emphasis on exploration and discussion of various concepts and theories for the purpose of building understanding and of providing an exposure to a variety of viewpoints. Prerequisite: MRKT-360 Principles of Marketing.

MRKT-366 Principles of Advertising—A**4 hours**

Advertising as a communications tool in marketing management. Emphasis on decision-making relative to market analysis. Media selection, budgeting, production and layout, and measurement of effectiveness.

MRKT-367 Industrial Marketing—W**4 hours**

A study of the industrial market sector which includes buying behavior, applied demand analysis, and segmentation techniques. Designed to provide the student with decision-making capabilities for use in the industrial setting. Prerequisite: MRKT-360 Principles of Marketing.

*(Alternate, odd years)***MRKT-461 Marketing Strategy—Sp****4 hours**

Case course dealing with actual problems encountered by business firms in all phases of marketing management. Prerequisites: senior standing and sixteen hours of marketing, including MRKT-360 Principles of Marketing and MRKT-363 Marketing Research.

MRKT-462 International Marketing**4 hours**

An intensive investigation of the problems, regulations, and challenges facing U.S. manufacturers seeking to expand their markets to countries abroad. Prerequisite: MRKT-360 Principles of Marketing.



Office technology students receive extensive training and practice in word processing technology.

Secretarial Studies/Office Technology

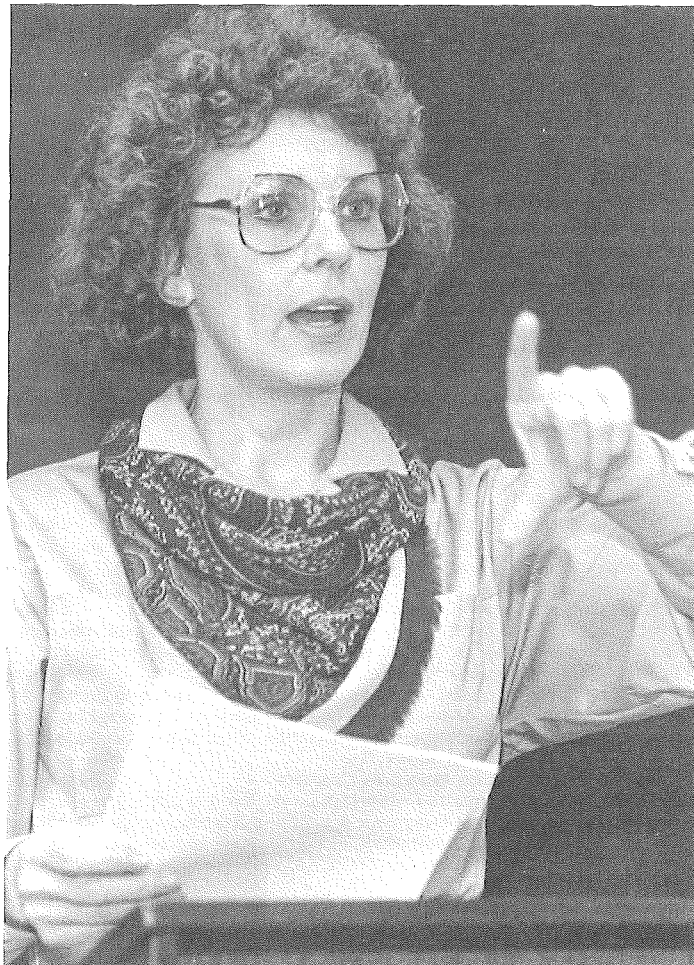
The secretarial studies/office technology program prepares students for secretarial or office management positions in a variety of business, legal, and medical settings. This two-year program leads to the associate of arts degree. The credits earned in this program may be applied toward a bachelors degree should a student desire to continue after earning the associate degree.

Course requirements involve ninety-six quarter hours including:

Bible	13
BEOT-101 Old Testament Survey	5
(or BENT-102 New Testament Survey)	5
BETH-230 Theology Survey	5
BEPT-340 Baptist Polity	3
General Education	31
ENG-110 Principles of Composition I	5
ENG-140 Principles of Composition II	5
PEF-199 Physical Activity and Christian Living	1
PYCH-160 General Psychology	5
COM-110 Fundamentals of Speech	5
GSS-100 Foundations of Social Science	5
HUM-140 Introduction to Humanities	5
(or a science or mathematics elective)	5
Business Administration	19
ACCT-211 Principles of Accounting I	5
CIS-220 Computer Information Systems	3
BUS-216 Business Communications	3
MGMT-350 Principles of Organization and Management	4
MRKT-360 Principles of Marketing	4
(or BUS-218 Business Law I or ECON-231 Macroeconomics)	4
Office Technology	24-26
OTEC-183 Typing III	3
OTEC-186 Shorthand III	4
OTEC-282 Machine Transcription	3
OTEC-290 Office Systems and Procedures	4
OTEC-291 Word/Information Processing Concepts	4
OTEC-285 Records Management	3
OTEC-289 Secretarial Internship	3-5
Electives	7-9

OFFICE TECHNOLOGY

- OTEC-180 Keyboarding—A,Sp** 1 hour
 Designed for the student to become more efficient in operating computer terminals and electronic keyboards. Emphasis is strictly in developing speed, accuracy and proofreading skills; very little formatting is included in this course. (Credit/No Credit) (Fee: \$10)
- OTEC-182 Intermediate Typewriting—A,W** 3 hours
 Instruction and practice in typing forms of office communication. Emphasis is placed upon developing production speed and accuracy and composing and proofreading skills. Prerequisite: OTEC-180 Keyboarding or 40 words per minute.
- OTEC-183 Advanced Typewriting—W,Sp** 3 hours
 Practice in advanced production jobs using more realistic business situations. Simulations are used to expose the students to jobs in sales, general, accounting, executive, legal, medical, government, and technical offices. Prerequisite: OTEC-182 Intermediate Typewriting or 60 words per minute. (Fee: \$30)
- OTEC-184, 185, 186 Shorthand I, II, III—A,W,Sp** 4 hours each quarter
 Introduction to Gregg Shorthand Series 90, emphasizing basic principles, brief forms, phrasing, and development of speed and accuracy.
- OTEC-282 Machine Transcription—A** 3 hours
 Emphasis upon mailable transcription from machine transcription. Prerequisite: OTEC-183 Advanced Typewriting.
- OTEC-285 Records Management—A** 3 hours
 Instruction in the fundamentals that are essential to managing the records of an office. Alphabetic, geographic, numeric, subject, and chronologic methods of filing are discussed.
- OTEC-286 Legal Office Procedures—Sp** 2 hours
 Includes learning legal terms, typing legal dictation using the OTEC transcriber, and participating in group projects. Prerequisites: OTEC-282 Machine Transcription.
- OTEC-287 Medical Office Procedures—Sp** 2 hours
 Includes using medical terms, typing medical dictation using the transcriber, and participating in group projects. Prerequisites: OTEC-282 Machine Transcription.
- OTEC-290 Office Systems and Procedures—W** 4 hours
 Introduction to a wide variety of modern office practices including proper telephone and communication techniques, records management, reprographics, word processing, organizational techniques, and operation of electronic calculators. Prerequisite: OTEC 183 Advanced Typewriting.
- OTEC-291 Word/Information Processing Concepts—A** 4 hours
 An introduction to the impact of technology on the business office. The operation of word processing equipment using basic text editing procedures is included along with an overview of telecommunications, electronic mail, and other sophisticated communications systems. Prerequisite: OTEC-183 Advanced Typewriting, CIS-220 Computer Information Systems. (Fee: \$30)
- OTEC-289 Secretarial Internship** 5 hours
 Practical business experience as an office employee; individually designed to meet the interests of the student. Prerequisites: OTEC-183 Advanced Typewriting, OTEC-282 Machine Transcription, OTEC-291 Word/Information Processing Concepts.



An experienced debater and public speaker, Deborah Haffey brings valuable personal insights to the courses she teaches in communication arts.

Profile

The Department of Communication Arts offers five areas of specialization: general communications, organizational communications, platform arts, broadcasting, and intercultural communications. A combination of theory and practice is used to help the student learn to communicate effectively in a wide range of experiences. An additional interest in health care communication is being developed by the department.

A private speech clinic for students desiring corrective help is available in the department.

Faculty

James Phipps, *Chairman*; Professor of Communication Arts. *Education*: B.A., Cedarville College, 1968; M.A., The Ohio State University, 1970; Ph.D., The Ohio State University, 1975. At Cedarville since 1968.

Wesley Baker, Associate Professor of Communication Arts. *Education*: B.A., Bob Jones University, 1972; M.A., University of South Carolina, 1980; graduate study, The Ohio State University, 1984-. At Cedarville since 1977.

Deborah Haffey, Assistant Professor of Communication Arts. *Education*: B.A., Cedarville College, 1968; M.A., The Ohio State University, 1969. At Cedarville since 1986.

James Leightenheimer, Assistant Professor of Broadcasting. *Education*: B.A., Cedarville College, 1980; graduate study, Ohio University, 1983-. At Cedarville since 1982.

Michael Lopez, Assistant Professor of Communication Arts, Director of Summer School. *Education*: B.A., Bob Jones University, 1972; M.A., Bob Jones University, 1975; Ph.D., The Ohio State University, 1985. At Cedarville since 1984.

Kurt Moreland, Assistant Professor of Communication Arts. *Education*: B.A., Cedarville College, 1976; M.A., West Virginia University, 1978; all work completed for Ph.D. except dissertation, Purdue University, 1981-. At Cedarville since 1981.

David Robey, Assistant Professor of Communication Arts. *Education*: B.A., Pillsbury Bible College, 1970; M.A., Bob Jones University, 1972; graduate study, Tennessee Temple University, 1974; all work completed for Ph.D. except for dissertation, Union Graduate School, 1987. At Cedarville since 1981.



Broadcasting students use state-of-the-art recording equipment like the multi-track mixing board pictured here.

Programs of Study

The Communication Arts Department offers the following programs of study:

Broadcasting, with specializations in:

- Journalism
- Management/sales
- Production
- Video media production

Communication arts, with specializations in:

- General communications
- Organizational communications
- Platform arts communications

Broadcasting

Broadcasting is offered as an interdisciplinary major in the department. The combination of courses is designed to reflect the broad areas of knowledge necessary for those pursuing careers in mass communications. The major is paraprofessional in nature and attempts to produce a balance between the practical and theoretical aspects of broadcasting. Cedarville graduates have excelled in broadcasting and related careers.

Course requirements involve seventy quarter hours composed of 33 hours in core courses and 37 hours in an area of specialization. Internships, though strongly recommended, are dependent upon availability and placement. Core requirements include:

RTV-130 Introduction to Broadcasting	3
RTV-131 Audio Control Techniques	2
RTV-132 Broadcast Announcing	4
RTV-133 Broadcast Program Production	4
RTV-231 Broadcast Research Systems	3
RTV-234 Television Production	4
RTV-235 Broadcast Journalism	3
RTV-331 Communications in the Information Age	3
RTV-432 Mass Media Law and Regulation	4
RTV-465 Seminar in Religious Broadcasting	3

Specializations, selected by the end of the sophomore year, include:

- Broadcast journalism
- Broadcast management/sales
- Broadcast production
- Video media production

Broadcast journalism draws from courses in several disciplines, particularly the social sciences, to provide an understanding of the areas involved in journalistic writing. Course requirements include:

Broadcast journalism requirements	34-45
COM-123 Voice and Diction	3
RTV-230 Broadcast Clinic	2 (minimum)
RTV-234 TV Production	4

RTV-236 TV Camera Clinic	2 (minimum)
RTV-330 Advanced Clinic in Reporting	2 (minimum)
RTV-335 Advanced Broadcast Journalism	3
RTV-430 Internship	12-15
(or RTV-474 Independent Study)	4-8)
ECON-231 Macroeconomics	4
POLS-261 American National Government	5
SOC-230 Principles of Sociology	5
Electives (selected from the following)	0-3
BEPH-225 Ethics	5
BEPH-322 Logic	5
BIO-203 Natural Resource Conservation	5
COM-212 Argumentation and Debate	4
COM-225 Interviewing	3
HIST-312 Hist. of Recent & Contemp. America	4
POLS-262 State and Local Government	5
POLS-266 International Relations	5
POLS-361 The American Presidency	4
POLS-362 The Supreme Court	4
POLS-405 Great Power Diplomacy	5
POLS-461 Political Dynamics	3

Broadcast management/sales prepares students for the business aspect of broadcasting by utilizing additional coursework in broadcasting and business administration. Course requirements include:

Broadcast management/sales requirements	24-35
RTV-230 Broadcast Clinic	2 (minimum)
RTV-233 Broadcast Writing	3
RTV-330 Advanced Broadcast Clinic	2 (minimum)
RTV-333 Broadcast Advertising & Sales	4
RTV-433 Broadcast Management	3
RTV-430 Internship	12-15
(or RTV-474 Independent Study)	4-8)
CIS-100 Introduction to Computers	2
MGMT-350 Princ. of Org. and Management	4

Electives (selected from the following)	2-13
ACCT-211, ACCT-212 Princ. of Accounting	5,5
BEPH-225 Ethics	5
BEPH-322 Logic	5
BUS-211, BUS-212 Quantitative Methods	4,4
BUS-216 Business Communications	3
COM-323 Organizational Communication	3
MGMT-351 Small Business Management	4
MGMT-353 Personnel Management	4
MRKT-360 Principles of Marketing	4
MRKT-361 Sales Management	4
MRKT-363 Marketing Research	4
PYCH-160 General Psychology	5
PYCH-261 Psychology Statistics	5
PYCH-363 Psychological Measurement	5
PYCH-364 Industrial Psychology	4

Broadcast production is designed for the student planning “on-air” or production work in radio or television. This emphasis includes additional coursework in broadcasting as well as courses from the other areas of communication arts. Course requirements include:

Broadcast production requirements	31-42
COM-123 Voice and Diction	3
COM-205 Philosophy of Communication	3
RTV-230 Broadcast Clinic	5
RTV-232 Theories of Mass Media	5
RTV-233 Broadcast Writing	3
RTV-234 TV Production	4
RTV-236 TV Camera Clinic	2 (minimum)
RTV-330 Advanced Broadcast Clinic	2 (minimum)
RTV-430 Internship	12-15
(or RTV-474 Independent Study)	4-8)
Electives (selected from the following)	0-6
BEPH-225 Ethics	5
BEPH-322 Logic	5
CHMU-354 Hymnology	5

COM-141 Intro. to Dramatic Art 3
 COM-200 Persuasive Theory 5
 COM-224 Interpersonal Communication 5
 COM-225 Interviewing 3
 COM-243 Principles of Acting 3
 COM-343 Principles of Play Directing 4
 ENG-223 Advanced Composition 3
 ENG-302 Creative Writing 3
 PSYCH-160 General Psychology 5

Video media production prepares students interested in the non-broadcast applications of video in business, industry, education, health careers, and the so-called "new media." Course requirements include:

Video media requirements 35-46
 RTV-230 Broadcast Clinic 2 (minimum)
 RTV-233 Broadcast Writing 3
 RTV-234 TV Production 4
 RTV-236 TV Camera Clinic 2 (minimum)
 RTV-330 Advanced Broadcast in TV
 Production 2
 RTV-430 Internship 12-15
 (or RTV-474 Independent Study 4-8)
 ECON-231 Macroeconomics 4
 EDUC-236 The Learner and the Learning
 Process 5
 MGMT-350 Princ. of Org. and
 Management 4
 PSYCH-160 General Psychology 5
 Electives (selected from the following) 0-2
 BEPH-322 Logic 5
 BUS-211, 11-212 Quantitative Methods 4,4
 BUS-216 Business Communications 3
 MRKT-360 Principles of Marketing 4
 MRKT-363 Marketing Research 4
 MRKT-366 Principles of Advertising 4
 PSYCH-260 Human Growth and
 Development 5
 PSYCH-356 Psychology of Learning 4
 COM-141 Intro. to Dramatic Arts 3
 COM-243 Principles of Acting 3
 COM-323 Organizational Communication 3
 COM-343 Principles of Play Directing 4

Broadcasting Major Curriculum Summary

Proficiency requirements 0-8
 Broadcasting major requirements 70
 Other General Education requirements 80-101
 Electives 15-36
 (minimum, not including proficiency) 192

Suggested Four-Year Curriculum for a Major in Broadcasting

<i>First year:</i>	<i>Second year:</i>
BEOT-101 O.T. Survey 5	RTV-231 Brdcast. Res. Sys 3
BENT-102 N.T. Survey 5	RTV-234 T.V. Pdin 4
ENG-110 Eng. Comp. I. 5	RTV-235 Brdcast. Journ 3
ENG-140 Eng. Comp. II 5	Maj. special. courses 10
P. E. electives 2	GSS-100 Found. Soc. Sci 5
PEF-199 P.A.C.L 1	HUM-140 Intro. to Human 5
COM-110 Fund. Speech 5	Bio. science elective 5
History elective 5	BETH-230 Theo. Survey 5
RTV-130 Intro. Brdctg 3	Literature elective 5
RTV-131 Aud. Cont. Tech 3	Soc. science elective 4
RTV-132 Brdcast. Annng 4	49
RTV-133 Brdcast. Prog. Pdn. 4	
	47
<i>Third year:</i>	<i>Fourth year:</i>
RTV-331 Comm. Info. Age 3	RTV-432 Mass Media Law 4
Maj. special. courses 15	RTV-465 Sem. Relgs. Brdcast. 3
Bible elective 3	Maj. special. courses 12
BEPT-340 Bap. Polity 3	Bible elective 3
BEPH-220 Intro. to Philo 5	Math. or sci. elective 5
Phys. science elective 5	Electives 20
Language or electives 15	47
	49

"Gaining experience is very important in broadcasting. My Cedarville education gave that to me—through reporting for WCDR, writing for CEDARS, producing press releases for the public relations department, and working for a cable television company in Springfield. These experiences, coupled with the many practical assignments in my broadcasting courses, provided an excellent foundation for my work today." International radio broadcaster for Voice of America in Washington, D.C., Ken Oliver is a 1986 broadcasting graduate.



"My internship with a media production company uncovered abilities I didn't realize I had. It gave me confidence and helped me develop professional awareness. This experience also gave me the contact which resulted in the job I have now." A 1988 communication arts graduate, Jan Johnson works for an advertising agency in Erie, Pennsylvania.

Communication Arts

The **communication arts major** prepares students for careers in public relations, personnel management, consultancy programs, media communications, and corporate executive training. Because of the importance of excellent communications skills in many professions, this major has also been chosen by those pursuing careers in sales or politics. It also serves as excellent undergraduate preparation for those planning additional graduate professional training such as law, theology, and business.

Course requirements involve fifty-five quarter hours including 30 hours in core requirements and 25 hours in an area of specialization chosen with the advice of the student's academic advisor. The core requirements involve thirty quarter hours including:

COM-200 Persuasive Theory	5
COM-210 Advanced Public Speaking	5
COM-222 Research in Communication	4
COM-224 Interpersonal Communication	3
RTV-331 Communication in the Information Age	3
COM-411 History of Public Address	5
COM-462 or COM-463 Senior Project	6

Specializations, selected by the end of the sophomore year, include:

- General communications
- Intercultural communications
- Organizational communications
- Platform arts

General communications specialization requirements	25
COM-123 Voice and Diction	3
COM-205 Philosophy of Communications	4
COM-212 Argumentation and Debate	4
COM-223 Group Discussion	3
COM-232 Theories of Mass Media	5
COM-313 Rhetorical Criticism	4
COM-431 Communication Internship	1-15
COM-461 Communication Ethics	3
COM-471 through COM-476 Independent Study	1-4

Intercultural communication specialization requirements 37
 COM-215 Intercultural Communication 4
 COM-331 Comm. in the Information Age 3
 COM-471 Independent Study-Intercultural 4
 ANTH-180 Cultural Anthropology 5
 One year of intermediate foreign language 9
 HIST-201,202,203 History of Civilization 12
 (satisfies the General Education requirement in history)

Organizational communications specialization requirements 25
 COM-225 Interviewing 3
 COM-323 Organizational Communications 3
 MGMT-252 Organizational Behavior 4
 MGMT-353 Personnel Management 4

Electives (selected from) 14
 COM-212 Argumentation and Debate 4
 COM-223 Group Discussion 3
 COM-232 Theories of Mass Media 5
 COM-431 Communications Internship 1-15
 COM-461 Communications Ethics 3
 COM-471 through COM-476 Independent Study . . . 1-4
 MGMT-251 Principles of Organization & Management 4
 PWRT-312 Professional Writing 5
 PWRT-414 Report Writing and Technical Editing . . . 5

Platform arts specialization requirements 25
 COM-240 Stage Craft 2
 COM-241 Fundamentals of Oral Interpretation 5
 COM-243 Principles of Acting 3
 COM-343 Principles of Play Directing 4

Electives (selected from) 11
 COM-123 Voice and Diction 3
 COM-141 Introduction to Dramatic Arts 3
 COM-146 Dramatic Participation 1-4
 COM-212 Argumentation and Debate 4
 COM-471 through COM-476 Independent Study . . . 1-4

Communication Arts Major Curriculum Summary
 Proficiency requirements 0-8
 Other General Education requirements 81
 Communication arts major requirements 55
 Electives 56
 (minimum, not including proficiency) 192

Suggested Four-year Curriculum for a Major in Communication Arts

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	COM-210 Adv. Pub. Spkg . . .	5
BENT-102 N.T. Survey	5	COM-222 Research Comm . . .	4
ENG-110 Eng. Comp. I	5	COM-200 Persuv. Theory . . .	5
ENG-140 Eng. Comp. II	5	COM-224 Interpsl. Comm . . .	3
PEF-199 P.A.C.L	1	Language or electives	15
P.E. electives	2	Literature elective	5
COM-110 Fund. Speech	5	BEPH-220 Intro. to Philo . . .	5
Biology elective	5	BETH-230 Theo. Survey	5
History elective	5		47
HUM-140 Intro. to Human	5		
GSS-100 Found. Soc. Sci.	5		
	48		
<i>Third year:</i>		<i>Fourth year:</i>	
RTV-331 Comm. Info.	3	COM-411 Hist. Pub. Adrs	5
Age	3	COM-462 or 463 Sen. proj . . .	6
Maj. special. courses	15	Maj. special. courses	10
Bible elective	3	Bible elective	3
BEPT-340 Bap. Polity	3	Electives	25
Science-math elective	5		49
Phys. science elective	5		
Social science elective	4		
Electives	10		
	48		

"The field of broadcasting can be very competitive and humanistic. Yet the education I received from Cedarville prepared me well for the challenges and demands I face in an ever-changing broadcast market. I was so well prepared for my work at the station that I have been asked to teach graduates of other colleges how to improve their communication skills. Cedarville taught me to think and communicate my thoughts. And that's what broadcasting is all about." Account executive for WWJM in New Lexington, Ohio, Jay Benson is a 1985 broadcasting graduate.

DEPARTMENTAL COURSES

BROADCASTING

- RTV-130 Introduction to Broadcasting—A** 3 hours
An overview of the background, principles, and techniques of broadcasting, the study provides an introduction to the beginning, growth, and regulation of broadcasting. The structure of broadcasting, current criticism of the media, and the use of broadcasting by Christians are also discussed. Broadcasting majors must take the course concurrently with Audio Control Techniques.
- RTV-131 Audio Control Techniques—A** 2 hours
Instruction and training are offered in the operation of electronic equipment used in broadcasting. Emphasis is upon radio, with some television. The course is open to non-majors. Broadcast majors must take the course concurrently with RTV-130 Introduction to Broadcasting.
- RTV-132 Broadcast Announcing—W** 4 hours
This course examines all types of announcing and applies each to use in both radio and television programs. Emphasis is on the use of the voice as a tool for communication of ideas on a one-to-one basis.
- RTV-133 Program Production—Sp** 3 hours
The roles of director and sound engineer are emphasized in this course which is designed to introduce the student to the techniques of working with the other members of a production staff while developing various types of programs for broadcast. Prerequisite: RTV-131 Audio Control Techniques.
- RTV-134 Sportscasting—W** 2 hours
The study of methods of sportscasting coupled with practice which concentrates on coverage of major sports including basketball, football, and baseball. Interviewing techniques and news formats for sportscasting will also be covered. Open to all students. (Credit/No Credit). *(Alternate, even years)*
- RTV-231 Broadcast Research Systems—W** 3 hours
A study of methods of audience analysis, program surveys, and public service studies designed to acquaint the student with systems and procedures available to test station penetration and image. Prerequisite: RTV-130 Introduction to Broadcasting.
- RTV-230 Broadcast Clinic—A, W, Sp** 2 hours
Hands-on experience in a broadcasting laboratory. The student is trained in the diverse areas of broadcasting, including production, traffic, news, sports, community service, and others. The course is repeatable to a total of six hours. Requires a minimum of six hours work in the clinic per week. Prerequisite: RTV-130 Introduction to Broadcasting.
- RTV-234 Broadcast Writing—Sp** 3 hours
Covers the form and style of writing for the electronic media. Work in the course includes writing music continuity, advertising copy, and scripts for programs. *(even years)*
- RTV-235 Broadcast Journalism—W** 3 hours
With an emphasis upon writing broadcast news, the course also deals with interviewing and structuring news programs. Newscasts and new programs are studied and developed.
- RTV-236 Television Camera Clinic—A, W, Sp** 2 hours
“Hands-on” training with television equipment at a local Christian station is designed to orient the student to most of the equipment normally used for television broadcasting. Six hours per week of work at assigned tasks are required. Prerequisite: RTV-237 Television Production.
- RTV-237 Television Production—A** 4 hours
Techniques and methods of television program production are taught from a producer’s perspective. Basic television-related jobs are described and production definitions are explained.
- RTV-310 Advanced Audio Production** 4 hours
A lecture/laboratory class designed for students with a strong commitment to production. The course seeks to develop critical judgment in audio production while sharpening studio production skills. Prerequisite: RTV-133 Program Production.
- RTV-330 Advanced Broadcast Clinic—W** 2 hours
An advanced workshop in radio which is repeatable to a total of six hours. Prerequisite: RTV-230 Broadcast Clinic (Credit/No Credit).
- RTV-331 Communications in the Information Age—W** 3 hours
A survey of the “new media” in electronic mass communication, with an emphasis on cable television: the structures of the new media, their place in the media environment, their potential impact on conventional broadcasting and the resulting changes in communication patterns in society.
- RTV-333 Broadcast Advertising and Sales—W** 4 hours
The sales structure of broadcasting, including the roles of salesmen, sales management, and sales promotion is examined. Research principles are applied to sales and the creative work in advertising, including copywriting, are explored. Prerequisite: COM-232 Theories of Mass Media. *(Alternate, even years)*
- RTV-430 Internship in Broadcasting—A, W, Sp, Su** 5-15 hours
- RTV-432 Mass Media Law and Regulation—W** 4 hours
Development of First Amendment protections and present legal requirements for media are studied. Emphasis is placed upon court decisions on First Amendment freedoms for both broadcast and print journalists, as well as regulations imposed upon the broadcaster.
- RTV-433 Broadcast Management—Sp** 3 hours
Acquaints the student with the concerns facing the management of a broadcast station including legal requirements of the FCC, personnel management, and implementation of programming. Prerequisite: RTV-231 Broadcast Research Systems.
- RTV-465 Religious Broadcasting** 3 hours
Intensive study in religious broadcasting. Prerequisite: Permission of instructor.
- RTV-474 Independent Study in Broadcasting** 1-4 hours
Prerequisite: Permission of instructor.



The video production laboratory in the library enables students to gain experience using the latest production technology

COMMUNICATION ARTS

- COM-110 Fundamentals of Speech—A, W, Sp** 5 hours
Usually a prerequisite for other courses in speech, the fundamental course offers theory and practice in basic speech skills for extemporaneous speaking, discussion, debate, and the use of voice and action in oral interpretation of prose and poetry. Students gain extensive training in public speaking as an art.
- COM-112 Honors Speech—A** 5 hours
The course will expose the student to and prepare the student for competition in the three general areas of inter-collegiate forensic competition: oral interpretation (prose, poetry, dramatic-duo) public speaking (persuasion, informative, communication analysis) and limited preparation events, (impromptu and extemporaneous speaking). Prerequisite: Audition and permission of instructor.
- COM-123 Voice and Diction—W** 3 hours
Knowledge of voice production, including breathing, projection and articulation, is applied to the vocal needs of the student through class lectures and individually structured practice drills.
- COM-140 Private Speech—A, W, Sp** 1 or 2 hours
Private speech is designed to give instruction which will help the student develop and improve his ability in speaking. This study gives the student opportunity to perfect oral interpretation for recital, public performance, or competition in the fields of speech.
This course may be elected by those wishing to correct speech defects by developing new speech patterns. Problems to be considered include: faulty articulation, stuttering, breathy voice, strident voice, irregularities arising from a cleft palate, and other speech-related problems. By permission of instructor only. (Credit/No Credit) Up to six total hours.
- COM-141 Introduction to Dramatic Art—A** 3 hours
The course involves study of the history and development of theater: dramatic literature is considered as a reflection of man and culture during various periods, dealing with philosophy, religion, and socio-political thought. A brief look at acting skills is also offered.
- COM-146 Dramatic Participation** 1 hour
Students who perform in a Communications Arts directed play may receive one hour of credit to be applied to the quarter immediately following the specified production. Request for credit must be made to the director at the beginning of rehearsals for the production. (Credit/No Credit). Repeatable up to 4 hours.
- COM-200 Persuasive Theory—W** 5 hours
Methods of applying contemporary communication theories on attitudes, involvement, and change are combined with classical positions on the principles and methods of persuasive communications. Attention is given to the study, analysis, and delivery of persuasive speeches in a free society. The student is given background in the rhetorical criticism of logical, emotional, and ethical proofs. Interpersonal communications problems, methods, and theories are considered.
- COM-210 Advanced Public Speaking—W** 5 hours
Built on the premise that words are an essential part of thinking, relating, and influencing, this course encourages investigation and practice of how words and ideas work in public communication situations. The variables of speaker, message, and audience are considered for purposes of the major and non-major.
- COM-222 Research in Communications—A** 4 hours
Forms and methodology for research writing in communication are studied using empirical, historical-critical, and specialized formats. The course is required for majors choosing a research project.
- COM-223 Group Discussion—W** 3 hours
Group interaction and principles of directing effective groups are studied in an attempt to develop individual understandings of group processes. The different aims of discussion situations are emphasized.
- COM-224 Interpersonal Communication—Sp** 3 hours
The course centers on the nature and function of interpersonal communication as it operates within casual encounters, families, organizations, and institutions. Implications for personal, social, and professional growth will be considered.
- COM-225 Interviewing—W** 3 hours
This course focuses on the study of fundamental interviewing principles. Instruction and training are offered across a variety of interviewing situations, including informational, employment, and persuasive interviews.
- COM-232 Theories of Mass Media—Sp** 5 hours
Contemporary mass media is surveyed with attention to the nature, role, structure, influence, operation, and problems of newspapers, magazines, radio, and television-journalistic activities.
- COM-240 Stagecraft—A, W, Sp** 1 or 2 hours
The theories and techniques of designing, building, painting, and lighting stage setting; organization and operation of production crews; theories and methods of makeup. (Credit/No Credit).
- COM-241 Fundamentals of Oral Interpretation—A** 5 hours
The study of literature through the medium of oral performance involves development in analysis and performance skills. Interpretation theories and techniques are presented dealing with poetry, prose, and dramatic literature.
- COM-243 Principles of Acting—Sp** 3 hours
Study in the principal theories and methods of acting is balanced with practice of stage movement and voice. Principles of physical and emotional response on stage are taught, along with the characteristics of various dramatic genres. Basic communication skills for the major and non-major are expanded.
- COM-245 Forensics/Individual Events—A, W, Sp** 1 to 2 hours
Students receive individual coaching for participation in intercollegiate speech competition. Areas of competition include oral interpretation, public speaking, and limited preparation events. Prerequisite: permission of instructor.

COM-312 Argumentation and Debate—A 5 hours

A study of principles and practices of debate, the course includes an overview of typical questions used in intercollegiate debate as well as the theory involved in logical preparation and refutation of a case.

COM-313 Rhetorical Criticism—Sp 3 hours

Theory and method of rhetorical criticism will be examined using historical and contemporary models. Rhetorical analyses of prominent speakers and speeches will be used as a basis for understanding the substance of formal oral communication.

COM-314 Intercultural Communication—Sp 4 hours

Unstated and often unconscious assumptions frequently determine opportunities and obstacles in communication. By featuring cultural values, this course encourages students to develop intercultural understandings, attitudes, and performance skills.

COM-323 Organizational Communication—Sp 3 hours

A study of the usage of communication for the organizational structure. The course focuses on major organizational theories, topics, and their communicative implications. In addition, the course focuses on the role of communication during interviews, conflict management, negotiation, crisis management, and small group process in the organizational context.

COM-336 Issues and Ethics in Journalism—Sp 3 hours

This course examines the ethical implications of the practice of journalism. After the establishment of a Biblical ethical base, current criticisms of the role and performance of journalism, particularly in its American context, are evaluated.

(Alternate, odd years)

COM-343 Principles of Play Directing—Sp 4 hours

A practical study of play directing methods and techniques applied through class projects. Students will direct and perform play cuttings from a variety of dramatic literature types during the quarter. The class is especially helpful to education majors who will have to assist in educational theatre productions. No prerequisites.

COM-350 Homiletics—A, W 5 hours

Practice in the skills necessary for the preparation and delivery of sermons of the topical, textual, and expository modes, along with a study of the theory that is involved. Students participate in speaking situations. Prerequisite: COM-110 Fundamentals of Speech and BECE-260 The Inductive Method of Bible Study; junior or senior status.

COM-360 Teaching Speech—A, Sp 2 hours

To be taken by majors seeking certification in speech, the course involves discussion of methods directly related to the speech discipline. The course is supplemental to EDUC-316 Methods of Teaching.

COM-361 Teaching Creative Dramatics for Children 3 hours

For elementary education majors and secondary education majors seeking certification in speech. Involves discussion and practical application of teaching methods relating to creative dramatics and children's theatre productions. The course is supplemental to EDUC-316 Methods of Teaching. Prerequisite: Admission to Education Department, Communication Arts majors.

COM-365 Clinical Methods in Teaching Speech—A, W, Sp 3 hours

Students seeking certification for teaching speech will gain classroom experience. Twenty classroom hours will equal 1 credit hour. Assignments will be supervised by department staff members. (Credit/No Credit).

COM-410 Advanced Argument—W 4 hours

An advanced course in argumentation, public speaking, and writing, this seminar course will focus on the tools of practical logic, by studying the argumentative work of others and by allowing students to develop their own argumentative positions. Particularly beneficial for prelaw students. Prerequisite: COM-312 Argumentation and Debate.

COM-411 History of Public Address—A 5 hours

Classical rhetorical systems and theories are studied from the perspective of the rhetorical critic. The development of rhetoric is traced from the Greek period to the present. Analysis is made of the part rhetoric has played in the development of philosophies and nations.

COM-442 Readers' Theater—W 3 hours

The course is open to students interested in developing skills in arranging, directing, and performing literature. Theories and methods are presented through classroom instruction and school wide productions.

COM-443 Dramatic Literature—A 4 hours

An emphasis upon the relationships among styles, theory, criticism, and dramatic construction is gained from a survey of major drama, playwrights, dramatic critics and theorists from the Greek period to the present. This course can be applied to meet secondary English or speech requirements, but not to meet both fields for the same student.

COM-461 through COM-465 Speech Seminar 3 hours

Courses are available to the advanced student who desires intensive study in a particular area of speech communications.

COM-461 Communication Ethics

COM-462 Senior Project—Research—Repeat to 6 hours

COM-463 Senior Project—Recital—Repeat to 6 hours

Prerequisite: COM-123 Voice and Diction, COM-241 Fundamentals of Oral Interpretation, and COM-243 Principles of Acting.

COM-464 Special Topics

COM-471 through COM-476 Independent Study in Speech 1-4 hours

Taken to secure an in-depth background in one of the areas of speech communication. Repeatable to a total of eight credit hours in the field. Prerequisite: Permission of instructor.

COM-471 Speech

COM-472 Homiletics

COM-473 Oral Interpretation

COM-475 Drama

COM-476 Forensics

COM-431 Internship in Communications—A, W, Sp, Su 5-15 hours



Students gain valuable teaching experience through field experiences and student teaching in area public and Christian schools.

Programs of Study

The Department of Education offers instruction with the purpose of providing distinctively Christian teachers for Christian, public, and missionary schools. The College is approved by the State of Ohio Department of Education for programs leading to the four-year Ohio teaching certificate in the following areas:

1. Early Childhood Education (grades K-3)
2. Elementary Education (grades 1-8)
3. Kindergarten-Elementary (grades K-8)
4. Secondary Education (grades 7-12)—in:

biological science	music
bookkeeping/basic	physical education
business	political science
business education	science comprehensive
chemistry	speech/communication
English	social studies
history	comprehensive
mathematics	
5. Special (K-12) in health education, music, physical education, and Spanish
6. Endorsement in reading and typewriting/keyboarding

Students completing programs leading to Ohio certification will be able to obtain certification in most states. Those planning to teach in other than Ohio should consult with the Department of Education in order to be aware of special requirements and problems in those states where reciprocity has not been established.

Graduates qualify for but must apply for certification by the Association of Christian Schools International (ACSI). This certification is recognized by Christian schools around the world.

Faculty

Merlin Ager, *Chairman*; Professor of Education. *Education*: B.A., Cedarville College, 1960; M.S., University of Wisconsin, 1962; graduate study, Miami University, summer of 1963; University of Wisconsin, summer of 1964; Ph.D., The Ohio State University, 1967. At Cedarville since 1978.

Sue Baker, Associate Professor of Education. *Education*: B.S., Kent State University, 1968; M.Ed., Kent State University, 1972; Ed.D., The University of Cincinnati, 1987. At Cedarville since 1978.

Omer Bonenberger, Associate Professor of Education. *Education*: B.A., Bob Jones University, 1960; M.A., Arizona State University, 1968; D.Ed., University of Maine, 1981. At Cedarville since 1981.

Dwayne Frank, Professor of Education. *Education*: B.A., Cedarville College, 1960; B.S., Central State University, 1960; M.S., College of Idaho, 1965; graduate study, Oregon State University, 1965; Ed.D., University of Idaho, 1973. At Cedarville since 1968.

Sharon Eimers, Associate Professor of Education. *Education*: B.S., Tennessee Temple University, 1975; M.Sp.Ed., University of Tennessee, 1981; Ed.D., The University of Cincinnati, 1987. At Cedarville since 1981.

Timothy Heaton, Assistant Professor of Education. *Education*: B.A., Wittenberg University, 1973; M.A., Grace Theological Seminary, 1986. At Cedarville since 1987.

Anna Ruth Hille, Assistant Professor of Education. *Education*: B.A., Bryan College, 1955; B.S., Eastern Kentucky State, 1963; M.E., Xavier University, 1976. At Cedarville since 1987.

Beverly Monroe, Associate Professor of Education. *Education*: B.A., Shelton College, 1957; M.A., Wright State University, 1971; Ph.D., Miami University, 1985. At Cedarville since 1977.

Lila Seaman, Associate Professor of Education, Director of Institutional Research. *Education*: B.R.E., Baptist Bible Seminary, 1964; M.S., State University of New York, 1968; Ph.D., The Ohio State University, 1977. At Cedarville since 1980.

Admission to and Retention in the Teacher Education Program

Students may apply for admission to the Teacher Education Program near the conclusion of the sophomore year. To be admitted they must meet the following requirements:

1. Minimum cumulative GPA of 2.5 in all courses (2.3 for K-3 program).
2. Minimum cumulative GPA of 2.5 in teaching field courses.



The Curriculum Materials Center in the library provides education students with a wide variety of materials and resources to use in courses which require teaching.

3. Minimum cumulative GPA of 2.5 in professional education courses.
4. Grade of "C" or above in communications courses.
5. Grade of "C" or above in teaching field or concentration area courses.
6. Grade of "C" or above in all courses (elementary only).
7. Acceptable scores on PPST Examination:
 - Reading: 171 and above;
 - Mathematics: 173 and above;
 - Writing: 171 and above.
8. Satisfactory completion of foundational education courses (Introduction to Education, Education of Exceptional Children, Learner and the Learning Process).
9. Satisfactory ratings in field experiences (PSI, Introduction to Education Field Experience).
10. Recommendation of the department's admissions interview committee/Department of Education (based on resume, interview, and references).

Elementary Education

The elementary education major and certification prepares students to teach grades 1-8 in Christian and public schools. The curriculum includes thirty quarter hours of an academic concentration selected by each student. Twenty-six concentrations are available.

Course requirements, including the College's General Education Requirements, involve:

Biblical Education	24
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5
BETH-230 Theology Survey	5
BEPT-340 Baptist History	3
Electives	6
Communications	15
ENG-110 English Composition I	5
ENG-140 English Composition II	5
COM-110 Fundamentals of Speech	5
Humanities	16
HUM-140 Introduction to Humanities	5
LIT- Literature elective	5
EDUC-392 Children's Literature	3
EDUC-321 Philosophy of Education	3
Physical Education	3
PE- Physical education elective	1
PE- Physical education elective	1
PEF-199 Physical Activity and the Christian Life	1
Science	15
GSCI- Biological science elective	5
GSCI-160 Physical Science	5
GSCI-161 Physical Science	5
Mathematics	10
EDUC-182 Math for Elementary Teachers	5
EDUC-183 Math for Elementary Teachers	5
Social Science	15
GSS-100 Foundations of Social Science	5
HIST-111 or 112 United States History	5
GEO-250 Introduction to Geography	2
HIST- Eastern studies elective	3
Foreign Language	0-15
Two years of the same foreign language in high school or one year of a foreign language in college	

Professional Education	69-70
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-103 Teaching Thinking Skills	2
EDUC-200 Audio Visual Methods	2
EDUC-201 Preliminary Student Involvement	0
EDUC-230 Arts & Crafts	2
EDUC-236 Learner & the Learning Process	4
PYCH-260 Human Growth & Development	4
EDUC-290 Handwriting	0
PEO-299 Teaching Health & Physical Education	3
EDUC-363 Mathematic Methods	5
EDUC-370 Music for Elementary Teachers	3
EDUC-372 Science Methods	3
EDUC-373 Social Studies Methods	3
EDUC-375 Field Experience	3
EDUC-391 Reading Methods	7
EDUC-393 Language Arts Methods	4
EDUC-394 Field Experience	3
EDUC-450 Supervised Teaching & Seminar	15-16
Concentration	30

A listing of the specific courses for each concentration is available in the Education Department Office.

Concentration options include:

Humanities	General Science
Literature	Biology
Language Arts	Health/Science
Foreign Language—German	Mathematics
Foreign Language—Spanish	Mathematics/Computer Education
Communication Arts	Social Science
Communication Arts—Performance	Social Psychology
Philosophy and Religion	American Studies
Bible—Content	Urban Studies
Bible—Languages	History
Music	Political Science
Cross-Cultural Studies	Social Science
Mathematics and Science	Sociology
Chemistry	Behavioral Science
Physics	

Suggested Four-year Curriculum for a Major in Elementary Education (The exact order and scheduling is flexible as long as pre-requisites are taken first. Most courses are offered every quarter.)

<i>First year:</i>	<i>Second year:</i>
BEOT-101 O.T. Survey 5	EDUC-100 Intro. Educ. 2
BENT-102 N.T. Survey 5	EDUC-101 Field Experience . 2
ENG-110 Eng. Comp. I 5	EDUC-102 Educ. Excp. Chil. 2
ENG-140 Eng. Comp. II 5	EDUC-103 Teach. Thnk. Ski. 2
PEF-199 P.A.C.L. 1	EDUC-201 Prelim. Stu. Inv. . 0
P.E. elective 2	PYCH-260 Hum. Gro. Devel. 4
EDUC-182 Math. for El. Ed. 5	EDUC-292 Child. Lit. 3
COM-110 Fund. Speech 5	EDUC-236 L. & L. Process . 4
HUM-140 Intro. Humanities 5	EDUC-292 Child. Lit. 3
GSCI-160 Intro. Phys. Sci. . . 5	EDUC-236 L. & L. Process . 4
Biology elective 5	EDMU-370 Mus. for El. Ed. . 2
	EDUC-200 Audio Visuals . . 2
	HIST-111 U.S. Hist-1865 . . . 5
	HIST-112 U.S. Hist. 1865- . . 5
	BETH-230 Theo. Surv. 5
	Literature elective 5
	GSS-100 Foun. Soc. Sci. 5
	GSCI-161 Intro. Phys. Sci. . . 5
	53
<i>Third year:</i>	<i>Fourth year:</i>
EDUC-230 Arts & Crafts . . . 2	EDUC-450 Sup. Teach. 15-16
PEH-299 Teach. Hlth. P.E. . . 3	EDUC-321 Philo. Educ. . . . 3
EDUC-391 Reading Meth. . . 7	Soc. Sci. elective 3-5
EDUC-393 Lang. Arts Meth. 4	Concentration elec. 8-10
EDUC-394 Field Exp. 3	Electives 15
EDUC-363 Meth. Mat. Math. 5	44-49
EDUC-372 Science Methods 3	
EDUC-373 Soc. Stu. Meth. . . 3	
EDUC-375 Field Exp. 3	
Bible elective 3	
Concentration elec. 3-6	
BEPT-340 Bapt. Polity 3	
Soc. Sci. elective 3-5	
45-50	

Early Childhood Education Certification

Early childhood education certification prepares students to teach at the K-3 level. Students may obtain this certification by meeting the elementary education requirements and the following additions to or exceptions to those requirements:

1. Earn a minimum GPA of 2.3
2. Earn a grade of "C" or above in the professional education concentration area and communications courses
3. Complete the following courses:
 - EDUC-250 Early Childhood Education 4
 - EDUC-251 Kindergarten Curriculum and Methods . . 5
 - EDUC-450 Supervised Teaching and Seminar
(K-3 level) 16

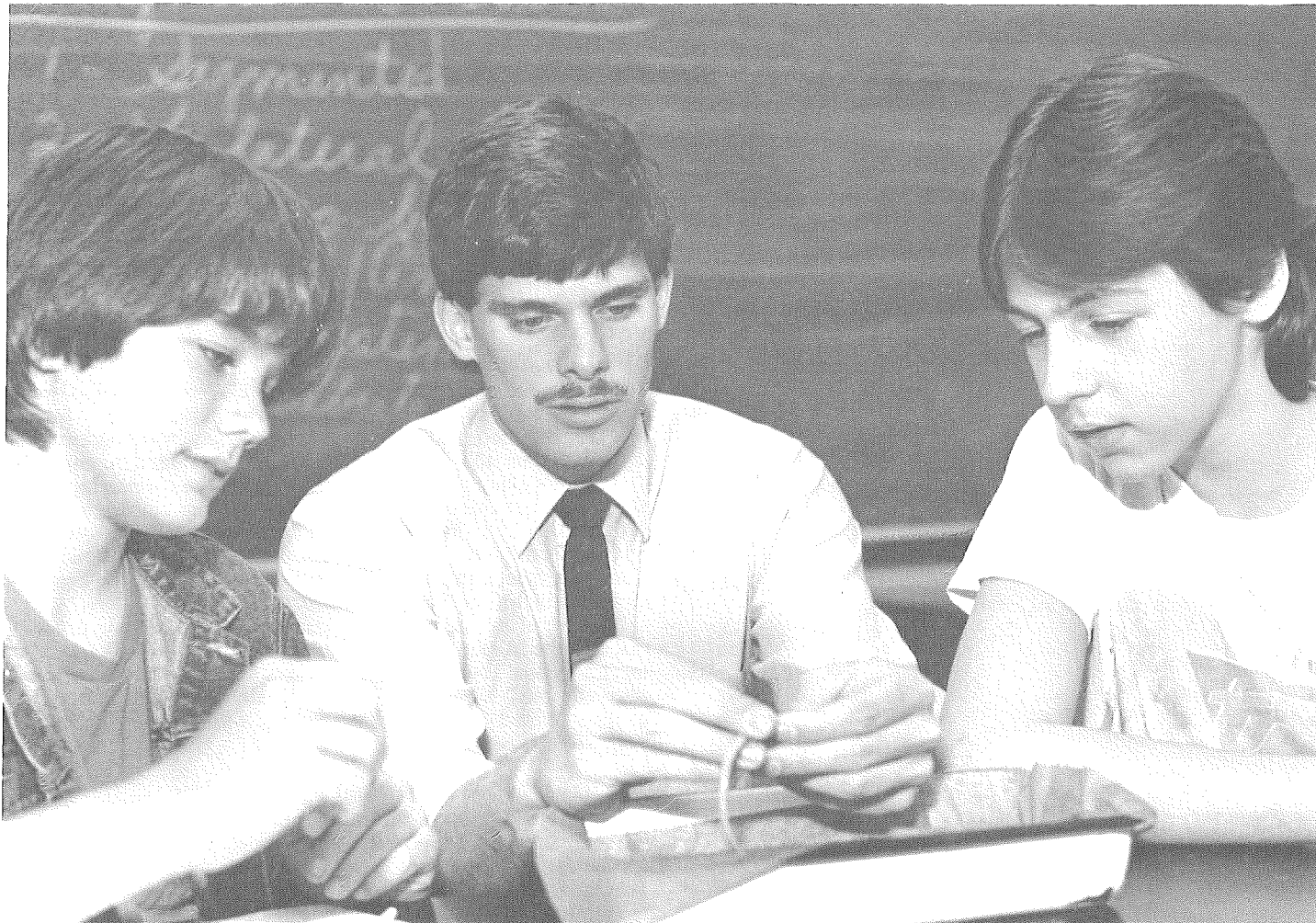
Special Education Certification

In a unique arrangement Cedarville College has joined with Shepherds Baptist Ministries, the Regular Baptist agency for the mentally retarded, and Wright State University in a program leading to certification in special education. A student completing Cedarville's elementary education program, the courses taught by Shepherd's personnel at Cedarville, and the remaining courses at Wright State University may graduate from Cedarville with State of Ohio certification in both elementary and special education. Complete details including course requirements for the program are available in the Education Department Office.

Because of the additional coursework involved, this program extends the student's undergraduate college experience beyond the traditional four-year framework. Students who are not Ohio residents pay out-of-state fees at Wright State University. The courses offered on-campus at Cedarville are taught every *even* year, winter quarter only.

Special Education without Certification

For those preparing for ministries in churches or Christian schools, Shepherds and Cedarville College have joined to offer a specialization in special education. Courses taught by Shepherds' personnel are available every even year at Cedarville and during the summer at Shepherds. Though this program does not qualify for certification from the State of Ohio, it develops competence in special education for the student who anticipates a ministry in this area. Additional information about this program is available in the Education Department Office.



Because of the College's reputation for producing quality teachers, the demand for Cedarville-trained teachers far exceeds the number who graduate each year.

Secondary Education

The **secondary education certification program** prepares students to teach specific subjects in grades 7-12 in public and Christian schools. Seventeen teaching fields are available. This program provides only certification; it does not qualify as a major or lead to a degree. A major must also be completed.

All secondary education students must receive credit for one mathematics course as a general education elective. Secondary education course requirements involve forty-seven quarter hours including:

EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-103 Teaching Thinking Skills	2
EDUC-200 Audio Visual Methods	1
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
EDUC-316 Principles of Teaching	4
EDUC-317 Field Experience	4
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading in the Content Areas	3
Content Methods	2
Clinical Experiences	3
EDUC-450 Supervised Teaching & Seminar	15-16

*English majors must take ENG-352 Developmental Reading

Endorsements

Students may prepare to teach **reading and typewriting** by taking additional courses beyond the standard elementary and secondary education certification requirements.

Course requirements for the **reading endorsement** involve thirteen quarter hours including:

EDUC-350 Reading in the Content Area	3
EDUC-352 Developmental Reading	5
EDUC-380 Reading: Diagnostic & Remediation Techniques	5
EDUC-391 Reading Methods (Elementary)	*
EDUC-394 Field Experience in Elementary Reading Methods	*

*included in Elementary School Methods I

Course requirements for the **typewriting endorsement** involve ten quarter hours including:

OTEC-183 Advanced Typewriting	3
OTEC-282 Machine Transcription	3
OTEC-291 Word/Information Processing Concepts	4

Secondary Education Teaching Field Requirements

Biological Science	73
BIO-114 Introduction to Biology	5
BIO-115 General Zoology	5
BIO-134 General Botany	5
BIO-200 Environmental Biology	5
BIO-306 Genetics	5
Electives (selected from the following)	20
BIO-212 Invertebrate Zoology	5
BIO-213 Vertebrate Zoology	5
BIO-216 Human Anatomy and Physiology	5
BIO-217 Human Anatomy and Physiology	5
BIO-236 Taxonomy of Seed Plants	5
BIO-238 Introductory Microbiology	5
BIO-311 Vertebrate Embryology	5
BIO-336 Plant Physiology	5
BIO-340 Topics in Environmental Biology	5
BIO-405 Environmental Biology Internship	4-10
BIO-436 Radiation Biology	5
GSCI-440 Seminar	1
CHEM-151,152,153 General Chemistry	12
CHEM-356 Biochemistry	5
CHEM-357 Organic Chemistry	5
MATH-184 College Algebra	5

Bookkeeping Basic Business	90	<i>Finance</i> (selected from)	16
(includes a major in Business Education)		FIN-173 Church Financial Management	4
ACCT-211,212 Principles of Accounting	10	FIN-373 Investments	4
ECON-231,232 Macroeconomics, Microeconomics	8	FIN-375 Financial Institutions	4
BUS-211,212 Quantitative Methods	8	FIN-377 Investments Analysis	4
BUS-216 Business Communications	3	FIN-379 Problems in Business Finance	4
MGMT-350 Principles of Organization & Management	4	<i>Management</i> (selected from)	16
MRKT-360 Principles of Marketing	4	MGMT-351 Small Business Management	4
BUS-218 Business Law	3	MGMT-352 Production Management	4
CIS 220 Computer Information Systems	3	MGMT-353 Personnel Management	4
FIN-171 Personal Finance	4	MGMT-354 Management Science	4
(or FIN-371 Business Finance)	(4)	MGMT-355 Organizational Behavior	4
PYCH-160 General Psychology	5	MGMT-391 International Business	4
MATH-184 College Algebra	5	<i>Marketing</i> (selected from)	16
Area of specialization (selected from)	16-17	MRKT-361 Sales Management	4
<i>Accounting</i>	16	MRKT-362 Marketing Management	4
ACCT-311,312,313 Intermediate Accounting	7	MRKT-363 Marketing Research	4
Electives selected from:		MRKT-364 Marketing Behavior	4
ACCT-315 Accounting Information Systems	3	MRKT-365 Consumer Behavior	4
ACCT-317 Cost Accounting	5	MRKT-366 Principles of Advertising	4
ACCT-411 Federal Income Tax	4	MRKT-367 Industrial Marketing	4
ACCT-412 Auditing	4	<i>Secretarial Administration</i> (selected from)	16
ACCT-413 Advanced Accounting	4	OTEC-183 Typing III	3
ACCT-415 Fund Accounting	4	OTEC-186 Shorthand III	3
ACCT-417 Advanced Cost Accounting	4	OTEC-187 Word/Information Processing	4
<i>Computer Information System</i> (selected from)	16	OTEC-284 Secretarial Procedures	4
CIS-123 Computer Programming—BASIC	3	OTEC-285 Records Management	3
CIS-221 FORTRAN Programming	4		
CIS-224,225 COBOL Programming	8	Comprehensive Business	
CIS-324 Systems Simulation	4	The specific requirements are outlined in the Department of	
CIS-326 Systems Analysis	4	Business section of the catalog.	
CIS-327 Systems Design	4		
CIS-328 Database Development	4	Chemistry	85
CIS-421 Software Development	3	CHEM-151,152,153 General Chemistry	12
<i>Economics</i> (selected from)	16	CHEM-254 Quantitative Analysis	4
ECON-313 Government and Business	4	CHEM-255 Analytical Chemistry	5
ECON-331 Money and Banking	4	CHEM-357,358,359 Organic Chemistry	14
ECON-334 History of Economic Thought	4	CHEM-451,452,453 Physical Chemistry	11
ECON-335 Comparative Economic Systems	4	PHYS-271,272,273 General Physics	15
ECON-337 Labor Economics	4	GSCI-440 Seminar	1
ECON-339 Public Finance	4		

<p><i>Chemistry electives</i> (selected from) 3</p> <p style="padding-left: 20px;">CHEM 356 Biochemistry 5</p> <p style="padding-left: 20px;">CHEM-454 Advanced Inorganic Chemistry 5</p> <p style="padding-left: 20px;">CHEM-455 Topics in Chemistry 2-5</p> <p style="padding-left: 20px;">CHEM-450 Independent Study in Chemistry 1-4</p> <p style="padding-left: 20px;">MATH-281, 282, 283 Analytical Geometry & Calculus 15</p> <p>Recommended courses:</p> <p style="padding-left: 20px;">MATH-387 Differential Equations 5</p> <p style="padding-left: 20px;">BIO-114 Introduction to Biology 5</p> <p>English 64</p> <p style="padding-left: 20px;">ENG-110 English Composition I 5</p> <p style="padding-left: 20px;">ENG-140 English Composition II 5</p> <p style="padding-left: 20px;">ENG-223 Advanced Composition 3</p> <p style="padding-left: 20px;">(or ENG-302 Creative Writing 3)</p> <p style="padding-left: 20px;">LIT-231 World Literature 5</p> <p style="padding-left: 20px;">ENG-305 The English Language 5</p> <p style="padding-left: 20px;">ENG-307 Advanced Grammar 5</p> <p style="padding-left: 20px;">LIT-335 Shakespeare 5</p> <p style="padding-left: 20px;">LIT-337 Contemporary American Literature 5</p> <p style="padding-left: 20px;">(or LIT-338 Contemporary British Literature 5)</p> <p style="padding-left: 20px;">ENG-352 Developmental Reading 5</p> <p style="padding-left: 20px;">LIT-421 Literary Criticism 3</p> <p style="padding-left: 20px;">American Literature (one course) 5</p> <p style="padding-left: 20px;">English Literature (one course) 5</p> <p>Health</p> <p style="padding-left: 20px;">The specific requirements are outlined in the Department of Health & Physical Education section of the catalog.</p> <p>History 48</p> <p style="padding-left: 20px;">HIST-111,112 United States History 10</p> <p style="padding-left: 20px;">HIST-200 Introduction to Historiography 4</p> <p style="padding-left: 20px;">HIST-201, 202, 203 History of Civilization 9</p> <p style="padding-left: 20px;">HIST-400 or 401 Seminar in United States History 5</p>	<p><i>European history elective</i> (selected from) 4-5</p> <p style="padding-left: 20px;">HIST-104 British Empire and Developing Third World 5</p> <p style="padding-left: 20px;">HIST-108 Russia & the Soviet Union in the 20th Century 4</p> <p><i>History electives</i> (selected from) 14</p> <p style="padding-left: 20px;">HIST-106 History of Modern Germany 4</p> <p style="padding-left: 20px;">HIST-273 Social Movements 4</p> <p style="padding-left: 20px;">HIST-301 Renaissance Europe 4</p> <p style="padding-left: 20px;">HIST-302 Reformation Europe 5</p> <p style="padding-left: 20px;">HIST-311 Early American History 5</p> <p style="padding-left: 20px;">HIST-312 History of Recent & Contemporary America 4</p> <p style="padding-left: 20px;">HIST-401 Seminar in European History 5</p> <p style="padding-left: 20px;">HIST-404 History of Christianity: Pre-reformation . . 4</p> <p style="padding-left: 20px;">HIST-405 Great Power Diplomacy in the Modern World 5</p> <p style="padding-left: 20px;">HIST-411 Interpretations in American History 5</p> <p style="padding-left: 20px;">HIST-490 Independent Study in History 1-4</p> <p>Mathematics 65</p> <p style="padding-left: 20px;">MATH-281, 282, 283 Analytic Geometry & Calculus 15</p> <p style="padding-left: 20px;">MATH-387 Differential Equations 5</p> <p style="padding-left: 20px;">PHYS-271,272,273 General Physics 15</p> <p style="padding-left: 20px;">GSCI-440 Seminar 1</p> <p><i>Mathematics electives</i> (selected from) 25</p> <p style="padding-left: 20px;">MATH-388, 389 Advanced Calculus 10</p> <p style="padding-left: 20px;">MATH-384 Probability & Statistics 5</p> <p style="padding-left: 20px;">MATH-394 Linear Algebra 5</p> <p style="padding-left: 20px;">MATH-396 Modern Algebra 5</p> <p style="padding-left: 20px;">MATH-482 Real Variables 5</p> <p style="padding-left: 20px;">MATH-480 Topics in Math: 5</p> <p><i>Computer elective</i> (selected from) 3-5</p> <p style="padding-left: 20px;">CIS-124 Computer Programming—BASIC 3</p> <p style="padding-left: 20px;">CIS-221 FORTRAN Programming 4</p> <p style="padding-left: 20px;">CIS-420 Programming Languages 4</p> <p style="padding-left: 20px;">MATH-480 Topics in Math: computer related topic . 5</p>
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Music

The specific requirements are outlined in the Department of Music section of the catalog.

Physical Education

The specific requirements are outlined in the Department of Health and Physical Education section of the catalog.

Science Comprehensive

The specific requirements are outlined in the Department of Science and Mathematics section of the catalog.

Social Science Comprehensive 90

HIST-111, 112 United States History 10

SOC-230 Principles of Sociology 5

HIST-201, 202, 203 History of Civilization 9

GEO-250 Introduction to Geography 2

GEO-251 World Regional Geography—Western

Hemisphere 4

POLS-261 American National Government 5

BEPT-340 Baptist History 3

ECON-231, 232 Principles of Economics 8

Non-western elective (selected from) 3-4

HIST-108 Russia & the Soviet Union in the

20th Cent. 4

HIST-120 Modern Chinese History 3

HIST-220 A Historical Survey of East Asia 3

Electives selected from at least one of the following areas

of study:

Economics: 30 hours (including the eight hours required)

History: 45 hours (including the thirty hours required)

Political Science: 30 hours (including the five hours

required)

Sociology: 30 hours (including the five hours required)

A seminar must be included in the elective area selected.

Speech 51

COM-200 Persuasive Theory 5

COM-212 Argumentation and Debate 5

COM-222 Research Communication 4

COM-223 Group Discussion 3

COM-224 Interpersonal Communication 3

COM-232 Theories of Mass Media 5

COM-241 Fundamentals of Oral Interpretation 5

COM-331 Communication in the Information Age 3

COM-343 Principles of Play Directing 4

(or COM-243 Principles of Acting 3)

COM-123 Voice and Diction 3

COM-210 Advanced Public Speaking 5

COM-240 Stage Craft 2

COM-360 Teaching Speech 2

COM-365 Clinical Methods of Teaching Speech 3

Additional courses may be selected by the student and advisor to best prepare the student for teaching. Students may use speech as a second teaching field by selecting forty-five (45) hours from the above courses in addition to another full teaching field.

Spanish 75

SPAN-171, 172, 173 Elementary Spanish 15

SPAN-271, 272 Intermediate Spanish 10

SPAN-361 Spanish Composition 4

SPAN-362 Spanish Conversation 4

SPAN-363 Chicano Literature 3

SPAN-364 Introduction to Hispanic Literature 4

SPAN-372 Masterpieces of Spanish Literature 4

SPAN-373 Masterpieces of Spanish Literature 4

SPAN-460 Topics in Spain/Latin America 4-8

SPAN-461 Advanced Spanish Grammar 5

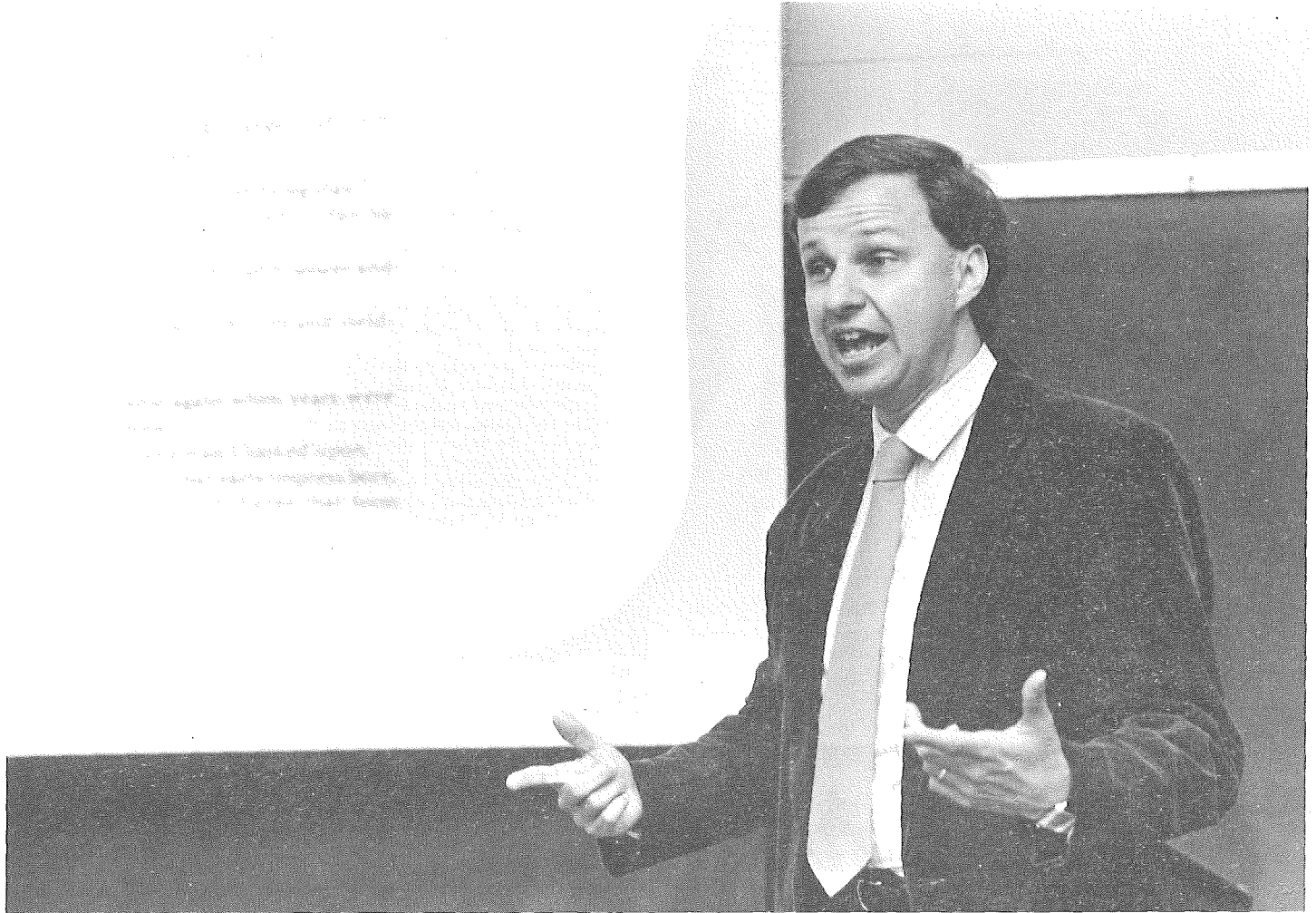
SPAN-462 Latin American Lit. Survey 4

SPAN-463 Latin American Lit. Survey 4

SPAN-463 Senior Seminar in Spanish 3

SPAN-470 Independent Study 1-4

Advanced placement can be given for those students who achieve the appropriate scores on the Spanish placement test (up to 10 hours of either Elementary or Intermediate Spanish credit). Those who do test out of coursework are encouraged to earn extra credit at upper division levels through study-abroad programs (up to 27 quarter hours of credit for a six or nine week summer program at an accredited institution).



Timothy Heaton, an experienced teacher in both public and Christian schools, offers practical insights to education majors in the course Introduction to Education.



As a result of intensive instruction in teaching methods and extensive field experiences, Cedarville student teachers face their first years of teaching with great confidence.

DEPARTMENTAL COURSES

- EDUC-100 Introduction to Education** 2 hours
An introduction to the major concepts of schooling. (Fee: \$45)
- EDUC-101 Field Experience** 2 hours
A four-week field experience in multicultural schools.
- EDUC-102 Education of Exceptional Children** 2 hours
Explores the implications P.L. 94-142 with an emphasis on the definitions and characteristics of exceptionalities under this law. Mainstreaming strategies are both discussed and observed.

EDUC-103 Teaching Thinking Skills 2 hours

Teaches creative and critical thinking skills. Methods of instruction for these skills will be developed for a variety of curricula and a diversity of age groups.

EDUC-182, 183 Mathematics for Elementary Teachers 5 hours each quarter

A course designed to certify that the prospective elementary teacher has mastered the arithmetics skills and concepts currently taught at the elementary school level. Topics covered include: number properties, numeration systems, and informal geometry. Prerequisite: Major in elementary education or permission of instructor.

EDUC-200 Audio Visuals 2 hours

An introduction to audio visual equipment, software, and operation with emphasis placed on operation. Effective selection and utilization is discussed to enhance the student's understanding of the "total" concept of media use.

EDUC-201 Preliminary Student Involvement 0 hour

Each student arranges five full, consecutive days in a Christian school during which he observes and participates in classroom activities. A follow-up report is required.

EDUC-210 Introduction to Computers in Education 3 hours

A general overview of hardware, software, and computer related information for classroom teachers.

EDUC-230 Arts and Crafts in the Elementary School 2 hours

Philosophy, methods, and materials of art instruction. Emphasized creative work, using simple tools and inexpensive materials. Prerequisite: Sophomore standing.

EDUC-236 The Learner and the Learning Process 4 hours

A study of (1) the nature of the learner from a measurement perspective, (2) the nature of the learning process, including theories of learning, principles of learning, diagnosis of learning needs, measurement and evaluation of learning, and (3) the interaction of teaching and learning.

EDUC-242 Issues and Trends in Educations 3 hours

A critical examination of the role of education within a changing culture. Current developments and emerging directions will be analyzed.

EDUC-250 Early Childhood Education 4 hours

A consideration of the function of preschool education in the total life of the child including a study of the research and theory of his physical, mental, emotional, and social growth. Discussion of current preschool and primary programs.

EDUC-251 Kindergarten Curriculum and Methods 5 hours

A study of purposes, content, methods, and resources for teaching and learning in kindergarten. Field experience included. Prerequisite: EDUC-250 Early Childhood Education

EDUC-290 Handwriting 0 hour

Instruction in manuscript and cursive on paper and the blackboard. Includes principles of teaching handwriting to elementary children.

EDUC-392 Children's Literature 3 hours

A survey of the early history, major types, and modern trends of literature for children from preschool through grade eight. Social and personal value of literature is studied.

EDUC-305 Junior Practicum 5 hours

A ten-week field experience required of secondary music education students. The practicum must be completed prior to student teaching and is on a Credit/No Credit basis. Prerequisite: Admission to the Teacher Education Program and Methods of Teaching Music.

- EDUC-310 Supervised Field Experience** 1-5 hours
A one-to-five hour credit placement in an elementary or secondary classroom. The assignment is designed to give a transfer student or a student repeating other field experience an analogous experience to those for the existing teacher education classes.
- EDUC-316,317 Principles of Teaching** 8 hours
A combination of methods of teaching, clinical experience, and field experience in secondary schools with attention to combining the theory and practice of teaching and learning in each of the teaching fields. Prerequisite: Admission to the Teacher Education Program. (Fee \$50)
- EDUC-321 Philosophy of Education** 3 hours
A critical analysis of educational philosophies and their impact on Christian educational philosophy.
- EDUC-330 Computer Programming for Teachers** 3 hours
This course is designed to introduce preservice teachers to the fundamentals of the instructional use of computers and to give them necessary skills in BASIC programming to enable them to write drill and practice programs in their curricular area.
- EDUC-350 Reading in the Content Area** 3 hours
An introduction to the dimensions, strategies, and programs for learning and teaching the reading process, including the nature of the reading process, assessment techniques, and instructional strategies to provide increased comprehension of the textual material of the disciplines represented in this class. Prerequisite: Admission to the Teacher Education Program.
- EDUC-352 Developmental Reading** 5 hours
Includes basic philosophies, current practices, testing, and evaluation for reading disabilities and corrections; and materials and methods utilized in the teaching of reading in the secondary schools. Laboratory and field experiences are included.
- Elementary Methods II** 14 hours
- EDUC-363 Methods and Materials for Mathematics**
- EDUC-372 Science Methods**
- EDUC-373 Social Studies Methods**
- EDUC-375 Field Experience**
An introduction to the objectives, skills, instructional strategies, teaching aids, and resource materials for teaching mathematics, science, and social studies in the elementary schools. Clinical field experiences provide theory-driven application. Prerequisites: Admission to Teacher Education Program; EDUC-182, 183 Mathematics for the Elementary Teacher. (Fee: \$30)
- EDUC-380 Reading: Diagnostic and Remediation Techniques** 5 hours
Experience in the use of formal and informal testing to diagnose various types of developmental and remedial reading problems. Emphasis upon individual assessment techniques in identification, testing, and causation of reading difficulty. Experience in the techniques of tutoring pupils having reading problems. Development of instructional strategies of diagnostic teaching. Prerequisite: EDUC-350 Reading in the Content Area or EDUC-352 Developmental Reading or EDUC-391 Reading Methods.
- Elementary School Methods I** 14 hours
- EDUC-391 Reading Methods**
- EDUC-393 Language Arts Methods**
- EDUC-394 Field Experience**
An introduction to the objectives, skills, and strategies of instruction with a linguistic emphasis, and teaching aids, and resource materials, and implementation in field experience in the teaching of reading and language arts. Prerequisite: Admission to the Teacher Education Program. (Fee: \$30)
- EDUC-400 Independent Study in Education** 1-5 hours
Investigation of contemporary topics in education through reading, writing, or creative projects. Prerequisite: 15 quarter hours in education.
- EDUC-440 Special Student Teaching** 5-12 hours
Occasionally, unusual situations arise which entail special provisions: e.g., summer school student teaching for experienced teachers, repeated experiences, etc.
- EDUC-450 Supervised Teaching and Seminar** 15-16 hours
Most directed teaching is done in nearby schools. Opportunities for placement on the mission field are available. One quarter must be reserved. The seminar includes a study of contemporary topics in education. Prerequisite: All required education courses. (Fee: \$120)

SPECIAL EDUCATION

Courses are offered every *even* year, winter quarter only.

- EDUC-260 Special Education in the Church** 3 hours
An overview will be given of the characteristics of the mentally retarded and basic techniques for developing programs within churches and schools.
- EDUC-445 Career Education and Occupational Training for Exceptional Individuals** 3 hours
Role of occupational training in the curriculum; relationships with the world of work; problems of organizing and administering; methods and techniques used in developing occupational interests and abilities at various levels. Field/clinical experiences required.
- EDUC-454 Administration & Interpretation of Educational Data** 3 hours
Students learn to administer and interpret formal and informal educational assessment instruments and to communicate assessment data to parents and colleagues. Clinical experience required. Prerequisite: EDUC-236 Learner and the Learning Process.
- EDUC-455 Nature and Needs of the Mildly Handicapped** 3/4 hours
Required four-hour course for state certification in special education. Causes and effects of specific learning and language disabilities, severe behavior disorders and mild developmental disabilities. How the church can minister to the families and students who have these problems. Study of teaching and strategies appropriate for these individuals.
- PEM-362 Adapted Physical Education** 5 hours
(See the Department of Health & Physical Education section of the catalog.)



Donald Callan, Athletic Director and Chairman of the Department of Health and Physical Education, established the Missionary Internship Service in 1970 by taking a men's basketball team to the Philippines for "basketball evangelism." As a result of the success of that endeavor, the MIS program has expanded to involve dozens of other teams with various talents to minister in many other countries each summer.

Purpose

The Department of Health and Physical Education seeks to:

1. Provide a program that will promote the physical, intellectual, and spiritual development of each individual through the medium of physical activity.
2. Develop an awareness of the Christian's stewardship responsibility with regard to the care and use of the body.
3. Provide experiences and instruction which will help develop Christ-like attitudes and actions in and through sport, games, self-testing activities, and lifetime recreational pursuits.
4. Prepare students for careers in teaching health or physical education, coaching, athletic training, recreation sport administration, or other related fields.

Personal Requirements

Students planning to pursue careers in physical education and its related areas are best prepared by taking a college preparatory curriculum in high school which includes four years of physical education and related courses. In addition, they should seek involvement in organized athletic programs and establish habits of maintaining good personal fitness. Students planning to obtain certification in athletic training or preparation in sports medicine should take as much coursework in science and mathematics as possible in high school.

Each student majoring in physical education is expected to maintain a high level of personal physical fitness. An annual one and one-half mile run is used to evaluate the status of the student's fitness.

Faculty

Donald Callan, *Chairman*; Athletic Director. Men's Basketball Coach; Founder, Missionary Internship Service (MIS); NAIA District 22 "Administrator of the Year," 1987-88. *Education*: B.S., Taylor University, 1955; M.A., Ball State Teachers College, 1960; Ph.D., The Ohio State University, 1968. At Cedarville since 1960.

Elaine Brown, Assistant Professor of Physical Education. Volleyball Coach. *Education*: B.S., Cedarville College, 1977; M.Ed., University of Dayton, 1982; Graduate study, The Ohio State University, 1983-. At Cedarville since 1982.

Pamela Diehl, Professor of Physical Education. Coach, Women's Tennis; Member, NAIA Women's Tennis National Tournament Committee; Member, Executive Committee, Greene County Special Olympics. Co-author, *Physical Activity and the Christian*; *Education*: B.S., University of Dayton, 1970; M.A., The Ohio State University, 1971; Ph.D., The Ohio State University, 1974. At Cedarville since 1974.

Robert Fires, Assistant Professor of Physical Education. Coach, Women's Basketball and Women's Softball. *Education*: B.A., Cedarville College, 1985; M.A., University of Dayton, 1987. At Cedarville since 1987.

Evan Hellwig, Assistant Professor of Physical Education; Athletic Trainer. Licensed physical therapist; Certified athletic trainer. *Education*: B.S., Mankato State University, 1984; Certificate in physical therapy, University of Iowa, 1986. At Cedarville since 1986.

Elvin King, Associate Professor of Physical Education. Coach, Men's and Women's Cross Country and Track. Founder, NCCAA National Track Meet. *Education*: B.S., Kent State University, 1964; M.Ed., Bowling Green State University, 1967. At Cedarville since 1969.

John McGillivray, Associate Professor of Physical Education. Coach, Men's Soccer. NAIA District 22 Soccer Chairman. *Education*: B.S., Cedarville College, 1970; graduate study, Wright State University, 1972-74; M.S., University of Dayton, 1976. At Cedarville since 1974.

Programs of Study

The Department of Physical Education offers the following programs of study:

Comprehensive Physical Education (certification for teaching grades K-12)

Physical Education (non-teaching)

Secondary Physical Education (certification for teaching grades 7-12)

Special programs:

Athletic Training (national certification)

Coaching (minor)

Health Education (certification for teaching grades 7-12)



The size of the Athletic Center, a huge structure accommodating five basketball courts, a 1/10 mile indoor track, tennis courts, racquetball courts, batting cage, and outstanding locker room facilities, permits physical education classes to meet simultaneously indoors in cases of inclement weather.

Comprehensive Physical Education Major

The comprehensive physical education major prepares students to teach physical education in both public and Christian schools in grades K-12. Students who complete this curriculum will be certified by the State of Ohio. The Ohio teaching certificate, through reciprocal agreements, is automatically recognized in twenty-six states. Those planning to teach in states other than Ohio should consult with the Department of Education to be aware of special requirements in states where reciprocity has not been established. Graduates qualify but must apply for certification by the Association of Christian Schools International, a certification recognized by Christian schools around the world.

Course requirements involve sixty-seven quarter hours including:

PE-100 through PE-212 Activity classes	11
including:	
PEF-199 Physical Activity and the Christian Life (1)	
PES-201 or PES-202 Apparatus (1)	
PER-210 Rhythmics (1)	
PES-212 Tumbling (1)	
One course from PES-170 through PES-175 (swimming) (1)	
Two courses from PET-102 through 192 (team sports) (2)	
Two courses from PEI-141 through 178 (individual sports) (2)	
One course from PEL-142 through 161 (outdoor leisure) (1)	
One elective from PE-100 through PE-212 (1)	
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
BIO-216, BIO-217 Human Anatomy and Physiology	10
PEH-313 School Health Program	4
PEM-362 Adapted Physical Education	5
PEM-363 Movement Education	3
One course from PEC-370 through PEC-381 Coaching	3
PEM-390 Physiology of Exercise	4
PEM-392 Kinesiology	3

PEM-393 Principles of Physical Education	3
PEM-480 Organization and Administration of Physical Education	3
PEM-485 Evaluation in Physical Education	3
Electives from PEI-100 through PEM-499	7

In addition to completing the course requirements listed, students are required to assist in a physical education activity class for one quarter and obtain certification in cardiopulmonary resuscitation.

Students must also complete the following professional education requirements:

EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
EDUC-103 Teaching Thinking Skills	2
EDUC-200 Audio Visuals	1
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
PEM-260 Physical Education in the Elementary School	5
*PEM-395 Methods of Teaching Physical Education	4
*PEM-396 Field Experience	6
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading in the Content Areas	3
*EDUC-450 Supervised Teaching and Seminar	15

49

*Prerequisite is admission to the Teacher Education Program (see the Education Department section of the catalog for the specific requirements).

Comprehensive Physical Education Curriculum Summary

Proficiency requirements	0-8
Comprehensive Physical Education major requirements	67
Professional Education requirements	49
Other General Education requirements	77-97
(minimum, not including proficiency)	193-213



Student teachers gain valuable professional experience by actually teaching for short periods of time in area schools.

Physical Education Major

The **physical education (non-teaching) major** prepares students for careers in a variety of fitness or recreation related fields. The required internship allows students in this program to gain valuable insight and experience in their chosen areas of interest.

Course requirements involve sixty-seven quarter hours including:

PEF-199 Physical Activity and the Christian Life	1
PES-212 Tumbling	1
PER-210 Rhythmics	1
One course from PES-170 through PES-175 Swimming . . .	1
One course from PET-102 through PET 182 (team sports) .	1
One course from PEI-141 through PET-178 (individual sports)	1
One course from PEL-142 through PEL-161 (outdoor leisure)	1
Elective from PE-100 through PE-212	1
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
Health Seminars	6
PEH-202 Stress Management Strategies (2)	
PEH-201 Healthy Life Styles (2)	
One seminar from PEH-200 through PEH-208 (2)	
BIO-216 Human Anatomy and Physiology	5
PEM-362 Adapted Physical Education	5
PEM-390 Physiology of Exercise	4
PEM-392 Kinesiology	3
PEM-393 Principles of Physical Education	3
PEM-480 Organization and Administration of P.E.	3
PEM-499 Physical Education Internships	10
PEM-470 Physical Education Seminar	3
PYCH- Psychology elective	5
PE Elective	4

Physical Education Major Curriculum Summary

Proficiency requirements	0-8
Physical Education major requirements	67
Other General Education requirements	77-97
Electives	28-48

(minimum, not including proficiency) 192

Secondary Physical Education Major

The **secondary physical education major** prepares students to teach physical education in public and Christian schools in grades 7-12. Students completing these requirements will be certified by the State of Ohio. The Ohio teaching certificate, through reciprocal agreements, is automatically recognized in twenty-six states. Those planning to teach in states other than Ohio should consult with the Department of Education to be aware of special requirements in states where reciprocity has not been established. Graduates qualify but must apply for certification by the Association of Christian Schools International, a certification recognized by Christian schools around the world.

Course requirements involve fifty-six hours including:

PE-100 through PE-212 Activity Classes	11
including:	
PEF-199 Physical Activity and the Christian Life (1)	
PES-201 or PES-202 Apparatus (1)	
PER-210 Rhythmics (1)	
PES-212 Tumbling (1)	
One course from PES-170 through PES-175 (swimming) (1)	
Two courses from PET-102 through 182 (team sports) (2)	
Two courses from PEI-141 through 178 (individual sports) (2)	
One course from PEL-142 through 161 (outdoor leisure) (1)	
One elective from PE-100 through PE-213 (1)	
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
PEM-362 Adapted Physical Education	5
One course from PEC-370 through PEC-381 Coaching	3
BIO-216 Human Anatomy and Physiology	5
PEM-390 Physiology of Exercise	4
PEM-392 Kinesiology	3
PEM-393 Principles of Physical Education	3
PEM-480 Organization and Administration of Physical Education	3
PEM-485 Evaluation in Physical Education	3
*Electives from PE-100 through PE-499	8

*Not required if physical education is a second teaching field (see the Education Department section of the catalog for the specific requirements).

In addition to these course requirements, students are required to assist in a physical education activity class for one quarter and obtain certification in cardiopulmonary resuscitation.

Students must also complete the following Professional Education requirements:

EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
EDUC-103 Teaching Thinking Skills.2	
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
*PEM-395 Methods of Teaching Physical Education	4
*PEM-396 Field Experience.6	
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading in the Content Area	3
EDUC-200 Audio Visuals	1
*EDUC-450 Supervised Teaching Seminar	15
	44

*Prerequisite is admission to the Teacher Education Program (see the Education Department section of the catalog for the complete requirements).

Secondary Physical Education Major Curriculum Summary

Proficiency requirements	0-8
Secondary physical education major requirements	56
Professional Education requirements	44
Other General Education requirements	77-97
Electives	0-15
(minimum, not including proficiency)	192-212

"My physical education degree from Cedarville opened many doors for me in Christian schools. I felt very comfortable with my education in the seven years I taught at Huntington Christian School on Long Island in New York. I am now completing a doctorate in physical education and continue to appreciate the foundation my courses at Cedarville provided." Elaine Gregory, a 1979 physical education graduate, studies at Syracuse University in Syracuse, New York.

Suggested Four-year Curriculum for a Major in Physical Education

<i>First year:</i>	<i>Second year:</i>
PEF-199 P.A.C.L 1	PE Activity classes 2
PES 201 or 202 Apparatus . . . 1	PES-170-175 Swimming . . . 1
PER-210 Rhythmics 1	PEM-238 Motor Learning . . . 2
PES-212 Tumbling 1	PEM-240 First Aid 3
PEM-235 Found. of Phys. Ed. 3	PEM-260 P.E. Ele. School . . . 5
PE- Activity Class 1	*PEH-313 School Health 4
EDUC-100 Intro. to Ed 2	*PEM-363 Movement Ed . . . 3
EDUC-101 Field Experience 2	BIO-216, *BIO-217 Anatomy 10
EDUC-102 Ed. of Exc. Child 2	EDUC-201 P.S.I 0
EDUC-103 Teaching Thinking 2	EDUC-236 Learning Process 4
BEOT-101 O.T. Survey 5	BETH-230 Theology Survey 5
BENT-102 N.T. Survey 5	COM-110 Fund. Speech 5
ENG-110 Eng. Comp. I 5	Mathematics elective 5
ENG-140 Eng. Comp. II 5	
HUM-140 Intro. Humanities 5	
History elective 4-5	
Social sci. elective 4-5	
	49
	49-51
<i>Third year:</i>	<i>Fourth year:</i>
PEM-390 Phys. of Exercise 4	PE activity classes 3
PEM-393 Principles of P.E 3	PEM 362 Adapted P.E 5
PEM-480 Org. & Adm. of P.E 3	PE electives 7
PEM-485 Eval. in P.E 3	PEM-395 Methds. of P.E . . . 4
EDUC-321 Philos. of Ed 3	PEM-396 Field Experience . . 6
EDUC-350 R in Content 3	EDUC-200 Audio Visuals . . . 1
Literature elective 5	EDUC-450 Student Teaching 15
PEM-392 Kinesiology 3	Bible electives 6-8
BEPT-340 Baptist Polity 3	
Literature elective 5	
Physical sci. 5	
GSS-100 Found. Soc. Sci. . . . 5	
Coaching elective 3	
	47-49
	48

*These courses are not required for the secondary physical education major.



Athletic training interns receive instruction and gain experience in sports medicine by assisting Evan Hellwig, a certified athletic trainer and licensed physical therapist.

Athletic Training

The **athletic training program** prepares students for careers as athletic trainers. This internship-based program is designed to help a student meet the necessary requirements to take the certification examination given by the National Athletic Trainers Association.

Students seeking to qualify to take the certification examination must fulfill all the following requirements:

- A. **Course requirements**, twenty-seven quarter hours including:

PEM-240 First Aid and Safety Education	3
PEH-201 Healthy Lifestyles	2
PEH-202 Stress Management Strategies	2
PEH-203 Nutrition for Health and Weight Control	2
BIO-216 Human Anatomy and Physiology	5
PEA-355 Basic Athletic Training	3
PEA-356 Advanced Athletic Training	3
PEM-390 Physiology of Exercise	4
PEM-392 Kinesiology	3

- B. **Internship requirements**
 Complete 1500 hours under the direct supervision of a certified athletic trainer. Note: Due to the laboratory hour requirement, students will be discouraged from participating in intercollegiate athletics after the freshman year.

- C. **National Athletic Trainers Association core requirements**
 1. Earn a baccalaureate degree from an accredited college in the United States.
 2. Possess current American National Red Cross Standard First Aid Certification and current Basic CPR certification.
 3. Receive the endorsement of certification by an NATA Certified Athletic Trainer.
 4. Pass the Certification Examination (written, oral practical, and written simulation sections).

Coaching

The **coaching minor** prepares students to work as coaches in organized athletic programs at any level. Though formal education is not currently required of coaches, this particular program, with its theoretical, scientific, and practical components, provides students with the knowledge and skills they will need to succeed in this competitive yet rewarding area of service. The course requirements of the coaching minor make it a suitable complement to any major field of study offered by the College.

Course requirements for a minor in coaching involve twenty-five quarter hours including:

PEF-199 Physical Activity and the Christian Life	1
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
PEA-335 Basic Athletic Training	3
PEC-367 Fundamentals of Coaching	3
PEC-368 Scientific Basis of Coaching	2
PEM-392 Kinesiology	3
One course from PEC-370 through PEC-376 Coaching	3
PEC-495 Internship in Coaching	5

In addition to completing the course requirements listed, students are required to obtain certification in cardiopulmonary resuscitation.

Health Education

The **health education teaching field** prepares students to teach health in Christian or public schools in grades 7-12. This program of study qualifies as a second teaching field; it is not a major field of study. Students should select an additional subject area to qualify as a major . (See the Education Department section of the catalog for the complete requirements.)

Course requirements involve fifty-one quarter hours including:

PEF-199 Physical Activity and the Christian Life	1
PEM-240 First Aid and Safety Education	3
Four Health Seminars selected from:	8
PEH-200 Consumer Health (2)	
PEH-201 Healthy Lifestyles (2)	
PEH-202 Stress Management Strategies (2)	
PEH-203 Nutrition for Health and Weight Control (2)	
PEH-204 Death and Dying: Education for Living (2)	
PEH-205 Mood-altering Substances (2)	
PEH-206 Gerontological Health Issues (2)	
PEH-207 Current Issues in Health (2)	
PEH-208 Environmental Health (2)	
PEH-250 Community Health	3
PEH-313 School Health Program	4
BIO-216, BIO-217 Human Anatomy and Physiology	10
**PYCH-160 General Psychology	5
PYCH-260 Human Growth and Development	5
PYCH-366 Fundamentals of Counseling	5
SOC-242 Human Sexuality	3
SOC-273 Social Movements	4
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
EDUC-103 Teaching Thinking Skills	2
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
*PEM-395 Methods of Teaching Physical Education	4
*PEM-396 Field Experience	6
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading & Thinking in the Content Area	3
EDUC-200 Audio Visuals	1
*EDUC-450 Supervised Teaching Seminar	15

44

*Prerequisite is admissions to the Teacher Education Program (see the Education Department section of the catalog for the complete requirements).

**Prerequisite for PYCH 260 and 366.

DEPARTMENT COURSES

ACTIVITY COURSES

PE-100 through PE-212 Activity Courses

1 hour each

Each course is designed to develop knowledge and skills in the respective activity area. Course requirements include examinations covering the activity subject, skills tests, class participation, and aerobics requirements. Grading options include letter grades or credit/no credit. These courses may be used by non-majors to satisfy the physical education component of the General Education Requirements and by majors to satisfy specific curricular requirements. A variety of activity courses is offered each quarter.

- PEE-124 Self Defense
- PEF-111 and 129 Personal Exercise Program
- PEF-199 Physical Activity and the Christian Life
- PEI-141 Archery
- PEI-143 Badminton
- PEI-146 Bowling, (Fee: \$15)
- PEI-154 Golf, (Fee: \$15)
- PEI-155 Intermediate Golf
- PEI-160 Racquetball
- PEI-177 Tennis
- PEI-178 Advanced Tennis
- PEI-142 Backpacking, (Fee: \$25)
- PEL-151 Cycling
- PEL-161 Rock Climbing, (Fee: \$25)
- PER-210 Rhythmics
- PES-170 Beginning Swimming, (Fee: \$15)
- PES-171 Advanced Beginning Swimming, (Fee: \$15)
- PES-172 Intermediate Swimming, (Fee: \$15)
- PES-173 Advanced Swimming, (Fee: \$15)
- PES-174 Lifesaving, (Fee: \$15)
- PES-175 Water Safety Instructor, (Fee: \$15)
- PES-201 and PES-203 Apparatus
- PES-212 Tumbling
- PET-102 Basketball
- PET-105 Soccer
- PET-126 Softball-Coed
- PET-128 Volleyball-Women
- PET-182 Volleyball-Coed
- PET-213 Volleyball

PEF-199 Physical Activity and the Christian Life

1 hour

A study of the role of physical activity in the Christian life from a Scriptural, physiological, and psycho-sociological perspective. Emphasis is placed upon developing and continuing active, healthy, Christian life practices.

ATHLETIC TRAINING

PEA-355 Basic Athletic Training

3 hours

A course covering the prevention, management, and rehabilitation of sport related injuries. Other relevant topics such as nutrition, injury cycle, and psychological

aspects of injury and recovery are also considered. Prerequisite: PEM-240 First Aid and Safety Education. (Fee: \$10)

PEA-356 Advanced Athletic Training

3 hours

Intended for students pursuing a career in athlete training. This course looks at athletic training in more detail than basic athletic training. Evaluation of injuries, detailed rehabilitation programs, therapeutic modalities, and administrative considerations are addressed. Prerequisites: PEM-240 First Aid and Safety Education, PEA-355 Basic Athletic Training; BIO 216 Human Anatomy and Physiology is also strongly suggested. (Fee: \$10)

COACHING

PEC-367 Fundamentals of Coaching

3 hours

An overview of the philosophy, psychology, organization, and general responsibilities of an athletic coach. PEC-368 Scientific Basis of Coaching 2 hours A practical study of physiological and kinesiological principles of training and their application to various sports.

PEC-370 through PEC-374 Coaching

3 hours each

The organization, skills, techniques, and strategies of the following sports:

- PEC-370 Coaching Volleyball
- PEC-371 Coaching Football
- PEC-372 Coaching Basketball
- PEC-373 Coaching Track and Field and Cross Country
- PEC-374 Coaching Softball and Baseball

PEC-495 Internship in Coaching

5 hours

A field experience at the College or a nearby high school involving actual coaching experience. Advanced departmental approval is required. Graded on a credit/no credit basis.

EDUCATION

PEO-299 The Teaching of Health and Physical Education—A, W

3 hours

A basic course for elementary education majors, structured to investigate current trends, methods of instruction, and curriculum design in health education and physical education at the elementary school level.

PHYSICAL EDUCATION ELECTIVES

PEE-230 through PEE-232 Sports Officiating

2 hours

Lectures, reading, class discussions, and field experiences in officiating. Ohio High School Athletic Association certification may be earned in selected sports.

PEE-230 Basketball Officiating

PEE-231 Volleyball Officiating

PEE-232 Track and Field Officiating

PEE-283 Recreational Leadership

3 hours

A survey of the recreational aspect of play for children and adults. Practical work in planning and administering programs for playgrounds, clubs, schools, young people's gatherings, and camps.

PEE-490 Independent Study in Physical Education

1-4 hours

Independent study by major students of advanced standing toward the understanding and appreciation of problems in physical education. This course is intended to give the student the opportunity to develop skills in the use of literature and in the appropriate techniques in the solution of problems.

HEALTH**PEH-200 through PEH 208 Health Seminars 2 hours each**

The health seminars are designed to provide indepth study of specific health topics, providing the student with a strong content base and practical experiences for professional and personal implementation.

PEH-200 Consumer Health

PEH-201 Healthy Lifestyles

PEH-202 Stress Management Strategies

PEH-203 Nutrition for Health and Weight Control

PEH-204 Death and Dying: Education for Living

PEH-205 Mood-altering Substances

PEH-206 Gerontological Health Issues

PEH-207 Current Issues in Health

PEH-208 Environmental Health

PEH-250 Community Health Concepts 3 hours

An analysis of current community health problems and how solutions can be achieved in and through existing community health programs. (*Alternate, odd years*)

PEH-313 School Health Program—A 4 hours

An analysis of the scope of the school health program, including health services, healthful school living, and health instruction.

PEH-461 Teaching Health 5 hours

Methods of instruction with an emphasis on curriculum planning and sequence; individual teaching experiences demonstrating the student's understanding and use of current trends in methods, teaching aids, and resource materials. Prerequisite: Admission to the Teacher Education Program.

LEISURE**PEL-281 Introduction to Camping 3 hours**

The development and scope of camping, including philosophies of centralized and decentralized camping, standards, administration, and basic campcraft skills.

MAJOR REQUIREMENTS**PEM-235 Foundations of Physical Education—A 3 hours**

An orientation to the history, philosophy, and scope of modern physical education from a theistic perspective.

PEM-238 Motor Learning—W 2 hours

A study of the various factors affecting the acquisition of motor skills.

PEM-240 First Aid and Safety Education 3 hours

American Red Cross Standard First Aid and C.P.R. Certificate may be granted at the end of the course. (Fee: \$5)

PEM-260 Physical Education in the Elementary School—W 5 hours

An overview of the place of physical education in the elementary school curriculum with an emphasis on the study of current program content design and teaching techniques.

PEM-362 Adapted Physical Education—W,Sp 5 hours

A study of functional and physical defects resulting from physiological and anatomical variations of typical and atypical students, and the psychological implications related to the physical education program. A 50-hour field experience will accompany classroom instruction.

PEM-363 Movement Education—A 3 hours

An investigation of basic movement and how it can be included in the physical education programs as an instructional activity.

PEM-390 Physiology of Exercise 4 hours

A study of the implication of the physiological process of the body under varying circumstances. Prerequisite: BIO-216 Human Anatomy and Physiology.

PEM-392 Kinesiology 3 hours

Application of the facts and principles of anatomy and physiology and their relationship to body movement; and the teaching of physical education skills.

PEM-393 Principles of Physical Education 3 hours

The historical development of physical education and its relation to the general field of education, and the analysis of present-day programs and methods in terms of objective. Prerequisite: PEM-235 Foundations of Physical Education.

PEM-395 Methods of Teaching Physical Education—A,Sp 4 hours

Methods of instruction, current trends and practices in curriculum planning, and the utilization of teaching aids and resource materials. Prerequisite: Admission to the Teacher Education Program.

PEM-396 Field Experience 6 hours

A six-week field experience graded on a Credit/No Credit basis. Prerequisite: Admission to the Teacher Education Program. (Fee: \$30)

PEM-470 Physical Education Seminar 1-3 hours

Research problems are conducted by major physical education students to develop their understanding and appreciation of problems in the field, and to develop skill in presenting theories and hypotheses for analysis in group settings.

PEM-480 Organization and Administration of Physical Education 3 hours

The study of the principles of adaptation and selection of activities, examination and grouping of pupils, provision and care of equipment, departmental organization, maintenance of facilities, and techniques of evaluation. Prerequisite: PEM-235 Foundations of Physical Education.

PEM 485 Evaluation in Physical Education—W 3 hours

A study of existing programs of evaluation for physical education programs with consideration given to techniques of test administration and the organization and interpretation of data collected. Prerequisite: PEM-235 Foundations of Physical Education. Calculator TI-55 is required.

PEM 499 Internship in Physical Education 5-15 hours

A field experience for non-teaching majors designed to provide an opportunity for students to be involved in a variety of activities compatible with their career interests. Departmental approval is required along with determination of the number of hours credit to be granted. Graded on a Credit/No Credit basis. (Fee: \$30)



The rare SONY Learning Laboratory (one of only twenty in the country) located in the library enables language instructors to monitor and assist each individual student.

Purpose

The Department of Language and Literature seeks to achieve the following objectives:

1. To instruct students to speak and write correctly and effectively.
2. To encourage students to read and appreciate the great masterpieces of English, American, and world literature.
3. To teach students to evaluate literature intelligently.
4. To provide a general knowledge of the chronology and the social and intellectual background of English and American literature.
5. To prepare students for graduate work in the field of English.
6. To prepare teachers of English.
7. To prepare students for professional and technical writing.

Personal Requirements

Students who choose English as a major are expected to acquire a high level of competency in the discipline of the English language. Those who wish to study foreign language will benefit from taking foreign language in high school, although no previous foreign language experience is required to take elementary level foreign language.

Programs of Study

The Department of Language and Literature offers the following programs:

- English major with emphases in:
 - Secondary education
 - Professional writing
- Spanish major
- Minors in:
 - English
 - German
 - Spanish

Faculty

Raymond Bartholomew, *Chairman*; Professor of English. *Education*: B.A., Cedarville College, 1957; M.A., Case Western Reserve University, 1959; Ph.D., Case Western Reserve University, 1964. At Cedarville since 1983.

Harmon Bergen, Associate Professor of Foreign Languages. *Education*: Graduate, American Seminary of the Bible, 1946; B.A., Wheaton College, 1958; M.A., Indiana University, 1966; Language Study, Germany, June-Nov., 1978; June-July, 1980. At Cedarville since 1958.

Pat Dixon, Associate Professor of English. *Education*: B.A., Tennessee Temple University, 1963; M.Ed., University of Tennessee, 1970; TESOL (Teaching English as a Second Language), Wright State University, 1985. At Cedarville since 1971.

Edward Greenwood, Professor of English. *Education*: Baptist Bible Institute, Cleveland, 1946-47; B.A., Bryan College, 1951; M.Div., Conservative Baptist Theological Seminary, 1955; graduate study, Marshall University, 1958; M.A., University of Dayton, 1966; D.A., Middle Tennessee State University, 1976. At Cedarville since 1963.

Sandra Harner, Assistant Professor of English. *Education*: B.A., Cedarville College, 1964; M.A., University of Dayton, 1981. At Cedarville since 1981.

Barbara Loach, Assistant Professor of Spanish. *Education*: B.A., Cedarville College, 1977; M.A., Bowling Green University, 1978; graduate study, The Ohio State University, 1981-. At Cedarville since 1978.

James Snowden, Assistant Professor of English. *Education*: B.A., Grand Rapids Baptist College, 1979; J.D., University of Chicago Law School, 1982. At Cedarville since 1987.

Edward Spencer, Professor of English. *Education*: B.A., Ashland College, 1947; M.Th., Faith Seminary, 1951; M.A., University of Dayton, 1968; graduate study, Bowling Green State University, 1969. At Cedarville since 1962.

English

Course requirements for the English major involve seventy quarter hours including:

ENG-140 English Composition II	5
ENG-223 Advanced Composition	3
(or ENG-302 Creative Writing)	3)
LIT-231 World Literature	5
ENG-305 The English Language	5
LIT-335 Shakespeare	5
LIT-337 Contemporary American Literature	5
(or LIT-338 Contemporary British Literature)	5)
LIT-421 Literary Criticism	3
ENG-422 English Seminar	3
American Literature (one course)	5
English Literature (one course)	5
Electives in English	26

English Major Curriculum Summary

Proficiency requirements	0-8
English major requirements	70
Other General Education requirements	70-92
Electives	30-52

(minimum, not including proficiency) 192

Suggested Four-year Curriculum for a Major in English

<i>First year:</i>		<i>Second year:</i>	
ENG-110 Eng. Comp. I	5	COM-110 Fund. Speech	5
ENG-140 Eng. Comp. II	5	ENG-231 Wld. Lit. I	5
BEOT-101 O.T. Survey	5	ENG-232 Wld. Lit. II	5
BENT-102 N.T. Survey	5	ENG-334 19th Cen. En. Lit.	5
BETH-230 Theo. Survey	5	BIO-100 Prin. Biology	5
Language or electives	15	GSS-100 Found. Soc. Sci.	5
GSCI-161 Intro. Phys. Sci.	5	Math elective	5
PEF-199 P.A.C.L.	1	BEPT-340 Bapt. Polity	3
P.E. elective	2	HUM-140 Intro. Humanities	5
	48		48
<i>Third year:</i>		<i>Fourth year:</i>	
ENG-242 Early Eng. Lit.	5	LIT-338 20th Cen. Br. Lit.	5
LIT-235 Am. Romanticism	5	LIT-332 17th Cen. En. Lit.	5
LIT-335 Shakespeare	5	LIT-422 Seminar	3
ENG-305 Hist. Eng. Lang.	5	LIT-236 Am. Nat. & Real	5
ENG-223 Adv. Comp.	3	LIT-421 Lit. Crit.	3
Humanities elective	5	Bible electives	6
HIST-111 U.S. Hist.	5	Electives	21
Soc. Science elective	5		48
Electives	10		
	48		

English Education

The English education program prepares students to teach English in both public and Christian schools in grades 7-12. Students who complete this curriculum will be certified by the State of Ohio. The Ohio teaching certificate, through reciprocal agreements, is automatically recognized in twenty-six states. Those planning to teach in states other than Ohio should consult with the Department of Education to be aware of special requirements in states where reciprocity has not been established. Graduates qualify but must apply for certification by the Association of Christian Schools International, a certification recognized by Christian schools around the world.

Course requirements involve fifty-nine quarter hours including:

ENG-110 English Composition I	5
ENG-140 English Composition II	5
ENG-223 Advanced Composition	3
(or ENG-302 Creative Writing)	3)
LIT-231 World Literature	5
ENG-305 The English Language	5
ENG-307 Advanced Grammar	5
LIT-320 Methods of Teaching Composition and Literature	3
LIT-335 Shakespeare	5
LIT-337 Contemporary American Literature	5
(or LIT-338 Contemporary British Literature)	5)
ENG-352 Developmental Reading	5
LIT-421 Literary Criticism	3
American Literature (one course)	5
English Literature (one course)	5

Students must also complete the secondary professional education requirements which involve forty-six quarter hours including:

EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
EDUC-103 Teaching Thinking Skills	2
EDUC-200 Audio Visuals	1
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
EDUC-316 Principles of Teaching	4
EDUC-317 Field Experience	4
EDUC-320 Methods of Teaching Composition and Literature	3
EDUC-321 Philosophy of Education	3
EDUC-450 Supervised Teaching and Seminar	15

English Education Curriculum Summary

Proficiency requirements 0-8
 Other General Education requirements 70-92
 English education major requirements 59
 Education requirements 46
 Electives 0-17
 (minimum, not including proficiency) 192-197

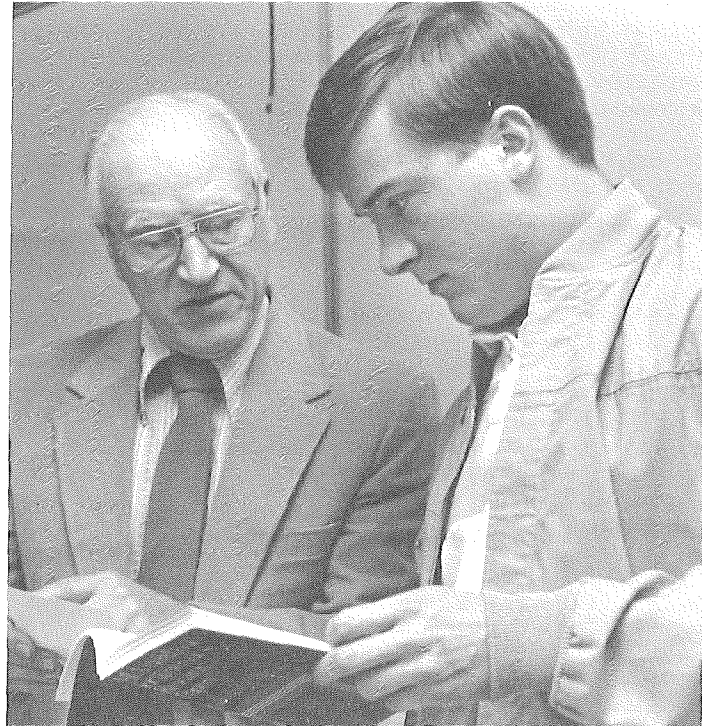
Suggested Four-year Curriculum for a Major in English Education

First year:	Second year:
ENG-110 Eng. Comp. I 5	COM-110 Fund. Speech 5
ENG-140 Eng. Comp. II 5	LIT-231 Wld. Lit. I 5
LIT-230 Intro. Lit. 5	LIT-232 Wld. Lit. II 5
BEOT-101 O.T. Survey 5	LIT-334 19th Cen. En. Lit. . . . 5
BENT-102 N.T. Survey 5	ENG-337 Cont. Am. Lit. 6
BETH-230 Theo. Survey 5	EDUC-100—103 Intro. to
Language or electives 15	Ed. 8
PEF-199 P.A.C.L. 1	EDUC-321 Philo. Educ. 3
P.E. electives 2	EDUC-236 L. & L. Process . . . 4
	HUM-140 Intro.
	Humanities 5
	GSS-100 Found. Soc. Sci. 5
	50
Third year:	Fourth year:
EDUC-316 Prin. Teach. 4	ENG-320 Me. Tch. Comp.
EDUC-317 Fld. Exp. 4	Lit. 3
ENG-235 Am.	ENG-307 Adv. Grammar 5
Romanticism 5	EDUC-352 Devel. Reading 5
ENG-335 Shakespeare 3	EDUC-450 Stud. Teach. 16
ENG-223 Adv. Comp. 3	Bible elective 3
LIT-421 Lit. Crit. 3	BEPH-220 Intro. Philo. 5
ENG-305 Hist. Eng. Lang. 5	Social science elective 5
BEPT-340 Bapt. Polity 3	Math elective 5
Bible elective 3	47
Biology elective 5	
GSCI-161 Intro. Phys. Sci. 5	
HIST-111 U.S. Hist. 5	
	50

English Minor

The English minor is designed to enhance the student's knowledge and appreciation of literature and the English language. Course requirements involve twenty-four hours including:

ENG-140 English Composition II 5
 LIT-231 World Literature 5
 Electives in English 14



English professors, like Edward Greenwood picture here, take a personal interest in students to help them master the important skill of writing.

“My education courses, specifically Methods of Teaching Composition and Literature, have proved to be invaluable. Teaching these two areas can be a real challenge. But my coursework at Cedarville taught me what I needed to know. I learned not only what to teach but also step-by-step how to teach.” Jackie Wyse, a 1986 English education graduate, teaches English at Ferguson Junior High in Beaver Creek, Ohio

Professional Writing Emphasis

The professional writing emphasis prepares students for positions as writers and editors in industry and public relations. Though typically taken in the context of the English major, the emphasis itself, involving twenty-seven quarter hours in specific professional writing courses, may be taken with other majors.

The professional writing emphasis must begin the fall quarter of the junior year. All courses with the PWRT prefix must be taken in the sequence listed below.

Course requirements for a major in English with an emphasis in professional writing involve seventy-seven quarter hours including:

English	50
ENG-110 English Composition I	5
ENG-140 English Composition II	5
LIT-231 World Literature	5
LIT-335 Shakespeare	5
LIT-337 Contemporary American Literature	5
(or LIT-338 Contemporary British Literature	5)
American Literature (one course)	5
English Literature (one course)	5
Electives in English	10
Professional Writing	27
PWRT-211 Style and Mechanics for Writers	3
PWRT-312 Professional Writing	5
PWRT-314 Computer Applications for Writers	2
PWRT-315 Public Relations Writing	5
PWRT-414 Report Writing	5
PWRT-415 Advanced Professional Writing	4
PWRT-417 Editing and Proofreading	3

English Major with a Professional Writing Emphasis Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	65-87
English major/professional writing requirements	77
Electives	28-50
(minimum, not including proficiency)	192

Suggested Four-year Curriculum for a Major in English with a Professional Writing Emphasis

<i>First year:</i>		<i>Second year:</i>	
ENG-110 Eng. Comp. I	5	LIT-231 Wld. Lit. I	5
ENG-140 Eng. Comp. II	5	LIT-232 Wld. Lit. II	5
Language or electives	15	COM-110 Fund. Speech	5
BEOT-101 O.T. Survey	5	LIT-337 Cont. Am. Lit.	5
BENT-102 N.T. Survey	5	ENG-223 Adv. Comp.	3
BETH-230 Theo. Survey	5	GSS-100 Found. Soc. Sci.	5
PEF-199 P.A.C.L.	1	BEPT-340 Bapt. Polity	3
P.E. electives	2	GSCI- Phys. science	5
HUM-140 Intro.		BIO-100 Prin. Biology	5
Humanities	5	Math elective	5
	48		46
<i>Third year:</i>			
PWRT-221 Style & Mech.	3	PWRT-417 Edtg. & Prfrdg.	3
LIT-235 Am. Romanticism	5	(taken summer of junior year)	
PWRT-312 Prof. Writ.	5		
LIT-334 19th Cen. En. Lit.	5	<i>Fourth year:</i>	
ENG-307 Adv. Gram.	5	PWRT-414 Rep. Writ.	5
Bible electives	6	PWRT-415 Adv. Prof. Writ.	4
HIST-111 U.S. Hist.	5	PWRT-416 Internship	1-4
PWRT-314 Comp. App.		LIT-335 Shakespeare	5
Wrtrs.	2	Electives	26-29
Soc. science elective	4		47
Humanities elective	5		
PWRT-315 Pub. Rel. Wrtg.	5		
	48		

Foreign Language

The Language and Literature Department believes that a living language can be learned properly only as the student masters the pronunciation, develops the ability to understand both the spoken and written language, and is able to express himself intelligently in a number of cultural contexts.

The general education requirement in foreign language is satisfied by completing two years of the same modern or classical (Latin, Greek) language in high school or by successfully completing the third quarter of an elementary foreign language in college.

Language students are encouraged to consider the Study Abroad Program of Christian Colleges (SAPOCC), which is described under Special Programs of Study.

Spanish

The **Spanish major** provides students with the cultural background and language skills needed to function as a professional in a Spanish-speaking context. When taken as an education major with the secondary education requirements, this major prepares students to teach Spanish in grades 7-12 in public and Christian schools. The Spanish education requirements are listed in the Education Department section of the catalog.

Course requirements involve forty-eight quarter hours including:

SPAN-271, SPAN-272 Intermediate Spanish	10
SPAN-361 Spanish Composition	4
SPAN-362 Spanish Conversation	4
SPAN-364 Introduction to Hispanic Literature	4
SPAN-372, SPAN-373 Masterpieces of Spanish Literature	8
SPAN-461 Advanced Spanish Grammar	5
Electives in Spanish, including two SPAN-400-level Spanish literature courses	13

Spanish Major Curriculum Summary

Proficiency requirements	0-8
Other General Education requirements	75-97
Spanish major requirements	48
Electives	47-69
(minimum, not including proficiency)	192

Foreign Language Minors

The minors in German and Spanish are designed to enhance the student's understanding and skill in foreign language.

Course requirements for the **German minor** involve twenty-six quarter hours including:

GER-181, GER-182, GER-183 Elementary German	15
GER-281, GER-282, GER-283 Intermediate German	9
Elective in German (must be 300-level)	1-4

Course requirements for the **Spanish minor** involve thirty-two quarter hours including:

SPAN-171, SPAN-172, SPAN-173 Elementary Spanish	15
SPAN-271, SPAN-272 Intermediate Spanish	10
SPAN-361 Spanish Composition	4
(or SPAN-362 Spanish Conversation)	4
Electives in Spanish literature	4

DEPARTMENTAL COURSES

ENGLISH LANGUAGE

ENG-100 Basic English 4 hours

A study of nomenclature, identification, and application in the linguistic process. Admission by departmental designation only. May not be applied toward the 192 quarter hours needed for graduation.

ENG-110 English Composition I—A, W, Sp, Su 5 hours

Emphasis is placed on the study of mechanics and sentence structure in preparation for English Composition II.

ENG-140 English Composition II—A, W, Sp, Su 5 hours

Writing is chiefly expository with emphasis on organizing library materials and the writing of research papers. Prerequisite: ENG-110 English Composition I or equivalent.

ENG-221 Principles of Journalism—A 5 hours

Fundamentals of collecting, evaluating, writing, copyreading, editing, and headlining material for stories, features, and editorials. May count toward the English major. Prerequisite: ENG-140 English Composition II.

ENG-223 Advanced Composition—Sp 3 hours

An advanced study of basic paragraph structures, methods of research, and the writing of the research paper. Open to any student who desires greater competency in expository writing and especially for those who plan graduate work. Prerequisite: ENG-140 English Composition II.

ENG-302 Creative Writing—W 3 hours

An emphasis on writing the short story and poetry to help the student perfect his own writing style. Prerequisite: ENG-140 English Composition II.

ENG-305 The English Language—Sp 5 hours

An historical treatment of the growth and change in the English language with some attention to the ideology implicit in the development of variant conventions. Prerequisite: ENG-140 English Composition II. (even years)

ENG-307 Advanced Grammar for Secondary English Teachers—A 5 hours

A review of traditional grammar with emphasis on current methods of grammatical analysis. Required of all majors with English as a teaching field. Field experience in teaching language is included. Prerequisite: ENG-305 The English Language.

ENG-322 Advanced Journalism—W 3 hours

A course designed for the student who anticipates writing as a vocation or avocation. The emphasis is on magazine writing and the steps toward preparing and submitting a manuscript for publication. Prerequisite: ENG-140 English Composition II.

ENG-352 Developmental Reading—W 5 hours

Includes basic philosophies, current practices, testing and evaluation for reading disabilities and correction, and methods and materials utilized in the prescriptive teaching of basic reading skills in the English content area in secondary schools. Field and laboratory experiences included. Prerequisite: Admission to the Teacher Education Program.

WORLD, ENGLISH, AND AMERICAN LITERATURE

- LIT-230 Introduction to Literature—*W*** 5 hours
Emphasis on developing ability to read critically and analytically representative examples of literary genres through use of appropriate criteria. Prerequisite: ENG-140 English Composition II.
- LIT-231, LIT-232 World Literature—*A, W, Su*** 5 hours
A survey of great works of the western world which reflect the development of European thought in its literary expressions. Prerequisite: ENG-140 English Composition II. Course may be repeated when content changes.
- LIT-233 Mythology—*W*** 5 hours
A study of mythologies, the theories of myth and mythmaking, and the development of myth to modern times. Prerequisite: ENG-140 English Composition II.
- LIT-235 American Romanticism—*W*** 5 hours
A study of American writers from 1830-1865, emphasis on Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. Prerequisite: ENG-140 English Composition II.
- LIT-236 American Realism and Naturalism—*Sp*** 5 hours
American literature from 1865-1900, with emphasis on the local color movement; Twain, James, Howells, Crane, Dreiser, and Norris. Prerequisite: ENG-140 English Composition II.
- LIT-241 Early English Literature—*A*** 5 hours
A study of Old English and Middle English writings through Chaucer. Prerequisite: ENG-140 English Composition II.
- LIT-242 English Renaissance Literature—*Sp*** 5 hours
A survey of English literature and its background with emphasis on Malory, the English Bible, More, Sidney, Spenser, and Elizabethan and Jacobean drama. Prerequisite: ENG-140 English Composition II. (even years)
- LIT-320 Methods of Teaching Composition and Literature—*A*** 3 hours
Designed to explore the various methods and materials essential to the teaching of composition and literature on the secondary level.
- LIT-323 Directed Readings** 1-4 hours
Selected readings designed to strengthen the major by providing primary and secondary material in preparation for an independent study of a major writer, literary genre, or literary period.
- LIT-331 The English Novel—*W*** 4 hours
A reading and critical analysis of representative novels of the period from Richardson to Hardy. Prerequisite: ENG-140 English Composition II. (odd years)
- LIT-332 Seventeenth Century English Literature—*W*** 5 hours
A study of the metaphysical writers, John Donne, Crashaw, and Milton, with an emphasis on the Miltonic trilogy. Prerequisite: ENG-140 English Composition II.
- LIT-333 Eighteenth Century English Literature—*W*** 5 hours
A study of the neo-classical poetry and prose with emphasis on Dryden, Defoe, Swift, Pope, Fielding, and Goldsmith. Prerequisite: ENG-140 English Composition II. (odd years)
- LIT-334 Nineteenth Century English Literature—*Sp*** 5 hours
A study of the major Romantic and Victorian writers, giving emphasis to Wordsworth, Coleridge, Byron, Shelley, Keats, Browning, and Tennyson. Prerequisite: ENG-140 English Composition II.
- LIT-335 Shakespeare—*W*** 5 hours
Representative comedies, history plays, tragedies, and sonnets. Prerequisite: ENG-140 English Composition II.
- LIT-337 Contemporary American Literature—*Sp*** 5 hours
A study of post World War I writers whose works reflect the dominant thought patterns and values of the 20th century. (even years)
- LIT-338 Contemporary British Literature—*A*** 5 hours
A study of representative and significant 20th century British writers, especially those reflective of modern ideologies.
- LIT-342 American Novel—*W*** 4 hours
A study of the historical development of the American novel, and an analysis of the writings of major American novelists from Cooper to Faulkner. Prerequisite: ENG-140 English Composition II. (even years)
- LIT-413 Dramatic Literature—*Sp*** 4 hours
Emphasis upon the relationships among styles, theory, criticism, and dramatic construction. Can be applied to meet English or speech requirements, but not to meet both fields. Prerequisite: ENG-140 English Composition II.
- LIT-421 Literary Criticism—*Sp*** 3 hours
A study of major critical theories from ancient times to the present. Prerequisite: 200 or 300 level literature course. Required for all secondary and English majors.
- LIT-422 English Seminar—*W*** 3 hours
Designed to help the student synthesize his major areas of study. Required of all senior English majors.
- LIT-423 Independent Study in English** 1-4 hours
Independent study in a selected field for students with special interests and demonstrated ability.
- LIT-442 European Novel—*W*** 4 hours
A study of the 19th and 20th century influence on the novel from Balzac to Camus. (odd years)

PROFESSIONAL WRITING

- PWRT-211 Style and Mechanics for Writers** 3 hours
A prescriptive approach to a clear, concise prose which is grammatically correct.
- PWRT-312 Professional Writing** 5 hours
An introduction to basic technical communication in which students learn written communication with the use of effective visuals.
- PWRT-314 Computer Applications for Writers** 2 hours
A study in which students learn to use an integrated software program for word processing, producing spreadsheets, managing databases, and producing graphics.
- PWRT-315 Public Relations Writing** 3 hours
A study in which students learn to prepare newsletters, press releases, and sales literature.
- PWRT-414 Report Writing** 5 hours
A study of the techniques necessary for writing clear, well-organized reports of various kinds.
- PWRT-415 Advanced Professional Writing** 4 hours
A senior seminar in which students research a given topic and complete an investigative report while participating in other projects which require advanced skills.
- PWRT-416 Professional Writing Internship** 2-4 hours
A work-study program arranged and administered by the department in which senior professional writing students receive a variety of job-related experiences in a writing environment.
- PWRT-417 Editing and Proofreading** 3 hours
A study in which students will learn and practice a professional approach to technical proofreading and editing.

SPANISH

SPAN-171,172,173 Elementary Spanish—A,W,Sp 5 hours each quarter
Development of basic skills in reading, writing, speaking and listening in Spanish, along with an introduction to Hispanic cultures. (Offered also in the summer, odd years)

SPAN-271,272 Intermediate Spanish—A,W 5 hours each quarter
Grammar review, composition, conversation, and readings in Spanish literature and culture. Prerequisite: SPAN-171, SPAN-172, SPAN-173 Elementary Spanish or at least two years of high school Spanish.

SPAN-360 Clinical Teaching in Spanish 1-3 hours each quarter
A practical, on-campus experience in which a student is assigned to assist a college instructor in preparation for classes, grading of reports and papers, tutoring students, and conducting small conversational practice sessions for students in Elementary Spanish. The student is expected to participate in twenty-two clock hours for each hour of credit. Prerequisite: Admission to the Teacher Education Program.

SPAN-361 Spanish Composition—A 4 hours
Emphasis on development of clear, natural and effective written communication in Spanish. Includes grammar review, vocabulary expansion, discussion of stylistic elements and extensive writing practice. Prerequisite: SPAN-272 Intermediate Spanish or permission of instructor.

SPAN-362 Spanish Conversation—W 4 hours
A course designed to sharpen the student's communication skills in oral Spanish, as well as to increase aural comprehension of spoken Spanish. Attention given to pronunciation, vocabulary building, grammar, and practice in hearing and speaking through in-class presentations and other activities. Prerequisite: SPAN-272 Intermediate Spanish or permission of instructor.

SPAN-363 Chicano Literature—Sp 3 hours
The study of the literary works of Spanish Americans, emphasizing the Mexican-American. Includes short story, drama, poetry, and novel. Course taught in English and open to all students.

SPAN-364 Introduction to Hispanic Literature—Sp 4 hours
An introduction to basic concepts and vocabulary relating to literary theory through the study and analysis of representative works in Hispanic poetry, drama, and narrative. Prerequisite: SPAN-272 Intermediate Spanish or permission of instructor.

SPAN-370 Teaching Foreign Language 3 hours
Examination of purposes and objectives along with methods used in the secondary level foreign language classroom. Prerequisite: Admission to the Teacher Education Program.

SPAN-372,373 Masterpieces of Spanish Literature—W,S 4 hours each quarter
A study of major literary works of Spain from the medieval and Renaissance periods to the present day. Prerequisite: SPAN-273 Intermediate Spanish or permission of instructor. (even years)

SPAN-460 Topics in Foreign Language—A 4 hours
In-depth study of Spanish or Latin American cultural and historical backgrounds. Course alternates yearly between Spain and Latin America and serves partly as

introduction to literature survey courses. Repeatable to eight hours, provided that both Latin America and Spain are studied. Prerequisite: SPAN-273 Intermediate Spanish or permission of instructor.

SPAN-461 Advanced Spanish Grammar—Sp 5 hours
Detailed examination of grammatical structures in Spanish, in comparison/contrast with similar structures in English. Emphasizes both the theoretical aspect of the nature of language, and the practical development of written and oral skills in Spanish. Prerequisite: SPAN-362 Spanish Conversation or permission of instructor. (even years)

SPAN-462,463 Spanish American Literature—W,Sp 4 hours each quarter
Latin American literature from pre-Hispanic time until the present day. Prerequisite: SPAN-373 Masterpieces of Spanish Literature or permission of instructor. (odd years)

SPAN-464 Senior Seminar in Spanish 3 hours
In-depth study of a particular topic of interest either through either individual research or group discussion. Orientation may be interdisciplinary, or author and genre specific. Prerequisites: Major/minor in Spanish and instructor's permission. (odd years)

SPAN-470 Independent Study in Spanish 1-4 hours
Independent and intensive study in a particular area of the Spanish language, literature, or culture for individual students who demonstrate special interests and ability.

GERMAN

GER-181,182,183 Elementary German 5 hours each quarter
Development of basic skills in reading, writing, speaking, and listening in German, along with an introduction to German culture.

GER-281,282,283 Intermediate German 3 hours each quarter
Grammar review, composition, conversation, and readings in German literature and culture. Prerequisite: GER-183 Elementary German or at least two years of high school German.

GER-380 Directed Readings in German 1-4 hours
The student, in cooperation with his or her advisor and the instructor, will select research level readings in the student's major field. Prerequisite: GER-281 Intermediate German or permission of instructor.

GER-381 German Conversation 4 hours
Oral practice in German through speeches and oral reports along with a review of pronunciation. Prerequisite: GER-283 Intermediate German or permission of instructor.

FRENCH

FREN-191,192,193 Elementary French 5 hours each quarter
Development of basic skills in reading, writing, speaking and listening in French, along with an introduction to French culture.



A music education major, Matthew Creamer, an accomplished guitarist and songwriter, has had several of his songs published in Israel.

"Cedarville is special because it weds love for learning and love for the Lord together. Academically, I received excellent preparation for my graduate work in music. And spiritually I grew through the Christian perspective, many good friends, and opportunities for service. Through my Cedarville education I felt prepared to teach or to attend graduate school anywhere." Diane DeNicola, a professor at Troy State University in Troy, Alabama, and a 1979 music education graduate, earned her Ph.D. from Florida State University.

Purpose

The Department of Music has established objectives for those pursuing a course of study as a major or minor in music. These objectives include:

1. To glorify God in the development of the whole man (spiritually, artistically, academically and socially.)
2. To develop in the evangelical Christian a better appreciation and understanding of God's creation which definitely includes *all* of the arts (musical, visual, literary and dramatic).
3. To provide the student with the proper atmosphere for the development of a comprehensive and integrated understanding of music theory, history and literature.
4. To provide the student adequate preparation in conducting, analyzing, arranging and composing.
5. To provide for the development in the student of musical sensitivity and technical proficiency in musical performance areas.
6. To provide a philosophical basis for the planning and implementation of an inclusive program of music education, consistent with the aesthetic nature and function of music and other arts in our society.
7. To provide opportunities for the development of professional awareness and communication skills pertaining to the music teaching process at all learning levels.
8. To provide the student with opportunities for advanced preparation in areas determined by the special needs and interests of the prospective music educator.
9. To develop within the student the capacity and the disposition for continued learning in the field of music.

Personal Requirements

Auditions

Applicants wishing to major in music should follow the standard procedure for admission to Cedarville College. However, final admission to the music programs is by audition. Audition requirements may be obtained by writing to the Department of Music.

Scholarships

Scholarships assistance is available to music majors who qualify on the basis of audition, academic record and references. Scholarship preference will be given to those who audition before May 15. Additional academic scholarship and other types of financial assistance are available to qualified individuals through the college Financial Aid Office.

Music Theory Placement Examination

All students who enroll in any of the various majors offered by the Music Department, and students pursuing a music minor, should plan to take the Music Theory Placement Examination to complete registration. This test is administered during college week in Fall Quarter. Additional information may be secured by writing the Department of Music.

Fees

Instrumental rental fee, per quarter: \$15

Practice room fee, per quarter: \$15

Sophomore Review

All music majors must meet the requirements established by the department for sophomore-level performance proficiency in their primary performance area in order to continue in the music program. This review is typically held at the end of the spring quarter of the sophomore year.

Oral Exam

All majors meet before a committee comprised of music faculty members during the fall quarter of the senior year. This senior examination requires the individual to exhibit satisfactory knowledge of content within his discipline.

Piano Proficiency

All music majors and minors are expected to meet the minimum proficiency requirements for piano as established by the department. In order for a student to be able to meet the proficiency, it may be necessary to enroll in either class or private piano instruction. Piano proficiency requirements may be obtained by writing to the Department of Music.

Senior Recital

In addition to performance on general student recitals throughout the college experience, all music majors are required to exhibit a level of performance for graduation which meets the requirements and standards of the department. This is accomplished through a recital presented during the individual's senior year.

Career Opportunities

Various career opportunities are open to qualified music graduates, including:

minister of music
studio teacher
school teacher
(elementary and secondary;
Christian or public schools)
college professor
music editor
retail music salesperson

instrument salesperson
music supervisor
community arts manager
music librarian
music therapist
composer/arranger
performer

Faculty

David Matson, *Chairman*; Professor of Music. *Education*: B.A., Cedarville College, 1960; graduate study, State College of Iowa, 1962-63; M.A., The Ohio State University, 1968; Ph.D., The Ohio State University, 1978. At Cedarville since 1965.

Lyle Anderson, Professor of Music. *Education*: B.M.E., Cedarville College, 1970; M.A., The Ohio State University, 1971; Ph.D., The Ohio State University, 1977. At Cedarville since 1970.

Charles Clevenger, Associate Professor of Music. *Education*: B.A., Bob Jones University, 1974; Piano Student of Imogene Darline, Lawrence Morton, Raymond Dudley, and Richard Morris; M.M., University of Cincinnati College-Conservatory of Music, 1976; D.M.A., University of Cincinnati College-Conservatory of Music, 1985. At Cedarville since 1982.

Michael DiCuirci, Associate Professor of Music. *Education*: B.M., University of Michigan, 1971; Euphonium/Trombone Student of Fred Snyder, Abe Torchinsky, and Glenn Smith; M.M., University of Michigan, 1977. At Cedarville since 1979.

Charles Ellington, Professor of Music. *Education*: B.M., Westminster Choir College, 1954; M.M., Westminster Choir College, 1955; Ph.D., Florida State University, 1969; postdoctoral study, Paris, France, 1980; Scuola Lorenzo de Medici, Florence, Italy, 1984; Munich, Germany, Venice and Florence, Italy, London, England, 1987. At Cedarville since 1975.

Philip McClure, Assistant Professor of Music. *Education*: B.M., University of Southern California, 1972; M.M., University of Southern California, 1974. At Cedarville since 1974.

Charles Pagnard, Associate Professor of Music. *Education*: B.M., Bowling Green State University, 1970; trumpet student of Sidney Mear, Richard Jones, Edwin Betts, and Ettore Chiudioni; M.M., Eastman School of Music, 1976; graduate study, University of Cincinnati College-Conservatory of Music, 1984. At Cedarville since 1977.

Adjunct Faculty: Connie Anderson, piano
Harold Ashenfelter, saxophone/oboe
Theodore Atsalis, bassoon/double reed methods
Barbara Beeler, violin/viola/high string methods
Sue Beikert, piano class
Marianne Chenoweth, flute
Richard Chenoweth, french horn
Mary Cory, voice
Loreen Dimmick, clarinet
Shirley Mullins, low string methods
Elaine Pagnard, single reed methods
Lawrence Pitzer, guitar
Phyllis Warner, organ
Steven Wintereg, tuba/composer-in-residence

Programs of Study

The Department of Music offers the following programs of study:

Church music major (choral, instrumental, and keyboard)

Music major with emphases in:

Music history

Music theory

Performance

Music education, B.M.E. (choral and instrumental)

Secondary music education major (choral and instrumental)

Secondary music education teaching field

Minors in:

Church Music

Music

Church Music

The church music major prepares students for positions as full-time musicians in local churches. Three tracks, choral, instrumental and keyboard, are available, depending upon the student's interests and abilities.

Course requirements for the church music major—choral track involve one hundred and three quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6
CLMU-181 Piano Class I	1
CHMU-200 The Christian at Worship	3
CHMU-201 Church Music PSI	0
CHMU-204 Instrumental Ensemble in the Church	2
CHMU-205 Audio Resources for the Church	2
THMU-212 Theory V	4
THMU-214 Functional Piano	3
CHMU-209 Hymn Playing I	1
CHMU-250 Hymnology	3
CHMU-253 Songleading	2
CDMU-260 Conducting I	3
EDMU-273 Wind and Percussion Methods	3
HLMU-332 Music History II	3
HLMU-333 Music History III	4
CHMU-350 History and Administration of Church Music	5
CHMU-353 Music Methods and Materials for Children and Youth	3
CDMU-363 Conducting I	3
CDMU-365 Chorale Repertoire and Practicum	3

PFMU-370 Handbell Choir	1
EDMU-373 Vocal Methods	5
PLMU- Private Performance	10
PFMU- Ensemble Performance	6
PLMU-490 Senior Recital	0
CHMU-499 Church Music Internship	15

Suggested Four-year Curriculum for a Major in Church Music—Choral Track

<i>First year:</i>		<i>Second year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
GMUS-100 Orientation	1	THMU-113,212 Theory	7
THMU-101,111,112 Theory	9	THMU-116 Aural Skills IV	2
THMU-110,114,115, Arl. Skl.	6	CHMU-205 Audio Res.	2
CLMU-181,182,183 Piano Cls.	3	CHMU-200 Chr. at Wor.	3
PLMU- Priv. Lesson	3	CDMU-260 Cond. I	3
PFMU- Ensemble	3	PFMU-370 Handbells	1
ENG-110,140 Comp. I & II	10	CHMU-253 Songleading	2
BEOT-101 O.T. Survey	5	CDMU-363 Cond. III	3
BENT-102 N.T. Survey	5	CHMU-201 Ch. Mus. PSI	0
COM-110 Fund. Speech	5	PLMU- Priv. Lesson	3
HUM-140 Intro. Humanities	5	PFMU- Ensemble	3
	54	BETH-240 Theo. Survey	5
		Bible electives	6
		Math. or sci. elective	5
		P.E. electives	2
			47
<i>Third year:</i>		<i>Fourth year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
HLMU-332,333 Mus. Hist.	4	CHMU-499 Internship	15
CDMU-365 Chor. Rep/Pract.	3	EDMU-373 Voc. Meth.	5
CHMU-353 Music Meth. Mat.	3	CHMU-350 Hist/Ad. Ch. Mus.	5
CHMU-250 Hymnology	3	PFMU-490 Recital	0
THMU-214 Func. Piano	3	PLMU- Priv. Lesson	4
EDMU-273 Wind Perc. Me.	3	History elective	5
PLMU- Priv. Lesson	3	Literature elective	5
CHMU-209 Hymn Playing I	1	Electives	5
PFMU- Ensemble	1	Soc. sci. elective	4
GSS-100 Found. Soc. Sci.	5		48
Biology elective	5		
PEF-199 P.A.C.L.	1		
BEPT-340 Bapt. Polity	3		
Phys. science elective	5		
	47		

Course requirements for the church music major—instrumental track involve one hundred and three quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6
CLMU-181 Piano Class I	1
CLMU-185 Voice Class I	1
CLMU-186 Voice Class II	2
CHMU-200 The Christian at Worship	2
CHMU-201 Church Music PSI	0
CHMU-204 Instrumental Ensemble in the Church	2
CHMU-205 Audio Resources for the Church	2
THMU-214 Functional Piano	3
CHMU-250 Hymnology	3
CHMU-253 Song Leading	2
CDMU-260 Conducting I	3
HLMU-332 Music History II	4
HLMU-333 Music History III	4
CHMU-350 History and Administration of Church Music	5
CHMU-353 Music Methods and Materials for Children and Youth	3
CDMU-362 Conducting II	3
CDMU-363 Conducting III	3
CDMU-365 Choral Repertoire and Practicum	3
PFMU-370 Handbell Choir	1
EDMU-373 Vocal Methods	5
PLMU- Private Performance	10
PFMU- Ensemble Performance	6
THMU-413 Orchestration	3
PLMU-490 Senior Recital	0
CHMU-499 Church Music Internship	15

Suggested Four-year Curriculum for a Major in Church Music—Instrumental Track

<i>First year:</i>	<i>Second year:</i>
GMUS-103 Prog/Rec. Att.	GMUS-103 Prog/Rec. Att.
GMUS-100 Orientation	THMU-113 Theory IV
THMU-101,111,112 Theory	THMU-116 Aural Skills IV
THMU-110,114,115 Aural Skills	PLMU- Private Lesson
PLMU- Private Lesson	PFMU- Ensemble
PFMU- Ensemble	CLMU-181 Piano Class I
ENG-110,140 Comp. I & II	CHMU-205 Audio Res.
HUM-140 Intro. Humanities	EDMU-273 Wind/Perc. Meth.
BEOT-101 O.T. Survey	CDMU-260 Cond. I
BENT-102 N.T. Survey	CDMU-362,363 Cond.II & III
COM-110 Fund. Speech	CHMU-201 Ch. Mus. PSI
	BETH-240 Theo. Survey
	Math. or sci. elective
	Physical sci. elective
	P.E. electives
	PEF-199 P.A.C.L.
	Electives
	50
<i>Third year:</i>	<i>Fourth year:</i>
GMUS-103 Prog/Rec. Att.	GMUS-103 Prog/Rec. Att.
HLMU-332,333 Mus. Hist.	CHMU-350 Hist/Ad. Ch. Mus.
CHMU-204 Inst. Ensemble	CHMU-499 Internship
CHMU-250 Hymnology	THMU-413 Orchestration
PFMU-370 Handbells	COMU-365 Chor. Rep/ Pract.
EDMU-373 Voc. Meth.	PFMU-490 Senior Recital
CLMU-185 Voice Class I	PLMU- Private lesson
CLMU-186 Adv. Voice Class	Soc. sci. elective
CHMU-353 Mus. Meth. Mat.	History elective
CHMU-253 Song Leading	Literature elective
CHMU-200 Chr. at Wor.	Bible elective
PLMU- Private Lesson	
PFMU- Ensemble	
GSS-100 Found. Soc. Sci.	
Biology elective	
Bible elective	
BEPT-340 Bapt. Polity	
	47
	49

Course requirements for the church music major—keyboard track involve one hundred quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance	0

THMU-111, THMU-112, THMU-113 Theory II, III, IV 9
 THMU-114, THMU-115, THMU-116 Aural Skills
 II, III, IV 6
 CLMU-185 Voice Class I 1
 CLMU-186 Voice Class II 2
 CHMU-200 The Christian at Worship 3
 CHMU-201 Church Music PSI 0
 CHMU-204 Instrumental Ensemble in the Church 2
 CHMU-205 Audio Resources for the Church 2
 CHMU-210 Hymn Playing II 2
 THMU-212 Theory V 4
 THMU-214 Functional Piano 3
 CHMU-250 Hymnology 3
 CHMU-253 Songleading 2
 CDMU-260 Conducting I 3
 HLMU-332 Music History II 4
 HLMU-333 Music History III 4
 CHMU-350 History and Administration of Church Music 5
 CHMU-353 Music Methods and Materials for Children
 and Youth 3
 CDMU-365 Choral Repertoire and Practicum 3
 PFMU-370 Handbell Choir 1
 EDMU-373 Vocal Methods 5
 PLMU- Private Performance 10
 PFMU- Ensemble Performance 6
 PLMU-490 Senior Recital 0
 CHMU-499 Church Music Internship 15

Minor in Church Music

The church music minor provides students interested in working as church musicians with the basic tools needed to function in the field. Students from other disciplines who desire a minor in church music may begin the church music course sequence in either the sophomore or junior year.

Course requirements for involve twenty-four quarter hours including:
 CLMU-185 Voice Class 1
 CLMU-286 Advanced Voice Class 2
 CHMU-200 The Christian at Worship 3
 CHMU-201 Church Music PSI 0
 CHMU-205 Audio Resources for the Church 2
 CHMU-250 Hymnology 3
 CHMU-253 Song Leading 2
 CDMU-260 Conducting I 3
 CHMU-350 History and Administration of Church Music 5
 CHMU-353 Music Materials and Methods for Children
 and Youth 3

Suggested Four-year Curriculum for a Major in Church Music—Keyboard Track

<i>First year:</i>		<i>Second year:</i>	
GMUS-103 Prog/Rec. Att. 0		GMUS-103 Prog/Rec. Att. 0	
GMUS-100 Orientation 1		THMU-113,212 Theory 7	
THMU-101,111,112 Theory 9		THMU-116 Aural Skills IV 2	
THMU-110,114,115 Aural Skills 5		PLMU- Private Lesson 3	
PLMU- Private Lesson 3		PFMU- Ensemble 3	
PFMU- Ensemble 3		CDMU-260 Cond. I 3	
ENG-110,140 Comp. I & II 5		CLMU-205 Audio Res. 2	
HUM-140 Intro. Humanities 5		CHMU-210 Adv. Hymn Play 2	
BEOT-101 O.T. Survey 5		CHMU-201 Ch. Mus. PSI 0	
BENT-102 N.T. Survey 5		CHMU-253 Song Leading 2	
COM-110 Fund. Speech 5		THMU-214 Func. Piano 3	
	51	BETH-240 Theo. Survey 5	
		Bible elective 3	
		Math. or sci. elective 5	
		P.E. elective 1	
		Phys. science elective 5	
		GSS-100 Found. Soc. Sci. 5	
			51
<i>Third year:</i>		<i>Fourth year:</i>	
GMUS-103 Prog/Rec. Att. 0		GMUS-103 Prog/Rec. Att. 0	
CLMU-185 Voice Class I 1		PLMU- Private lesson 4	
CHMU-250 Hymnology 3		CHMU-499 Internship 15	
PFMU-370 Handbells 1		THMU-365 Choral Rep/ Prac. 3	
CHMU-203 Inst. Ensemble 2		CHMU-350 Hist/Ad. Ch. Mus. 5	
HLMU-332,333 Mus. Hist. 8		PLMU-490 Recital 0	
CHMU-353 Mus. Meth. Mat. 3		Soc. sci. elective 4	
EDMU-373 Voc. Meth. 5		Electives 9	
CLMU-286 Adv. Voice Class 2		Bible elective 3	
CHMU-200 Chr. at Wor. 3		BEPT-340 Bapt. Polity 3	
PLMU- Private Lesson 3			46
PFMU- Ensemble 3			
Biology elective 5			
PEF-199 P.A.C.L. 1			
History elective 5			
Bible elective 3			
	45		

Music

The music major prepares students for graduate study and for music performance. Three emphases are available: music history, music theory, and performance.

Course requirements involve seventy quarter hours including the following core and emphasis courses.

GMUS-103 Program and Recital Attendance 0
 GMUS-100 Orientation 1
 THMU-111, THMU,112, THMU-113 Theory II, III, IV 9
 THMU-114, THMU-115, THMU-116 Aural Skills
 II, III, IV 6

THMU-212, THMU-213 Theory V, VI	8
THMU-214 Functional Piano	3
CDMU-260 Conducting I	3
THMU-311 Form and Analysis	3
HLMU-331, HLMU-332, HLMU-333, Music History I, II, III	12
HLMU-335 Symphonic Literature	3
CDMU-362 Conducting II (instrumental)	3
(or CDMU-363 Conducting III)	3)
GMUS-366 Pedagogy (keyboard majors only)	3
EDMU-373 Vocal Methods (vocal emphasis only)	5
THMU-413 Orchestration	3
*PLMU- Private performance	10
PFMU- Ensemble performance	6
PLMU-490 Senior Recital	0

*Performance majors need 6 additional hours in their recital area, 3 hours in a second performance area, and a junior recital.

Suggested Four-year Curriculum for a Major in Music

<i>First year:</i>	<i>Second Year:</i>
GMUS-100 Orientation	THMU-113,212,213 Theory
THMU-101,111,112 Theory	THMU-116 Aural Skills IV
THMU-110,114,115 Arl. Skls.	COMU-260 Condctg. I
GMUS-103 Prog/Rec Att.	GMUS-103 Prog/Rec Att.
PLMU- Private Lesson	PLMU- Private Lesson
PFMU- Ensemble	PFMU- Ensemble
BEOT-101 O.T. Survey	BEHT-240 Theo. Survey
BENT-102 N.T. Survey	Biology elective
ENG-110 Eng. Comp. I	History elective
ENG-140 Eng. Comp. II	Phys. science
GSS-100 Found. Soc. Sci.	HUM-140 Found Soc. Sci.
COM-110 Fund. Speech	PEF-199 P.A.C.L.
P.E. electives	
53	48
<i>Third year:</i>	
THMU-311 Form & Anal.	THMU-413 Orchestration
CDMU-362 or 363 Cond.	GMUS-400 Music Sem.
HLMU-331,332,333 Mus.	PLMU- Priv. Lesson
Hist.	PFMU- Ensemble
GMUS-366 Pedagogy	GMUS-103 Prog/Rec. Att.
HLMU-335 Sym. Lit.	PLMU-490 Recital
THMU-214 Func. Piano	Bible elective
EDMU-373 Voc. Meth.	Math or sci. elective
PLMU- Priv. Lesson	Electives
PFMU- Ensemble	
GMUS-103 Prog/Rec. Att.	46
BEPT-340 Bapt. Polity	
Bible elective	
Literature elective	
Electives	
51	

Minor in Music

The **music minor** allows students with interests and abilities in music to build upon this background through formal music instruction. Course requirements involve twenty-eight quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills, II, III, IV	6
CDMU-260 Conducting I	3
HLMU-332, HLMU-333 Music History II or III	4
Private Performance	3
Ensemble Performance	2

Music Education Major

The **music education major** with its Special Music Certificate prepares students to teach vocal, instrumental, or general music in grades K-12 in public and Christian schools. Upon completion of the requirements of this curriculum, students are awarded the bachelor of music education degree. Two tracks, choral and instrumental, are available.

Course requirements for the **music education—choral track** involve one hundred and twenty-one quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills I, II, III, IV	6
CLMU-185 Voice Class	3
EDMU-190 Guitar Methods	2
THMU-212, THMU-213 Theory V, VI	8
THMU-214 Functional Piano	3
CDMU-260 Conducting I	3
EDMU-273 Wind and Percussion Methods	3
HLMU-331, HLMU-332, HLMU-333 Music History I, II, III	12
CDMU-363 Conducting III	3
EDMU-371 Music for the Elementary Teacher	4
EDMU-372 Music for the Secondary Teacher	4
EDMU-373 Vocal Methods	5
EDMU-374 Music for the Middle School	3
PLMU- Private Performance	7

PFMU- Ensemble Performance 6
 PLMU-490 Senior Recital 0
 EDUC-100 Introduction to Education 2
 EDUC-101 Field Experience 2
 EDUC-102 Education of Exceptional Children 2
 EDUC-103 Teaching Thinking Skills 2
 EDUC-201 Preliminary Student Involvement 0
 EDUC-236 The Learner and the Learning Process 5
 *EDUC-305 Junior Practicum 5
 *EDUC-321 Philosophy of Education 3
 *EDUC-350 Reading in the Content Areas 3
 *EDUC-450 Supervised Student Teaching and Seminar 15
 *Prerequisite is admission to the Teacher Education Program.

Suggested Four-year Curriculum for a Major in Music Education—Choral Track

<i>First year:</i>	<i>Second year:</i>
GMUS-103 Prog/Rec. Att. 0	GMUS-103 Prog/Rec. Att. 0
GMUS-100 Orientation 1	THMU-113,212,213 Theory 11
THMU-101,111,112 Theory 9	THMU-116 Aural Skills IV 2
THMU-110,114,115 Aural Skls. 5	CDMU-260 Cond. I 3
CLMU-185 Voice Class 3	CDMU-363 Cond. III 3
PFMU- Ensemble 3	EDUC-201 PSI 0
BEOT-101 O.T. Survey 5	PLMU- Private Lesson 3
BENT-102 N.T. Survey 5	PFMU- Ensemble 3
ENG-110,140 Comp. I & II 10	EDMU-190 Guitar methods 2
COM-110 Fund. Speech 5	BETH-240 Theo. Survey 5
HUM-140 Intro. Humanities 5	BEPT-340 Bapt. Polity 3
PEF-199 P.A.C.L. 1	Math. or sci. elective 5
	History elective 5
	GSS-100 Found Soc. Sci. 5
	50
<i>Third year:</i>	<i>Fourth year:</i>
GMUS-103 Prog/Rec. Att. 0	GMUS-103 Prog/Rec. Att. 0
EDUC-100 Intro. Educ. 2	THMU-214 Func. Piano 3
EDUC-236 L. & L. Process 5	EDMU-373 Voc. Me. 5
EDUC-101 Fld. Exp. 2	EDUC-450 Stud. Teaching 15
EDMU-372 Mus. Sec. Tch. 2	PLMU- Private lesson 4
EDUC-102 Educ. Exp. Child. 2	PFMU- Ensemble 3
HLMU-331,332,333 Mus. 12	PLMU-490 Recital 0
Hist. 12	Bible elective 3
EDUC-321 Phil. Educ. 3	Literature elective 5
EDUC-350 Read. Cont. Area 3	Biology elective 5
EDMU-372 Wind/Perc. Me. 3	Soc. sci. elective 4
EDMU-371 Mus. El. Tch. 4	Phys. science elective 5
PLMU- Priv. Lesson 5	49
PFMU- Ensemble 3	
EDUC-305 Junior Pract. 5	
Bible elective 3	
P.E. elective 1	
54	

Course requirements for the music education—instrumental track involve one hundred and thirty quarter hours including:

GMUS-100 Orientation 1
 GMUS-103 Recital and Program Attendance (each quarter) 0
 THMU-111, THMU-112, THMU-113 Theory II, III, IV 9
 THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV 6
 CLMU-186 Voice Class 1
 CLMU-286 Advanced Voice Class 2
Instrumental methods (selected from) 10
 EDMU-187 High Brass Methods 2
 EDMU-188 Low Brass Methods 2
 EDMU-191 Woodwind Methods (Single Reed) 2
 EDMU-192 Woodwind Methods (Double Reed) 2
 EDMU-193 High String Methods 2
 EDMU-194 Low String Methods 2
 EDMU-195 Percussion Methods 2
 THMU-212, THMU-213 Theory V, VI 8
 THMU-213 Functional Piano 3
 CDMU-260 Conducting I 3
 HLMU-331, HLMU-332, HLMU-333 Music History I, II, III 12
 CDMU-362 Conducting II 3
 EDMU-371 Music for the Elementary Teacher 4
 EDMU-372 Music for the Secondary Teacher 4
 EDMU-374 Music for the Middle School 3
 EDMU-377 Band Administration 2
 EDMU-378 Marching Band Internship 0
 EDMU-379 Instrument Repair 1
 THMU-413 Orchestration 3
 PLMU- Private Performance 10
 PFMU- Ensemble Performance 6
 PLMU-490 Senior Recital 0
 EDUC-100 Introduction to Education 2
 EDUC-101 Field Experience 2
 EDUC-102 Education of Exceptional Children 2
 EDUC-103 Teaching Thinking Skills 2
 EDUC-201 Preliminary Student Involvement 0
 EDUC-236 The Learner and the Learning Process 5
 *EDUC-305 Junior Practicum 3
 *EDUC-321 Philosophy of Education 3
 *EDUC-350 Reading in the Content Areas 3
 *EDUC-450 Supervised Student Teaching and Seminar 15
 *Prerequisite is admission to the Teacher Education Program.

**Suggested Four-year Curriculum for a Major in Music Education—
Instrumental Track**

<i>First year:</i>		<i>Second year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
GMUS-100 Orientation	1	THMU-113,212,213 Theory	11
THMU-101,111,112 Theory	9	THMU-116 Aural Skills IV	2
THMU-110,114,115 Aul Skls.	5	CDMU-260,362 Cond I & II.	6
PLMU- Private Lesson	3	EDMU-187 High Brass Meth.	2
PFMU- Ensemble	3	EDUC-201 PSI	0
BEOT-101 O.T. Survey	5	EDMU-195 Perc. Methods.	2
BENT-102 N.T. Survey	5	EDMU-191 W.W. Me/S. Reed	5
ENG-110,140 Comp I & II	10	EDUC-236 L. & L. Process	5
COM-110 Fund. Speech	5	PLMU- Private Lesson	3
HUM-140 Intro. Humanities	5	PFMU- Ensemble	3
P.E. electives	2	BETH-240 Theo. Survey	5
	54	History elective	5
		PEF-199 P.A.C.L.	1
		GSS-100 Found. Soc. Sci.	5
		BEPT-340 Bapt. Polity	3
			55
<i>Third year:</i>		<i>Fourth year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
EDUC-100 Intro. Educ.	2	CLMU-185 Voice Class	1
EDUC-101 Fld. Exp.	2	CLMU-286 Adv. Voice Class	2
EDUC-102 Educ. Exp. Child.	2	EDUC-450 Stud. Teaching	15
EDUC-103 Teach. Thkg. Skls.	2	EDUC-321 Phil. Educ.	3
EDMU-372 Mus. Sec. Tch.	4	EDMU-377 Band Admintn.	2
EDUC-350 Read. Cont. Area	3	EDMU-378 March. Band Intn.	0
HLMU-331,332 Mus. Hist.	12	EDMU-379 Inst. Repair.	1
EDUC-321 Mus. El. Tch.	4	PLMU- Private lesson	4
EDMU-192 W.W. Me/D. Reed	2	PFMU- Ensemble	3
EDMU-374 Mus. Mid. Sch.	3	EDMU-490 Senior Recital	0
EDMU-188 Low Brass Me.	2	Literature elective	5
THMU-214 Func. Piano	3	Biology elective	5
EDUC-305 Junior Prac.	5	Phys. science elective	5
PLMU- Private Lesson	3	Bible elective	3
PFMU- Ensemble	3	Soc. sci. elective	4
Math. or sci. elective	5		50
Bible elective	3		
	55		

Secondary Music Education Major

The secondary music education major prepares students to teach music in grades 7-12 in public and Christian schools. Two tracks, choral and instrumental, are available.

Course requirements for the secondary music education major—choral track involve one hundred and twelve quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance (each quarter)	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6
CLMU-185 Voice Class	3
THMU-212, THMU-213 Theory V, VI	8
THMU-214 Functional Piano	3
CDMU-260 Conducting I	3
EDMU-273 Wind and Percussion Methods	3
HLMU-331, HLMU-332, HLMU-333 Music History I, II, III	12
CDMU-363 Conducting III	3
EDMU-272 Music for Secondary Teachers	4
EDMU-373 Vocal Methods	5
PLMU- Private Performance	7
PFMU- Ensemble Performance	6
PLMU-490 Senior Recital	0
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-103 Teaching Thinking Skills	2
EDUC-201 Preliminary Student Involvement	0
EDUC-236 The Learner and the Learning Process	5
*EDUC-305 Junior Practicum	5
*EDUC-321 Philosophy of Education	3
*EDUC-350 Reading in the Content Areas	3
*EDUC-450 Supervised Student Teaching and Seminar	15

*Prerequisite is admission to the Teacher Education Program.

"My music education degree from Cedarville gave me a strong background in music and education. I went into my master's program at the Cincinnati Conservatory of Music well prepared and tested well in my entrance examinations. There I improved upon my own musicianship. My Cedarville education prepared me well for my work in the classroom." Colin Lord, band director at the Plymouth Christian Academy in Plymouth, Michigan, earned his B.M.E. from Cedarville in 1985.

Suggested Four-year Curriculum for a Major in Secondary Music Education—Choral Track

<i>First year:</i>	<i>Second year:</i>
GMUS-103 Prog/Rec. Att. . . . 0	GMUS-103 Prog/Rec. Att. . . . 0
GMUS-100 Orientation 1	THMU-113,212,213 Theory . . 11
THMU-101,111,112 Theory . . 9	THMU-116 Aural Skills IV . . 2
THMU-110,114,115, Aul Skls. . 5	CDMU-260 Cond. I 3
CLMU-185 Voice Class 3	CDMU-363 Cond. III 3
PFMU- Ensemble 3	EDUC-201 PSI 0
BEOT-101 O.T. Survey 5	PLMU- Private Lesson . . . 3
BENT-102 N.T. Survey 5	PFMU- Ensemble 3
ENG-110,140 Comp. I & II . . 10	P.E. elective 1
HUM-140 Intro. Humanities . 5	PEF-199 P.A.C.L. 1
COM-110 Fund. Speech 5	Math. or sci. elective . . . 5
	History elective 5
	BETH-240 Theo. Survey 5
	BEPT-340 Bapt. Polity 3
	GSS-100 Found. Soc. Sci. . . . 5
	COM-110 Fund. Speech 5
	50
<i>Third year:</i>	<i>Fourth year:</i>
GMUS-103 Prog/Rec. Att. . . . 0	GMUS-103 Prog/Rec. Att. . . . 0
EDUC-100 Intro. Educ. 2	EDUC-450 Stud. Teach. . . . 15
EDUC-236 L. & L. Process . . 5	THMU-214 Func. Piano 0
EDUC-305 Junior Prac. 5	EDMU-373 Voc. Meth. 5
EDUC-101 Fld. Exp. 2	PFMU-490 Recital 0
EDMU-372 Mus. Sec. Teach. . 4	PLMU- Private lesson 4
EDUC-102 Educ. Exp. Child . . 2	PFMU- Ensemble 3
EDUC-103 Teach. Thkg. Skls. . 2	Bible elective 3
HLMU-331,332 Mus. Hist. . . . 8	Literature elective 5
HLMU-333 Mus. Hist. III . . . 4	Biology elective 5
EDUC-321 Phil. Educ. 3	Soc. sci. elective 4
EDUC-350 Read. Cont. Area . 3	Phys. science elective 5
EDMU-273 Wind/Perc. Me. . . 3	
PLMU- Priv. Lesson 5	46
PFMU- Ensemble 3	
Bible elective 3	
P.E. elective 1	
52	

Course requirements for the secondary music education major—instrumental track involve one hundred and twenty quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance (each quarter)	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6
CLMU-186 Voice Class	1
CLMU-286 Advanced Voice Class	2
<i>Instrumental methods (selected from)</i>	10
EDMU-187 High Brass Methods	2
EDMU-188 Low Brass Methods	2
EDMU-191 Woodwind Methods (Single Reed)	2
EDMU-192 Woodwind Methods (Double Reed)	2
EDMU-193 High String Methods	2
EDMU-194 Low String Methods	2
EDMU-195 Percussion Methods	2
THMU-212, THMU-213 Theory V, VI	8
THMU-214 Functional Piano	3
CDMU-260 Conducting I	3
HLMU-331, HLMU-332, HLMU-333 Music History I, II, III	12
CDMU-362 Conducting II	3
EDMU-372 Music for Secondary Teachers	4
EDMU-377 Band Administration	2
EDMU-378 Marching Band Internship	0
EDMU-379 Instrument Repair	1
PLMU- Private Performance	10
PFMU- Ensemble Performance	6
PLMU-490 Senior Recital	0
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-103 Teaching Thinking Skills	0
EDUC-201 Preliminary Student Involvement	0
EDUC-236 The Learner and the Learning Process	5
*EDUC-305 Junior Practicum	5
*EDUC-321 Philosophy of Education	3
*EDUC-350 Reading in the Content Areas	3
*EDUC-450 Supervised Student Teaching and Seminar	15

*Prerequisite is admission to the Teacher Education Program.

Suggested Four-year Curriculum for a Major in Secondary Music Education—Instrumental Track

<i>First year:</i>		<i>Second year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
GMUS-100 Orientation	1	THMU-113,212,213 Theory	11
THMU-101,102,103 Theory	9	THMU-116 Aural Skills IV	2
THMU-110,114,115 Aural Skls.	5	CDMU-260 Cond. I	3
PLMU- Private Lesson	3	CDMU-362 Cond. II	3
PFMU- Ensemble	3	EDMU-187 High Brass Meth.	2
BEOT-101 O.T. Survey	5	EDMU-191 W.W. Me/S.	
BENT-102 N.T. Survey	5	Reed	2
COM-110 Fund. Speech	5	EDUC-236 L. & L. Process	5
ENG-110,140 Comp I & II	10	EDUC-201 PSI	0
HUM-140 Intro. Humanities	5	EDMU-195 Perc. Methods.	2
	51	PLMU- Private Lesson	3
		PFMU- Ensemble	3
		History elective	5
		PEF-199 P.A.C.L.	1
		GSS-100 Found. Soc. Sci.	5
		BEPT-340 Bapt. Polity	3
		BETH-240 Theo. Survey	5
			55
<i>Third year:</i>		<i>Fourth year:</i>	
GMUS-103 Prog/Rec. Att.	0	GMUS-103 Prog/Rec. Att.	0
EDUC-100 Intro. Educ.	2	THMU-214 Func. Piano	3
EDUC-101 Fld. Exp.	2	EDUC-450 Stud. Teach.	15
EDUC-102 Educ. Exp. Child.	2	EDMU-477 Band Admin.	2
EDUC-103 Teach. Thkg. Skls.	2	EDMU-478 March. Band. Int.	0
EDUC-305 Junior Prac.	5	EDMU-479 Inst. Repair	1
EDMU-372 Mus. Sec. Teach.	4	PLMU- Private lesson	4
EDUC-350 Read Cont. Area	3	PFMU- Ensemble	3
HLMU-331,332,333 Mus.		CLMU-186 Voice Class	1
Hist.	12	CLMU-286 Adv. Voice Class	2
EDUC-321 Phil. Educ.	3	PLMU-490 Recital	0
EDMU-191 W.W. Me/D.		Literature elective	5
Reed	2	Biology elective	5
EDMU-188 Low Brass Me.	2	Soc. sci. elective	4
PLMU- Priv. Lesson	5	Phys. science elective	5
PFMU- Ensemble	3	Bible elective	3
Math. or sci. elective	5		50
P.E. elective	1		
Bible elective	3		
	53		



Computer software programs developed by Philip McClure and Charles Clevenger of the Music Department assist students learning music theory.

Teaching Field in Secondary Music Education

The teaching field in secondary music education prepares students with major teaching fields other than music to teach music in grades 7-12 in public and Christian schools. This program does not fulfill the requirements for a major in secondary music education.

Course requirements involve forty-seven quarter hours including:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance (6 quarters)	0
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
THMU-114, THMU-115, THMU-116 Aural Skills, I, II, III, IV	6
CLMU-186 Voice Class	1
CDMU-260 Conducting I	3
EDMU-273 Wind and Percussion Methods	3
PLMU- Private Performance	3
PFMU- Ensemble Performance	3
EDMU-372 Music for the Secondary Teacher	4
EDMU-374 Music for the Middle School	3



Charles Ellington, a highly trained music educator and experienced soloist, offers private vocal instruction to many vocal music majors.

DEPARTMENTAL COURSES

- GMUS-100 Orientation—A** 1 hour
A basic introduction to the department of music—its philosophy, programs, and procedures. Required of all first-time music majors and minors. (Fee: \$15)
- GMUS-103 Program and Recital Attendance—A, W, Sp** 0 hours
Music majors and minors are required to attend a prescribed number of artist series programs, general recitals, senior recitals and faculty recitals each quarter. Credit is received by those fulfilling requirements.

- HUM-140 Introduction to the Humanities—A, W, Sp, Su** 5 hours
An historical study of the relationship of music, art and literature to the dominant cultural, religious and philosophical trends and their relationship to Christian theism.
- GMUS-305 Accompanying—Sp** 3 hours
An intensive study, in a master-class environment, of vocal and instrumental literature, accompanying skills, and piano duets. Prerequisite: Permission of the instructor. (odd years)
- GMUS-366 Pedagogy—Sp** 3 hours
Pedagogy in piano, organ or other major instrument. Prerequisite: Permission of the instructor. (even years)
- GMUS-400 Music Seminar—A, W, Sp** 2-5 hours
For music majors. Some typical topics: 16th century counterpoint, folk music, intermediate composition practices. Prerequisites: Permission of the Music Department.

CHURCH MUSIC

- CHMU-200 The Christian At Worship—Sp** 3 hours
A study of worship as recorded in the Old and New Testament with primary emphasis upon individual and corporate worship in the contemporary fundamental church. Enrollment is encouraged from all departments of the college.
- CHMU-201 Preliminary Student Involvement—A, W, Sp, Su** 0 hours
Each Church Music major arranges five full, consecutive days in a fundamental Baptist church during which he observes and participates in music activities of the local church. A follow-up report is required.
- CHMU-203 Instrumental Ensembles in the Church—A** 2 hours
In a seminar setting, the student is given an introduction to the importance of instrumental music in the church. The study of the development of small wind and brass ensembles, large ensemble, repertoire and the function of ensembles in worship and Christian education. (odd years)
- CHMU-204 Audio Resources for the Church—W** 2 hours
An overview of audio in relation to sound reinforcement and its use in the local church. Topics for study include: the basic sound chain, the mixing process, tape accompaniments, audio problems and trouble shooting. The course includes hands-on experience. (even years)
- CHMU-209 Hymn Playing I—W** 1 hour
Group instruction in essential hymn playing and accompanying skills including congregational-style improvisation, accompanying from the hymnal, sight reading and transposition.
- CHMU-210 Hymn Playing II—Sp** 2 hours
In a seminar for advanced keyboard musicians, there will be student demonstrations and analysis of individual hymn-playing styles. Subsequent sessions will deal with a wide range of topics which include hymnals, hymn-arranging advanced modulation and transposition techniques and philosophies of keyboard worship. Prerequisite: Hymn Playing I or Diagnostic Test-out.
- CHMU-250 Hymnology—W** 3 hours
An historical survey of Christian hymnody; consideration of criteria for judging texts and tunes with an emphasis upon their practical use in the worship service. (even years)

CHMU-253 Song Leading—Sp 2 hours

A course presenting an evaluation of Protestant church music, duties of and requirements for a song leader and experience in hymn conducting. Recommended for all future pastors and church workers. (odd years)

CHMU-350 History and Administration of Church Music—W 5 hours

A survey of the history of church music together with various methods of organizing and administering the total church music program of the church. Content of the course centers around a Biblical foundation for church music. (odd years)

CHMU-353 Music Methods and Material for Children and Youth—Sp 3 hours

This course presents a rationale and plan for the establishment of the graded music program in the local church, particularly the graded choir program with special attention given to methods and materials used in the organization and maintenance of the groups which comprise this ministry. Field experience is a part of this class. Prerequisite: CHMU-350 History and Administration of Church Music. (odd years)

CHMU-410 Independent Study in Church Music—A, W, Sp, Su 1-4 hours

Independent and intensive study in a particular area of the church music ministry for students who demonstrate special interest and ability.

CONDUCTING

CDMU-260 Conducting I—A 3 hours

The basic technique of the baton; fundamentals of score reading; conducting patterns applied to elements of interpretation, tone, balance, and diction. Prerequisite: Satisfactory performance on music placement abstract or THMU-101 Theory I.

CDMU-362 Conducting II—W 3 hours

Development of ability to interpret the larger forms of instrumental literature and to read from full score. Laboratory experience in conducting college ensembles. For majors only. Prerequisite: CDMU-260 Conducting I.

CDMU-363 Conducting III—Sp 3 hours

Development of ability to interpret the larger forms of choral literature and to read from full score. Laboratory experience in conducting college ensembles. For majors only. Prerequisite: CDMU-260 Conducting I.

CDMU-365 Choral Repertoire and Practicum—W 3 hours

A reading laboratory for the purpose of surveying and evaluating choral literature for use in the church. The course includes practical conducting experience with the Campus Fellowship Choir or an equivalent choral group.

CDMU-410 Independent Study in Conducting—A, W, Sp 1-4 hours

Independent and intensive study in a particular area of conducting for individual students who demonstrate special interests and ability.

HISTORY AND LITERATURE

HLMU-331 Music History I—Medieval and Renaissance—A 4 hours

A study of the music of western civilization traced from its primitive sources with special attention given to medieval and Renaissance music, the beginnings of opera, and the early works of Monteverdi and Schuetz.

HLMU-332 Music History II—Baroque and Classical—W 4 hours

A study of the music of western civilization traced from 1580 through the early works of Beethoven with special attention given to the major musical forms in vocal

and instrumental music as demonstrated in the works of Monteverdi, Schuetz, Lully, Corelli, Vivaldi, Rameau, J.S. Bach, Handel, Gluck, Haydn, and Mozart.

HLMU-333 Music History III—Romantic and Modern—Sp 4 hours

A survey of orchestral music from the classical period to the present. Prerequisite: THMU-311 Form and Analysis or permission of the instructor. (odd years)

HLMU-335 Symphonic Literature—W 4 hours

A survey of orchestral music from the classical period to the present. Prerequisite: THMU-311 Form and Analysis or permission of the instructor. (odd years)

HLMU-410 Independent Study in Music History—A, W, Sp, Su 1-4 hours

Independent and intensive study in a particular area of music history for individual students who demonstrate special interests and ability.

MUSIC EDUCATION

EDMU-187 High Brass Methods—A 2 hours

Historical background, pedagogical and performance techniques of trumpet and French horn. (Fee: \$15) (odd years)

EDMU-188 Low Brass Methods—A 2 hours

Historical background, pedagogical and performance techniques of trombone, baritone, and tuba. (Fee: \$15) (even years)

EDMU-190 Guitar Methods—W 2 hours

A study of the historical background, pedagogical and performance techniques of the guitar. Required of Music Education majors pursuing the Choral Track. Open to other students by permission of the instructor.

EDMU-191 Woodwind Methods (Single Reed)—W 2 hours

Historical background, pedagogical and performance techniques of clarinet, saxophone, and flute. (Fee: \$15) (odd years)

EDMU-192 Woodwind Methods (Double Reed)—W 2 hours

Historical background, pedagogical and performance techniques of oboe and bassoon. (even years)

EDMU-193 High String Methods—Sp 2 hours

Concentration on violin and viola performance techniques including both traditional and Suzuki methods. (Fee: \$15) (odd years)

EDMU-194 Low String Methods—Sp 2 hours

Concentration on the methods and techniques used in playing the cello and string bass. (Fee: \$15) (even years)

EDMU-195 Percussion Methods—A 2 hours

Concentration in snare drum techniques and an introduction to tympani and tuned percussion methods. (Fee: \$15) (odd years)

EDMU-273 Wind and Percussion Methods—Sp 3 hours

An overview of the history, pedagogy, and performance techniques of all band instruments. This course is required for the vocal major pursuing secondary music education or the BME degree and is open to others by permission of the instructor.

EDMU-370 Music for Elementary Teachers—A, W, Sp 4 hours

Music literature and teaching aids for children, including basic music theory, development of skills on keyboard and classroom instruments and voice; music in the curriculum; teaching musical concepts. Prerequisite: Admission to the Teacher Education Program or permission of the instructor. (Fee: \$15)

EDMU-371 Music for Elementary Teachers—A 4 hours

For music majors only; Music literature and teaching aids for children, including basic music theory, development of skills on keyboard and classroom instruments and voice; music in the curriculum; teaching music concepts. Field and clinical experiences are a requirement of this course. Prerequisite: Admission to the Teacher Education Program or permission of the instructor. (Fee: \$15)

EDMU-372 Music for Secondary Teachers—W 4 hours

The history of and basis for music in the secondary curriculum; administration of the music program; methods of teaching music in large and small groups; sources of materials for instruction. Field and clinical experience are a requirement of this course. Prerequisite: EDMU-371 Music for Elementary Teachers. (Fee: \$15)

EDMU-373 Vocal Methods—W 5 hours

Philosophy, objectives, and techniques of offering vocal instruction at all levels with emphasis on vocal production, pedagogical approaches, repertoire, and program building. Prerequisite: Two quarters of CLMU-185 Voice Class.

EDMU-374 Music in the Middle-School—Sp 3 hours

A study of materials, methods of procedure, supervision, and psychological aspects of teaching music in the middle school. Field and clinical experience are a requirement of this course. (Fee: \$15) *(odd years)*

EDMU-337 Band Administration—A 2 hours

A course designed to present the philosophy, learning processes, and organizational problems associated with beginning, intermediate and advanced bands. *(even years)*

EDMU-378 Marching Band Internship—A 0 hours

An internship designed to provide the instrumental music education major with an intensive field experience in marching band organization, repertoire, routines, repertoire and formation-charting experience. There is a fee attached to this course. *(even years)*

EDMU-379 Instrument Repair—A 1 hour

A laboratory session in the basic repair of band instruments. The course would involve instrument repair specialists and hands-on experience. A fee is attached to this course.

EDMU-410 Independent Study in Music Education—A, W, Sp, Su 1-4 hours

Independent and intensive study in a particular area of music education for individual music education majors who demonstrate special interests and ability.

MUSIC THEORY**THMU-101 Theory I—A** 3 hours

An introduction to the basic materials and concepts of music. Fundamental harmonic progression and introduction to the piano keyboard. Elementary ear training and dictation. Competency equivalency required of all music majors, minors, and elementary education majors. Open to all students. (Fee: \$15)

THMU-111 Theory II—W 3 hours

A study of fundamental harmonies and tone relations used in musical composition including elementary written and keyboard harmony, melody writing and analysis. Prerequisite: THMU-101 Theory I or passing grade on placement examinations. (Fee: \$15)

THMU-112 Theory III—Sp 3 hours

A study of the principles of diatonic harmony, including two-, three-, and four-part writing, analysis, keyboard harmony, and creative work. Prerequisite: THMU-111 Theory II. (Fee: \$15)

THMU-113 Theory IV—A 3 hours

A study of non-chord tones, seventh chords, and secondary dominants. Continuing emphasis on four-part writing, analysis, keyboard harmony, and creative work. Prerequisite: THMU-112 Theory III.

THMU-110 Aural Skills I—A 1 hour

Basic technique of dictation, sight singing, and rhythmic reading. To be taken concurrently with THMU-101 Theory I. Open to all students.

THMU-114 Aural Skills II—W 2 hours

Singing and writing of major and minor scales, intervals, triads, tonal and rhythmic groups, tonal melodies and canons. To be taken concurrently with THMU-111 Theory II. Prerequisite: THMU-110 Aural Skills I or passing grade on placement examinations.

THMU-115 Aural Skills III—Sp 2 hours

Singing and writing of chromatic scales, tonal and rhythmic groups, more difficult tonal melodies, and two-part work. To be taken concurrently with THMU-112 Theory III. Prerequisite: THMU-114 Aural Skills II.

THMU-116 Aural Skills IV—A 2 hours

Singing and writing of seventh- and ninth-chord outlines, tonal melodies, harmonic progressions with modulations, syncopated rhythmic figures, and two-part work. To be taken concurrently with THMU-113 Theory IV. Prerequisite: THMU-115 Aural Skills III.

THMU-212 Theory V—W 4 hours

Critical study and analysis of the chromatic harmony and formal structure of 18th and 19th century music. Creative work in traditional compositional forms. Prerequisite: THMU-113 Theory IV.

THMU-213 Theory VI—Sp 4 hours

A survey of 16th and 18th century contrapuntal techniques and analytical study of 20th century compositional techniques, including impressionistic, serial, neo-classical, and electronic practices; creative work in contemporary styles. Prerequisite: THMU-212 Theory V.

THMU-214 Functional Piano—A 3 hours

The development of skills in harmonization at sight, transposition, playing by ear, and other keyboard harmony skills specifically designed to meet the piano proficiency requirements. Prerequisite: Permission of the instructor.

THMU-311 Form and Analysis—A 3 hours

A study of the structure of music approached through analysis of representative works. Prerequisite: THMU-213 Theory VI. *(even years)*

THMU-310 Counterpoint—A 3 hours

A survey of polyphonic music of the 18th century including analysis and experimental writing of species counterpoint, canon, two-part inventions, fugal expositions, and trio sonata movements. Prerequisite: THMU-212, THMU-213 Theory V, VI. *(odd years)*

THMU-410 Independent Study in Music Theory—A, W, Sp, Su 1-4 hours

Independent and intensive study in a particular area of music theory for individual students who demonstrate special interests and ability.

THMU-413 Orchestration—A 3 hours

A course designed to develop skills in scoring music for various instrumental groups. Prerequisite: THMU-213 Theory VI.

PERFORMANCE

Private instruction for credit in piano, voice, and orchestral and band instruments is available to all music majors. Students other than music majors will need special approval from the Music Department. Private instruction for credit on any instrument available may be arranged with qualified professional teachers for all students in the program.

All students studying privately, whether music majors or not, are required to attend all general recitals. They will also perform regularly in student recitals.

Credit in performance lessons is based on a minimum of six hours of practice and one-half hour lesson per week for one hour of credit. An audition is required for initial registration. Continued registration is based upon satisfactory progress as determined each quarter by the instructor.

Private Study

- PLMU-100 Organ—A, W, Sp 1-2 hours
- PLMU-110 Piano—A, W, Sp 1-2 hours
- PLMU-111 Piano—A, W, Sp 1-2 hours
- PLMU-112 Piano—A, W, Sp 1-2 hours
- PLMU-113 Piano—A, W, Sp 1 hour
- PLMU-120 Voice—A, W, Sp 1-2 hours
- PLMU-121 Voice—A, W, Sp 1-2 hours
- PLMU-122 Voice—A, W, Sp 1-2 hours
- PLMU-130 Trumpet—A, W, Sp 1-2 hours
- PLMU-131 Trombone/Bar. Horn—A, W, Sp 1-2 hours
- PLMU-132 French Horn—A, W, Sp 1-2 hours
- PLMU-133 Tuba—A, W, Sp 1-2 hours
- PLMU-140 Clarinet—A, W, Sp 1-2 hours
- PLMU-141 Flute—A, W, Sp 1-2 hours
- PLMU-142 Saxophone—A, W, Sp 1-2 hours
- PLMU-143 Oboe—A, W, Sp 1-2 hours
- PLMU-144 Bassoon—A, W, Sp 1-2 hours
- PLMU-150 Violin—A, W, Sp 1-2 hours
- PLMU-151 Viola—A, W, Sp 1-2 hours
- PLMU-152 Cello—A, W, Sp 1-2 hours
- PLMU-153 Double Bass—A, W, Sp 1-2 hours
- PLMU-160 Guitar—A, W, Sp 1-2 hours
- PLMU-170 Percussion—A, W, Sp 1-2 hours
- PLMU-490 Senior Recital—A, W, Sp 0 hours

A music major is to register for this course the quarter in which they anticipate the presentation of their senior recital. (Fee: \$70)

Class Study

- CLMU-181, 182, 183 Piano Class I, II, III—A, W, Sp 1 hour
- CLMU-185 Voice Class—A, W, Sp 1 hour

Group instruction designed for the entering freshman level music major who anticipates his major or proficiency performance area to be voice. The class meets two hours each week in the autumn quarter, one hour of class together with private instruction during the winter and spring quarters. Instruction is devoted to basic vocal technique and beginning repertoire. Repeatable. Prerequisite: Audition.

CLMU-186 Voice Class—A, W, Sp 1 hour
 Group instruction in basic vocal technique and repertoire. Enrollment open to any student not majoring in voice. Repeatable.

CLMU-286 Advanced Voice Class—W 2 hours
 Continued vocal instruction with an emphasis on pedagogical techniques developed through laboratory experience. This course is required for the instrumental music major pursuing either secondary music education or the BME degree as well as for non-majors desiring further vocal study. Prerequisite: CLMU-186 Voice Class.

Ensembles

PFMU-370 Handbell Choir—W, Sp 1 hour
 The Handbell Choir is comprised of seven to twelve members. Repertoire includes standard classical and sacred handbell literature. Performances include selected chapel services and a major performance during the spring quarter.

PFMU-380 Concert Chorale—A, W, Sp 0-1 hour
 The Concert Chorale has a membership of approximately 50 mixed voices, chosen by audition. Repertoire includes primarily sacred music drawn from the 17th through the 20th century. Performances take place on campus and away from campus. A major goal is to provide a music ministry to local churches.

PFMU-382 Male Chorus—A, W, Sp 0-1 hour
 The Male Chorus of approximately 20 voices performing during the winter and spring quarters. Literature has included sacred and secular music drawn from the Renaissance through the 20th century. A major concert is presented each spring.

PFMU-386 Oratorio Chorus—A 0-1 hour
 The Oratorio Chorus is composed of approximately 100 mixed voices. Active during the autumn quarter of each academic year, the group presents a major choral work early in December. Handel's Messiah is performed every third year. Recent repertoire has included Mendelssohn's St. Paul and J. S. Bach's Christmas Oratorio.

PFMU-388 Brass Choir—A, W, Sp 0-1 hour
 The Brass Choir, of select instrumentation, consists of 20 to 25 members. It serves the college and its constituency by performing concerts featuring the highest quality brass choir literature. Major concerts are performed each quarter.

PFMU-397 Symphonic Band—A, W, Sp 0-1 hour
 The Symphonic Band is composed of approximately 80 members, selected by audition. Performing the highest quality band literature, the band appeared before state and national conference audiences and in concert under the baton of such guest conductors as Jim Curnow, George Strombeck, and George Wilson. Several concerts are presented each year on campus and in churches and schools.

Chamber Ensembles

Opportunities exist for qualified students to perform in chamber ensembles. Performances typically are presented as a part of the Tuesday afternoon student recital series, but may occur at other times. Representative ensembles may include:

- PFMU-387 Brass Ensemble—A, W, Sp 0-1 hour
- PFMU-391 Woodwind Ensemble—A, W, Sp 0-1 hour
- PFMU-393 String Ensemble—A, W, Sp 0-1 hour
- PFMU-394 Chamber Orchestra—A, W, Sp 0-1 hour



Because of Cedarville's reputation for producing excellent nurses, nursing students often face several job opportunities upon graduation.

Profile

Cedarville College, through the Department of Nursing, offers a baccalaureate program leading to a Bachelor of Science in Nursing (BSN degree). This four-year nursing program builds upon Bible, liberal arts, sciences, psychology, management, and research courses to challenge students to develop the skills and theory base necessary for professional nursing.

Goals

The goals of the Department of Nursing are to:

1. Offer a program that results in a Bachelor of Science in Nursing degree.
2. Provide an opportunity for Department of Nursing faculty to influence the lives of Christian students.
3. Develop a theory based curriculum in nursing that allows integration of Scripture into the content taught in all classroom and clinical experiences.
4. Graduate BSN prepared nurses who can think critically, demonstrate caring for the people with whom they interact and administer comprehensive quality nursing as beginning generalist.
5. Encourage graduate study in nursing.
6. Have an international impact via missionary nursing by preparing nurses for service in foreign mission fields.

Accreditation and Licensure

National The Department of Nursing Program is accredited by the National League for Nursing. Cedarville College is accredited by the North Central Association of Colleges and Secondary Schools.

State Cedarville College Department of Nursing has full approval by the Ohio Board of Regents and the State of Ohio Board of Nursing Education and Nurse Registration.

Registration Upon graduation from the four-year program of the college, an individual is eligible for admission to the examination for licensure as a registered nurse. Licensure is mandatory in order to practice nursing. Graduates planning to practice nursing in other states are eligible for admission to the examination for licensure in those states.

Faculty

Irene Alyn, *Chairman*; Professor of Nursing. *Education*: B.A., Taylor University, 1962; Diploma, Cook County School of Nursing, 1962; M.S.N., University of Illinois, 1965; Ph.D., University of Illinois, 1972. At Cedarville since 1981.

Lois Baker, Assistant Professor of Nursing. *Education*: Diploma, Glodgett Memorial Medical Center School of Nursing, 1974; B.R.E., Grand Rapids Baptist College, 1975; B.S.N., Nazareth College, 1982; M.S.N., University of Cincinnati, 1984; graduate study, Wayne State University, 1987. At Cedarville since 1984.

Janet Bauer, Assistant Professor of Nursing. *Education*: Diploma, Hackley Hospital School of Nursing, 1965; B.S.N., Coe College, 1976; M.S., University of Arizona, 1979; Specialist in Clinical Nursing, Indiana University, 1982; Ph.D., University of Texas, 1988. At Cedarville since 1982.

Carolyn Carlson, Assistant Professor of Nursing. *Education*: B.S., Capital University, 1959; M.S., U.C.L.A., 1962; M.A., University of Colorado, 1972; Ph.D., University of Colorado, 1974. At Cedarville since 1988.

Mark Klimek, Assistant Professor of Nursing. *Education*: B.S.N., University of Virginia, 1977; M.S.N., Wayne State University, 1979. At Cedarville since 1983.

Debra Oberer, Assistant Professor of Nursing. *Education*: B.S.N., Wright State University, 1983; M.S., Wright State University-Miami Valley School of Nursing, 1985. At Cedarville since 1988.

Maureen Salladay, Assistant Professor of Nursing. *Education*: Diploma, West Suburban Hospital School of Nursing, 1965; B.S., Wheaton College, 1967; M.P.H., University of Minnesota, 1980. At Cedarville since 1984.

Ruth Slocum, Assistant Professor of Nursing. *Education*: B.A., Wheaton college, 1955; B.S.N., Case Western Reserve University, 1959; N.M., University of Mississippi, 1972; Certified Nurse-Midwife, American College of Nurse-Midwives, 1972. At Cedarville since 1983.

"One of the reasons I chose to transfer to Cedarville from a large state university was the strong Christian example I saw in the professors. They modeled how to deal with people, a major part of effective nursing, in a way that honors God." Brandi Fisher, a 1985 nursing graduate, works in the intensive care unit at Bethesda Hospital in Cincinnati, Ohio.

General Information

Personal Requirements Students wishing to apply for nursing at Cedarville College need a strong background in college preparatory courses including chemistry, algebra, and foreign language. A five-year college curriculum is recommended for applicants with minimal high school preparation in mathematics, science, and foreign language.

Applicants are required by Ohio state law to give evidence of graduation from an accredited high school. A satisfactory score on the General Education Development Test (high school equivalency diploma test) is accepted from individuals who have graduated from a nonaccredited high school.

Financial Aid Students should consult the Financial Aid Office regarding all types of financial assistance. Potential sources of aid available specifically for nursing students include: National Student Nurses Association, Allstate Foundation, Amvets Memorial Scholarship, National Foundation March of Dimes Health Careers Awards, and Nursing Student Loan Program. Cedarville College provides scholarships to nursing students through the Nursing Scholarship Fund.

Information regarding employment opportunities in area health-related agencies is available in the Department of Nursing. Because of the time necessary for clinical activity, outside employment is limited for most students.

Orientation Program All students new to the Department of Nursing are required to attend the orientation program at the beginning of the fall quarter. Students are responsible for the information presented at the sessions.

National Student Nurses Association A local chapter of the Nursing Student Nurses Association was formed in 1983. Membership is open to all nursing students.

Licensed Nurses Desiring the B.S.N. The curriculum plan for R.N.'s and L.P.N.'s is individually designed on the basis of previous coursework. Nursing Experience Proficiency Exams are available for selected nursing courses.

Facilities for Clinical Activity All clinical activity is conducted under the direct supervision of Cedarville College Department of Nursing faculty. The program utilizes a number of community resources within thirty miles of the campus including public and private, large and small hospitals, health departments, mental health services, rehabilitation centers, clinics, homes for the aged, and physicians' offices. Students are responsible for transportation to and from clinical settings. Car pools are encouraged to help defray the cost.

Insurance All students admitted into the Department of Nursing are required to carry their own liability insurance.

Health Information A complete physical examination, positive Rubella titer, a negative tuberculin skin test, and a positive history of chicken pox or results of a varicella titer are required prior to the first clinical placement. Evidence of usual childhood immunization protocols, a tetanus booster, and CBC are included in the complete physical examination.

When students ascertain that they have an active infection, they are not permitted to report to the clinical area. They are to call their instructor and then go to the Patterson Clinic for assessment.

Uniforms Each student must secure uniforms and name pins prior to the first clinical experience.

Equipment Books and equipment needed in clinical settings will be purchased by the student.

Admission to Nursing Clinical Courses

Students apply to the Department of Nursing clinical courses during the winter quarter of the sophomore year of college. Students who meet the following criteria are admitted:

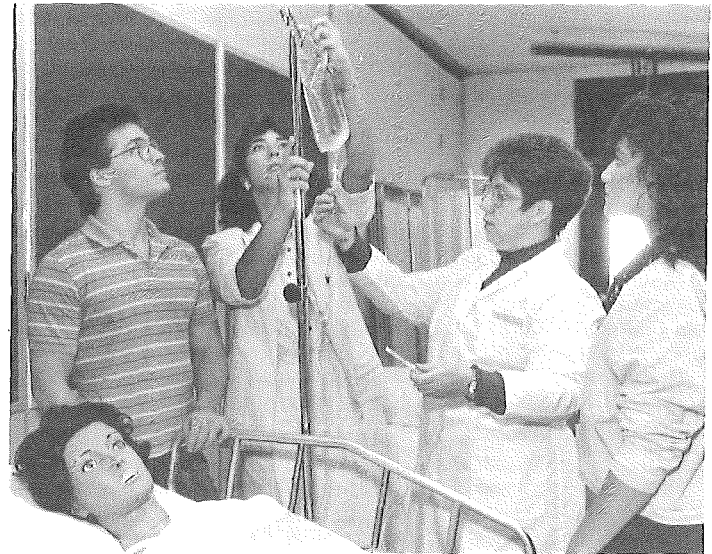
1. Cumulative grade point average (minimum GPA = 2.5).
2. Written statement of career goals.
3. Recommendation of academic advisor.
4. Report of physical examination including laboratory analysis.
5. Payment of an application fee (\$25 nonrefundable).

Requirements for Retention

1. Grade of C or above in all nursing courses.
2. Successful completion of all clinical assignments.
3. Recommendation of faculty.

Requirements for Graduation

1. Grade C or above in all nursing courses.
2. Registration for admission to the examination for state licensure as a registered nurse.
3. Recommendation by the faculty of the Department of Nursing.



Laboratory facilities on campus provide the setting for instruction in foundational nursing principles and techniques.

Course Requirements

In addition to completing the General Education Requirements, nursing majors must take the following requirements. These requirements are divided into two segments, **support cognate requirements and major requirements.**

The **support cognate requirements** many of which satisfy General Education Requirements, involve 54 quarter hours including:

*BIO-114 Introduction to Biology	5
BIO-216, BIO-217 Human Anatomy and Physiology	10
BIO-238 Introductory Microbiology	5
*CHEM-154 Principles of Chemistry	5
CHEM-356 Biochemistry	5
PYCH-160 General Psychology	5
PYCH-260 Human Growth and Development	5
PYCH-261 Psychological Statistics	5
*SOC-272 Family and Society	5
*SOC-273 Social Movements	4

*satisfies a General Education Requirement

The **nursing major requirements** involve seventy-seven quarter hours including:

NSG-101 Introduction to Nursing	1
NSG-201, NSG-202 Theoretical and Technical Foundations of Nursing Practice	
Lecture	2
Laboratory	1
NSG-301, NSG-302 Maternal and Family Health Nursing	
Lecture	5
Clinical	4
NSG-303, NSG-304 Community Health Nursing	
Lecture	5
Clinical	4
NSG-305, NSG-306 Nursing To Maintain Healthy Inter-and Intrapersonal Relationships	
Lecture	5
Clinical	4
NSG-311 Pharmacology	4
NSG-315 Nutrition of Individuals and Families	3
NSG-401, NSG-402 Nursing Care of Children and Adults: Acute Physiological Imbalances	
Lecture	5
Clinical	5

NSG-403, NSG-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances	
Lecture	5
Clinical	5
NSG-405, NSG-406 Management and Advanced Clinical Nursing	
Lecture	5
Clinical	5
NSG-413 Health Assessment	3
NSG-493 Research in Nursing	3
NSG-495 Seminar in Nursing	3

Suggested Four-year Curriculum for a Major in Nursing

<i>First year:</i>	<i>Second year:</i>
NSG-101 Intro. Nsg. 1	CHEM-154 Prin. Chem. 5
BIO-216, BIO-217 Anat. Phys. 5	CHEM-356 Biochemistry 5
BIO-114 Intro. Biology 5	BIO-242 Hum. Sexuality 3
BEOT-101 O.T. Survey 5	BIO-238 Intro. Microbio 5
BENT-102 N.T. Survey 5	HUM-140 Intro. Humanities 5
BETH-230 Theo. Survey 5	PYCH-160 Gen'l Psychology 5
ENG-110 Eng. Comp. I. 5	GSS-100 Found. Soc. Sci. 5
ENG-140 Eng. Comp. II 5	BEPT-340 Bapt. History 3
ENG-110 Fund. Speech 5	Bible electives 6
PEF-199 P.A.C.L. 1	GSCI-260 Hum. Gr. Devel. . . . 5
P.E. electives 2	SOC-273 Soc. Movements 4
49	SOC-272 Fam. & Society 5
	53
<i>Third year:</i>	<i>Fourth year:</i>
NSG-201, NSG-202 Found. Nsg. 3	NSG-401, NSG-402 Act. Care 10
NSG-301, NSG-302 M & F Hlth. 9	NSG-403, NSG-404 Int. Care 10
NSG-315 Nut. Ind. & Fam. . . . 3	NSG-405, NSG-406 Mgmt. Nsg. 10
NSG-303, NSG-304 Com. Hlth. 9	NSG-493 Resrch. in Nursing 3
NSG-413 Health Assessmnt. 3	NSG-495 Seminar in Nursing 3
NSG-305, NSG-306 Hlth. Relp. 9	PYCH-261 Statistics 5
NSG-311 Pharmacology 4	Electives 3-5
Humanities electives 10	44-46
Literature elective 5	
55	

DEPARTMENTAL COURSES

NSG-101 Introduction to Nursing—A 1 hour

An introduction to nursing education, practice, and research. Includes discussion of professional ethics and factors which motivate and influence Christian nurses. Students learn nursing skills essential to the facilitation of patient comfort.

NSG-201,202 Theoretical and Technical Foundations of Nursing—A 3 hours

A brief history of the profession, an overview of conceptual and theoretical approaches to nursing practice, and the current roles of nurses in health care delivery systems. Includes development of technical skills basic to nursing, learning and applying principles of assessment using tools as extension of self to gain clinical data. Prerequisites: Admissions to the Department of Nursing. PYCH-260, BIO-217, CHEM-356, SOC-272.

NSG-301,302 Maternal and Family Health Nursing—A 9 hours

Provides the student with a basis for assessing mother, newborn, and family members relative to normal physiological and psychological functioning in childbearing and minor disruptions. Also provides guidance in appropriate nursing interventions based on a study of the reciprocal influences on health care issues and systems. The student interacts to facilitate adaptation of family members to changing roles. Prerequisites: NSG-201,202 Theoretical and Technical Foundations of Nursing.

NSG-303,304 Community Health Nursing—W 9 hours

Health promotion and maintenance for communities and the impact of community on individual, family, and group health. Includes the theory and methods of epidemiology and systems of health care delivery. Assessment techniques are practiced to enable students to assess the responses of community members to events that maintain or threaten to disrupt their physiological, psychological, sociological or spiritual balance. Prerequisites: NSG-201,202 Theoretical and Technical Foundations of Nursing.

NSG-305,306 Nursing to Maintain Healthy Intra- and Interpersonal Relationships—Sp 9 hours

Includes assessment of normal intrapersonal and interpersonal relationships throughout the life span with a focus on the resources needed to maintain healthy communication. The impact of societal systems on individual, family, and/or community adaptation to stressors is evaluated. Prerequisites: NSG-201,202 Theoretical and Technical Foundations of Nursing.

NSG-311 Pharmacology—Sp 4 hours

The major drug categories, with emphasis on the pharmacokinetics, pharmacodynamics, major side effects and nursing implications as well as the usual and idiosyncratic impact of drug therapy upon various physiological states across the life span. Prerequisites: Prenursing sciences.

NSG-313 Patient Education—W 3 hours

Principles of teaching are applied to the relationship between professional caregiver and client. Strategies are learned for teaching, setting, goals, and evaluation. Skills are practiced in areas of verbal and nonverbal communication, perception, and motivation. Prerequisites: NSG-201,202 Theoretical and Technical Foundations of Nursing or consent of instructor.

NSG-315 Nutrition of Individuals and Families—A 3 hours

Normal nutrition for individuals of all ages and food consumption patterns of families in different cultures. Metabolism of food and nutrient utilization are

described in a health promotion framework. Modern modes of nutritional therapy are discussed. Prerequisite: CHEM-356 or consent of instructor.

NSG-401,402 Nursing Care of Children and Adults I—A 10 hours

Common acute physiological imbalances of children and adults and the health care delivery system (including pharmacological, nursing, and medical care) used to restore physiological, psychological, sociological, and spiritual homeostasis are studied in depth. Content includes response patterns of children versus adults to acute illness and the unique resources needed by each to restore health. Includes: health, cellular responses, fluid and electrolyte dynamics, metabolism, oxygenation, perception, and coordination. Recurrent themes include transport and regulation. Assessment, planning, interventions, and evaluation components are emphasized as the nursing process is applied in hospital settings. Prerequisites: NSG-401,402 Nursing Care of Children and Adults.

NSG-405,406 Management and Advanced Clinical Nursing—S 10 hours

Health care organizations and the leadership/management skills required in various nursing care delivery systems. Includes theories and strategies used by managerial leaders. Focuses on the nursing management of clients with complex clinical and psychosocial needs. Clinical involves working under the direction of faculty, nurse manager, clinical specialist, clinical supervisor or assistant director of nursing in a clinical area of the student's choice. Focuses on the observation and development of leadership/managerial skills and advanced experience in the management of patient care for a group of patients or patients with multisystem problems. Prerequisites: NSG-403,404 Nursing Care of Children and Adults.

NSG-413 Health Assessment—W 3 hours

The development of systematic approaches to assessing the health status of individuals. Includes obtaining a health history, performing a physical examination and normal physical and developmental responses throughout the lifespan.

NSG-440 through NSG-449 Special Topics in Nursing—A, W, Sp, Su 2-5 hours

Selected topics of interest to faculty and students. Course titles to be announced when scheduled. Prerequisites: NSG-201, 202 Theoretical and Technical Foundations of Nursing or consent of instructor.

NSG-480 Independent Study in Nursing—A, W, Sp, Su 1-4 hours

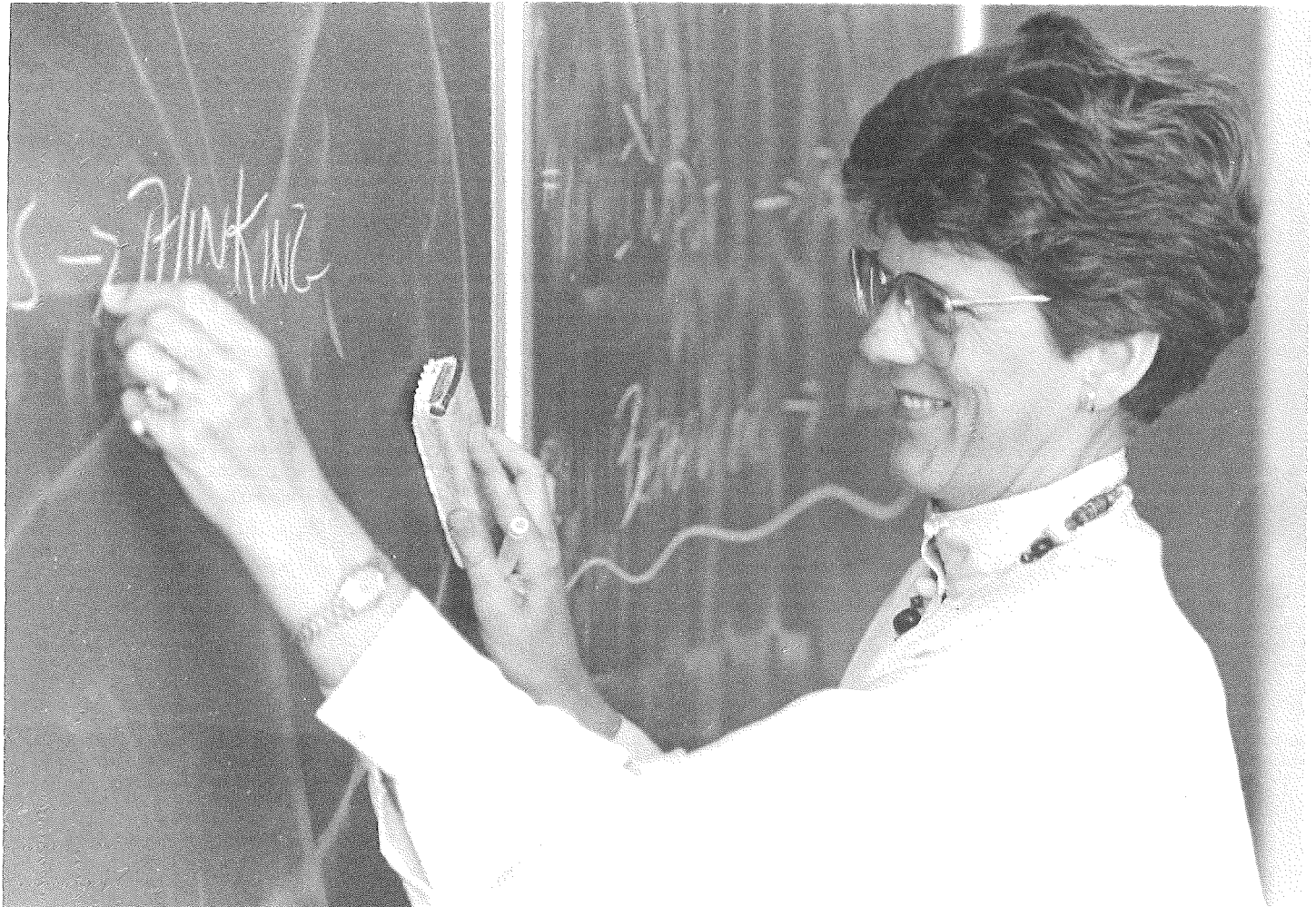
Independent learning to secure an extensive background in a specialized area of nursing. May be repeated once. Prerequisite: Signed contract between student and instructor in which work to be completed is described.

NSG-493 Research in Nursing—W 3 hours

The research process applied to clinical nursing problems with focus on the statement of problem, development of conceptual framework, research method selection, data analysis, and discussion of the findings. Includes discussion of the ethics of research and constraints in obtaining a sample. Prerequisites: PSYCH-261 Psychological Statistics or MATH-384 Probability and Statistics.

NSG-495 Seminar in Nursing—Sp 3 hours

Major professional issues in nursing and the political, economic, social, and religious factors that influence these issues. Prerequisites: NSG-403, 404 Nursing Care of Children and Adults.



Author of several nursing textbooks and a leader in nursing education in the region, Irene Alyn chairs the Department of Nursing



Biofeedback equipment, used here by Charles Dolph, provides students with experience using some of the latest equipment used in physiological psychology.

Purpose

The Department of Psychology seeks:

1. To develop understanding of Biblical content which has psychological impact and to investigate all psychological concepts in the light of Scriptural truth.
2. To provide an analysis of the person from the physical, emotional, rational, and spiritual levels.
3. To aid students in their personal adjustment to everyday life through an understanding of human behavior.
4. To provide courses in psychology necessary for teacher certification.
5. To prepare students to be a "generalist" or a middle-level professional person who will work directly with people in out-patient or in-patient settings. Career opportunities are beginning to open up for college graduates who have majored in psychology. Often the student will have to "search out" the job opportunities, but they are becoming more available. Opportunities can be found in state hospitals and mental health centers, state institutions for the retarded and county programs for the retarded, community health and social agencies, geriatric facilities, and in certain correctional and rehabilitation centers.
6. To prepare students for graduate study in psychology and related areas.

"Cedarville prepared me well for graduate school. Out of a class of nearly one hundred, I felt I was the most prepared. Cedarville helped make my graduate work easy. I was also able to integrate Biblical truth into my studies, even at a state university. I use the principles I learned at Cedarville every day as I counsel people. The College has prepared me well to succeed in my career and to live as a Christian in the world." A 1984 psychology graduate, Marcia Wiinamaki earned a masters from Southwest Texas State University. She now works as a counselor at the Minirth and Meier Clinic in Austin, Texas.

Faculty

Stanley Ballard, *Chairman*; Professor of Psychology. *Education*: Graduate, Moody Bible Institute, 1954; Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theological Seminary, 1964; M.S., North Texas State University, 1965; graduate study, University of Dayton, 1966; graduate study, University of Oklahoma, 1967; Ph.D., North Texas State University, 1971. At Cedarville since 1965.

Robert Abbas, Professor of Psychology. *Education*: B.M., Northwestern College, 1959; B.A. Wartburg College, 1962; M.A., University of Northern Colorado, 1965; Ph.D., University of Missouri, Columbia, 1972. At Cedarville since 1971.

Charles Dolph, Associate Professor of Psychology. *Education*: B.A., Cedarville College, 1974; M.E., Georgia State University, 1976; Ph.D., Georgia State University, 1982. At Cedarville since 1979.

Programs of Study

The Department of Psychology offers the following programs of study:

- Behavioral science
- Psychology
- Minor in psychology

Psychology

The **psychology major** provides students with general exposure to the field of psychology in preparation for graduate study in psychology or a number of other human-services related fields.

Course requirements involve fifty-five quarter hours including:

PYCH-160 General Psychology	5
PYCH-261 Psychological Statistics	4
PYCH-264 Psychology of Abnormal Behavior	5
PYCH-361 History and Systems of Psychology	4
PYCH-365 Psychology of Learning	4
PYCH-366 Fundamentals of Counseling	5
PYCH-369 Social Psychology	5
PYCH-373 Psychological Research, Methods	3
PYCH-374 Psychological Research, Practice	3
PYCH-464 Literature Seminar in Psychology	4
Electives in psychology	12

Psychology majors are encouraged to take a broad spectrum of courses in their undergraduate education. Coursework in biology,

computers, mathematics, and philosophy is highly desirable. Particularly relevant courses include:

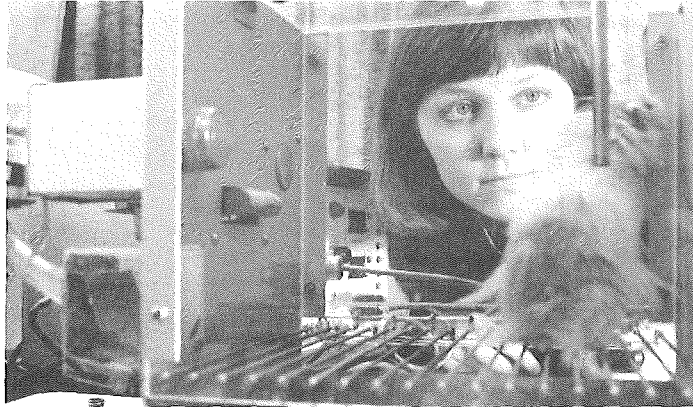
- BEPH-322 Logic
- BIO-216 Human Anatomy and Physiology
- BIO-306 Genetics
- CIS-100 Introduction to Computers
- MATH-184 College Algebra
- MATH-185 Trigonometry
- MATH-281,282,283 Analytical Geometry and Calculus
- MATH-384 Probability and Statistics

Psychology Major Curriculum Summary

Proficiency requirements	0-8
Psychology major requirements	55
Other General Education requirements	80-102
Electives	36-58
(minimum, not including proficiency)	192

Suggested Four-year Curriculum for a Major in Psychology

<i>First year:</i>	<i>Second year:</i>
BEOT-101 O.T. Survey 5	PYCH-260 Human Develop. 4
BENT-102 N.T. Survey 5	PYCH-264 Abnormal Psych. 5
BETH-230 Theo. Survey 5	GSS-100 Found. Soc. Sci. 5
ENG-110 Eng. Comp. I. 5	COM-110 Fund. Speech 5
ENG-140 Eng. Comp. II 5	Literature elective 5
PYCH-160 Gen. Psych. 5	Phys. science elective 5
History elective 5	Bible electives 6
Biological science 5	BEPH-220 Intro. Philo. 5
HUM-140 Intro. Humanities 5	History elective 4-5
PEF-199 P.A.C.L. 1	Math or sci. elective 5
P.E. electives 2	49-51
48	
<i>Third year:</i>	<i>Fourth year:</i>
BEPT-340 Bapt. Polity 3	PYCH-361 Hist.& Sys. 4
PYCH-261 Psych. Stats. 5	PYCH-366 Fund. Counseling 5
PYCH-365 Psych. Learning 4	PYCH-499 Psych. Research 5
PYCH-369 Soc. Psych. 5	PYCH-464 Lit. Seminar 4
Psychology elective 4-5	Psychology elective 4-5
Electives 25	Electives 22-29
46-48	45-49



Laboratory equipment in the department enables students to conduct behavioral experiments.

Behavioral Science

The behavioral science major is designed for students interested in individual and group behavior. This area is recommended for students who desire to work with people in the various settings offered by the fields of psychology and social work.

Course requirements involve eighty quarter hours including:

PSYCH-160 General Psychology	5
PSYCH-264 Psychology of Abnormal Behavior	5
PSYCH-365 Psychology of Learning	4
PSYCH-366 Fundamentals of Counseling	5
PSYCH-373 Psychological Research, Methods	3
PSYCH-374 Psychological Research, Practice	3
SOC-230 Principles of Sociology	5
SOC-431 Introduction to Social Work	5
SOC-432 Social Casework	5
PSYCH-261 Psychological Statistics	5
(or SOC-440 Social Science Seminar)	5
PSYCH-499 Psychology Internship	5-16
CIS-100 Introduction to Computers	3
Electives in psychology and/or sociology	18-27

Behavioral Science Major Curriculum Summary

Proficiency requirements	0-8
Behavioral Science major requirements	80
Other General Education requirements	75-96
Electives	16-37
(minimum, not including proficiency) 192	

Suggested Four-year Curriculum for a Major in Behavioral Science

<i>First year:</i>		<i>Second year:</i>	
BEOT-101 O.T. Survey	5	PSYCH-260 Human Devel.	4
BENT-102 N.T. Survey	5	PSYCH-264 Abnormal Psych.	5
BETH-230 Theo. Survey	5	GSS-100 Found. Soc. Sci.	5
ENG-110 Eng. Comp. I	5	Literature elective	5
ENG-140 Eng. Comp. II	5	Bible electives	6
HUM-140 Intro. Humanities	5	BEPH-220 Intro. Philo.	5
COM-110 Fund. Speech	5	BEPT-340 Bapt. Polity	3
History elective	4-5	Phys. science elective	5
Biology elective	5	History elective	4-5
PEF-199 P.A.C.L.	1	Math or sci. elective	5
P.E. electives	2		47-48
	48		
<i>Third year:</i>		<i>Fourth year:</i>	
PSYCH-361 Psych. Stats.	5	PSYCH-361 Hist. & Sys.	4
PSYCH-365 Psych. Learning	4	PSYCH-366 Fund.	
PSYCH-369 Social Psych.	5	Counseling	5
SOC-230 Princ. Sociology	5	PSYCH-373 Psych. Research	5
SOC-432 Social Casework	5	PSYCH-464 Lit. Seminar	4
SOC-431 Intro. Social Work	5	Psych./soc. elect.	0-9
Psych./soc. elect.	5	Electives	23-32
	18-20		47-50
	47-49		

Minor in Psychology

The minor in psychology is designed to provide students majoring in disciplines outside of the Department of Psychology with a basic understanding of psychology.

Course requirements involve twenty-four quarter hours including:

PSYCH-160 General Psychology	5
PSYCH-264 Psychology of Abnormal Behavior	5
Electives in psychology	14

DEPARTMENTAL COURSES

- PYCH-160 General Psychology—A,W,Sp,Su** 5 hours
Designed to provide a survey of modern scientific psychology. The course content is centered on such topics as maturation, learning, sensation, perception, motivation, thinking, remembering, emotion, intelligence, and personality development. (Fee: \$5)
- PYCH-260 Human Development—A,W,Sp,Su** 5 hours
An analysis of the physiological and psychological development of the individual from conception through the total life span. Prerequisite: PYCH-160 General Psychology.
- PYCH-261 Psychological Statistics—A,Sp** 5 hours
Designed to provide an elementary coverage of descriptive and sampling statistics commonly used in psychology. This includes problems of measurement, measures of central tendency and dispersion, linear correlation, prediction, and simple tests of significance. Prerequisite: PYCH-160 General Psychology.
- PYCH-263 Psychology of Aging—A** 5 hours
Focuses on adult development and aging. Topics include adult relationships, retirement from work, leisure, sexuality, physical health, mental health, and dying.
- PYCH-264 Psychology of Abnormal Behavior—Sp** 5 hours
Focus upon etiology, symptomatology, and prognosis of psychological disturbance. Prerequisite: PYCH-160 General Psychology.
- PYCH-361 History and Systems of Psychology—A** 4 hours
Major trends in the development of psychology from its beginning to the present. Emphasis is placed upon contemporary theory. Prerequisite: PYCH-160 General Psychology.
- PYCH-363 Psychological Measurement—W** 5 hours
An analysis of theoretical principles and assumptions basic to the measurement of human characteristics and behavior. Offers training in the construction, selection, and use of psychological tests. Prerequisite: PYCH-261 Psychological Statistics. (Fee: \$5)
- PYCH-364 Industrial Psychology** 4 hours
Psychology applied to the world of work. Emphasis is on the methodology and activities of industrial/organizational psychologists. Prerequisite: PYCH-160 General Psychology, PYCH-261 Psychological Statistics or BUS-211 Quantitative Methods. (Alternate, even years)
- PYCH-365 Psychology of Learning—W** 4 hours
Concepts and theories of learning with emphasis placed on personal applications of accepted procedures. Prerequisite: PYCH-160 General Psychology.
- PYCH-366 Fundamentals of Counseling—W,Sp** 5 hours
An introductory course emphasizing the underlying philosophies, current theories, and accepted procedures of counseling. Prerequisite: PYCH-160 General Psychology.
- PYCH-367 Group Dynamics—A** 5 hours
Group processes in a variety of group settings are the focus as this course explores the interaction of individuals and groups. Each student participates in a growth group as a part of the course. Prerequisite: PYCH-160 General Psychology. (Alternate, odd years)
- PYCH-369 Social Psychology—Sp** 5 hours
The study of the behavior of individuals as it is influenced by past and/or present interactions with social factors. Prerequisite: PYCH-160 General Psychology.
- PYCH-372 Psychology of Personality—W** 4 hours
Contemporary theories of the development, organization, and dynamics of personality. Prerequisite: PYCH-160 General Psychology.
- PYCH-373 Psychological Research, Methods—W** 5 hours
An introduction to methods utilized in psychological research with emphasis placed on experimental methodology and research design. Prerequisite: PYCH-261 Psychological Statistics. (Fee: \$20)
- PYCH-460 Independent Study in Psychology—A,W,Sp,Su** 1-4 hours
Independent research carried out by the advanced psychology student in an area of interest and usefulness to the student. Prerequisite: Twelve quarter hours of psychology and permission of instructor.
- PYCH-461 Employment Strategies—A,W** 1 hour
A study designed to give graduates tools necessary for finding employment. Suggestions will be made for locating job possibilities. Practical tips on resume writing and interviewing will be included to aid in the application procedure. Some emphasis will be placed on identification of individual marketable skills.
- PYCH-464 Literature Seminar—A,W,Sp,Su** 4 hours
Reports and discussions of research literature in psychology. Required of all psychology majors during their senior year. Prerequisite: Major or minor in psychology or consent of instructor.
- PYCH-465 through PYCH-471 Special Topics Seminar** 1-4 hours
Various topics to be offered as interest demands. Available to students with special interests in psychology. Prerequisites: Major or minor in psychology and consent of instructor.
- PYCH-465 Seminar in Physiological Psychology**
- PYCH-466 Seminar in Stress Management, Relaxation, and Biofeedback (Fee: \$20)**
- PYCH-467 Seminar in Cognition and Perception (Fee: \$15)**
- PYCH-468 Seminar in Motivation**
- PYCH-470 Seminar in Behavior Problems in Children**
- PYCH-499 Psychology Internship—A,W,Sp,Su** 5-16 hours
Junior and senior psychology majors may, with approval of the department, engage in psychological activity at a clinic, hospital, or other mental health institution. One member of the psychology department will supervise the student's internship. The department will determine the number of credit hours that will be given for individual work experience.



Larry Helmick, professor of chemistry and researcher at NASA's Lewis Research Center, demonstrates the department's liquid scintillator, the first of its kind in the state of Ohio.

Purpose

The Department of Science and Mathematics is comprised of biology, chemistry, physics, and mathematics.

This department seeks to:

1. Acquaint students with the field of science.
2. Aid students in developing clear and orderly thinking processes through the use of the techniques of science and mathematics.
3. Help students appreciate the facts of creation as studied in the physical and natural sciences.
4. Prepare students for graduate study or for further professional study in the health sciences.
5. Prepare secondary teachers of science with a Biblical perspective of science.
6. Serve in other types of employment.

Programs of Study

The Department of Science and Mathematics offers the following programs of study:

Biology
Chemistry
Comprehensive science
Mathematics

Minors in:

Biology
Chemistry
Mathematics
Physics

Special programs:

Medical technology
Preagriculture
Preengineering
Premedical (pre-health professions)
Prepharmacy

Faculty

Donald Baumann, *Chairman*; Professor of Biology and Chemistry. *Education*: B.S., Iowa State University, 1960; M.S., Iowa State University, 1962; Ph.D., Iowa State University, 1964. At Cedarville since 1964.

Edwin Braithwaite, Associate Professor of Mathematics. *Education*: B.A., Western Washington University, 1966; M.A., Western Washington University, 1968; Ph.D., University of Illinois-Urbana-Champaign, 1975. At Cedarville since 1976.

Leroy Eimers, Professor of Physics and Mathematics. *Education*: B.S., Hobart College, 1963; M.S., Syracuse University, 1966; Ph.D., Syracuse University, 1970. At Cedarville since 1981.

Dennis Flentge, Associate Professor of Chemistry. *Education*: B.S., Texas Lutheran College, 1969; Ph.D., Texas A. & M. University, 1974; Postdoctoral Research Fellow, University of Florida, 1974-75, Texas A. & M. University, 1976; Summer Faculty Research Fellow, Wright-Patterson Air Force Base, 1981, 1982, 1984, 1987; graduate study, University of Wisconsin, summer, 1984. At Cedarville since 1980.

Larry Helmick, Professor of Chemistry. *Education*: B.S., Cedarville College, 1963; Ph.D., Ohio University, 1968; postdoctoral research, University of Florida, 1974-75 and summers of 1969, 1970, 1971; University of Illinois, summers of 1972, 1973, 1974; Summer Faculty Research Fellow, NASA-Lewis Research Center, 1980-1987. At Cedarville since 1968.

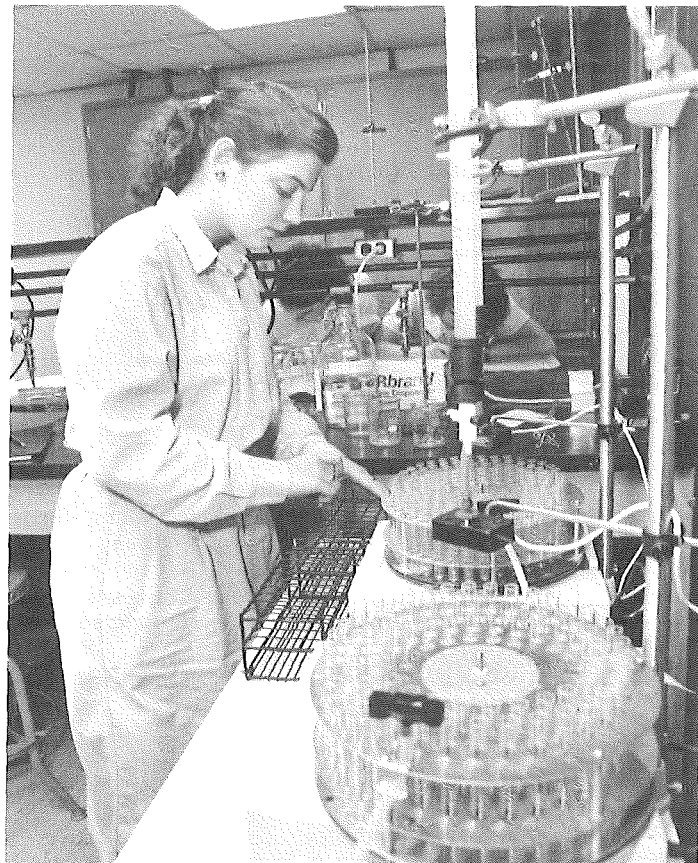
Lawrence Killian, Associate Professor of Biology. *Education*: B.S., Cedarville College, 1964; B.S., Central State University, 1965; M.S., Syracuse University, 1968; graduate study, Wright State University, 1968, 1980-. At Cedarville since 1968.

Douglas Miller, Assistant Professor of Chemistry. *Education*: B.S., University of Rochester, 1977; Ph.D., University of Colorado, 1981; postdoctoral research, University of Iowa, 1982; City University of New York, 1983-84. At Cedarville since 1984.

Terry Phipps, Associate Professor of Biology. *Education*: B.S., Cedarville College, 1976; M.S., Wright State University, 1974; Ph.D., The Ohio State University, 1987. At Cedarville since 1978.

John Silvius, Professor of Biology. *Education*: B.A., Malone College, 1969; graduate study, Western Michigan University, 1970; Ph.D., West Virginia University, 1974; postdoctoral study, University of Illinois, 1974-76. At Cedarville since 1979.

Daniel Wetzel, Professor of Physics and Mathematics. *Education*: B.S., Morehead State College, 1955; M.S., University of Cincinnati, 1963; Ph.D., The Ohio State University, 1971. At Cedarville since 1963.



As a result of the quality of their undergraduate training, many Cedarville science graduates have gained admission to and excelled in graduate and professional schools.

Biology

The **biology** major provides general course background in the biological sciences. Students with specific career goals may orient the biology curriculum toward particular emphases.

Course requirements involve seventy-three quarter hours including:

BIO-114 Introduction to Biology	5
BIO-115 General Zoology	5
BIO-134 General Botany	5
BIO-200 General Ecology	5
BIO-306 Genetics	5
CHEM-151, CHEM-152, CHEM-153 General Chemistry	12
CHEM-356 Biochemistry	5
CHEM-357 Organic Chemistry	5
GSCI-184 College Algebra (or equivalent)	5
GSCI-440 Seminar	1
Electives in biology	20

Students interested in careers in **environmental biology** should take BIO-340 Topics in Environmental Biology, representing course work provided at the AuSable Institute in northern Michigan. Through this program students may be certified as (1) Interpretive Naturalist, (2) Water Resource Analyst, (3) Land Resource Analyst, and (4) Environmental Analyst. Fellowships and grants are awarded by the AuSable Institute based upon academic performance and financial need.

Students anticipating **graduate study** in biology should include:

CHEM-358,359 Organic Chemistry	9
PHYS-271,272,273 General Physics	15
MATH-281,282,283 Analytic Geometry and Calculus	15

Students pursuing careers in the **health professions** should include:

CHEM-358,359 Organic Chemistry	9
Electives in calculus and physics (selected from)	20
MATH-281 Analytic Geometry and Calculus	5
MATH-282 Analytic Geometry and Calculus	5
MATH-283 Analytic Geometry and Calculus	5
PHYS-271 General Physics	5
PHYS-272 General Physics	5
PHYS-273 General Physics	5

Biology Major Curriculum Summary

Proficiency	0-8
Other General Education requirements	65-87
Biology major requirements	73
Electives	32-54

(minimum, not including proficiency) 192

Suggested Four-year Curriculum for a Major in Biology

First year:	Second year:
BIO-114 Intro. Biology	BIO-134 General Botany
BIO-115 Gen. Zoology	BIO-200 General Ecology
CHEM-151,152,153	BETH-230 Theology Survey
Gen. Chem.	Bible elective
GSCI-184 College Algebra	COM-110 Fund. Speech
BEOT-101 O.T. Survey	GSS-110 Found. Soc. Sci.
BENT-102 N.T. Survey	*HUM-140 Intro. Humanities
ENG-110 Eng. Comp. I	P.E. elective
ENG-140 Eng. Comp. II	Literature elective
PEF-199 P.A.C.L.	Electives
	48
Third year:	Fourth year:
BIO-306 Genetics	Seminar
Biology elective	Biology electives
CHEM-357 Organic Chem.	Electives
CHEM-356 Biochemistry	48
BEPT-340 Baptist Polity	
Bible elective	
History elective	
*Humanities elective	
*Soc. Sci. elective	
Electives	
	48

*Courses can be delayed one year in order for students in preprofessional programs to take calculus, physics, and additional organic chemistry.

"As I entered my medical program, I was pleasantly surprised at how well the pre-med courses at Cedarville prepared me. Some of my graduate classes even reiterated what I had studied at Cedarville." A 1987 biology/premedicine graduate and native of Minnesota, Teresa Palmer studies at the University of Osteopathic Medicine and Health Science in Des Moines, Iowa.

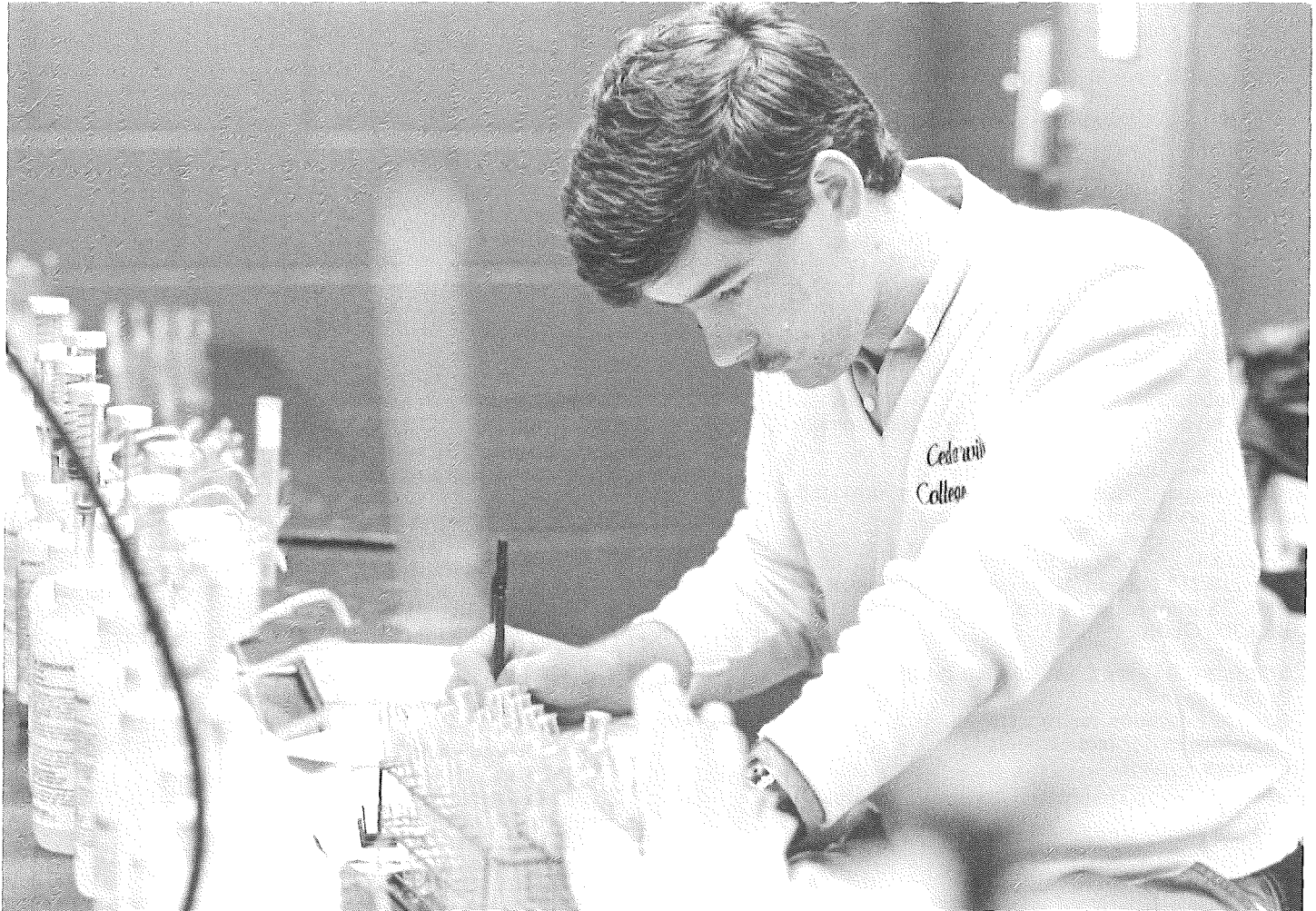


Photo by: [unreadable] Cedarville College

Chemistry

The **chemistry major** provides general course background in chemistry for students anticipating careers in industry, research, education, and the health professions. Students with specific career goals may orient the curriculum to meet their professional goals.

Course requirements involve seventy-nine quarter hours including:

CHEM-151,152,153 General Chemistry	12
CHEM-225 Analytical Chemistry	5
CHEM-254 Quantitative Analysis	4
CHEM-357,358,359 Organic Chemistry	14
*CHEM-451,452,453 Physical Chemistry	11
GSCI-440 Seminar	1
MATH-281,282,283 Analytic Geometry and Calculus	15
PHYS-271 General Physics	5
Electives in chemistry	2
*BIO-436 Radiation Biology or PHYS-378,379 Modern Physics may be substituted for CHEM-453 Physical Chemistry.	

Students preparing for **graduate study** should include:

PHYS-378,379 Modern Physics	10
MATH-387 Differential Equations	5

Students preparing for medicine, dentistry, osteopathy, or any of the **health professions** should include:

BIO-213 Vertebrate Zoology	5
(or BIO-311 Vertebrate Embryology)	5
BIO-216,217 Human Anatomy and Physiology	10
BIO-238 Introductory Microbiology	5
BIO-306 Genetics	5

Chemistry Major Curriculum Summary

Proficiency	0-8
General Education requirements	70-92
Chemistry major requirements	79
Electives	21-43

(minimum, not including proficiency) 192

Suggested Four-year Curriculum for a Major in Chemistry

First year:	Second year:
CHEM-151,152,153 Gen. Chem.	CHEM-254 Quant. Analysis . . . 4
MATH-281,282,283 Calculus . . . 15	CHEM-255 Anal. Chemistry . . . 5
BEOT-101 O.T. Survey 5	PHYS-271,272,273 Gen. Phys. 15
BENT-102 N.T. Survey 5	BETH-230 Theo. Survey 5
ENG-110 Eng. Comp. I 5	Bible elective 3
ENG-140 Eng. Comp. II 5	COM-110 Fund. Speech 5
PEF-199 P.A.C.L. 1	BIO-114 Intro. Biology 5
	GSS-100 Found. Soc. Sci. 5
	P.E. 2
	49
Third year:	Fourth year:
CHEM-351,352,353 Org. Chem.	CHEM-451,452,453 P. Chem.
BEPT-340 Bapt. Polity 3	Chemistry electives 2
Bible elective 3	GSCI-440 Seminar 1
Literature elective 5	Humanities elective 5
History elective 5	Social science elective 4
HUM-140 Intro. Humanities 5	Electives 24
Electives 13	47
	48

Comprehensive Science Major

The **comprehensive science major** is intended exclusively for secondary education students. This major offers a broad exposure to the various areas of science including biology, chemistry, earth science, and physics, and provides basic preparation for teaching these disciplines at the secondary school level. Students desiring greater depth of training in one science area, with the intention of attending graduate school, should plan to major in the science area or areas of their choice.

Course requirements involve ninety-six quarter hours including:

BIO-440 Seminar	1
MATH-281 Analytic Geometry and Calculus	5

Thirty quarter hours in biology:

BIO-114 Introduction to Biology	5
BIO-115 General Zoology	5
BIO-134 General Botany	5
Electives in biology	15

Forty quarter hours in chemistry and physics:

CHEM-151,152 General Chemistry	8
CHEM-357 Organic Chemistry	5
PHYS-271,272,273 General Physics	15
Electives in chemistry or physics	12

Twenty hours of earth sciences:

GSCI-166 Introduction to Physical Geology	5
GSCI-264 Introductory Astronomy	5
GEO-250 Introduction to Geography	2
GEO-251,252 World Regional Geography (West and East)	8

Students must also complete the professional secondary education requirements for certification listed in the Education Department section of the catalog.

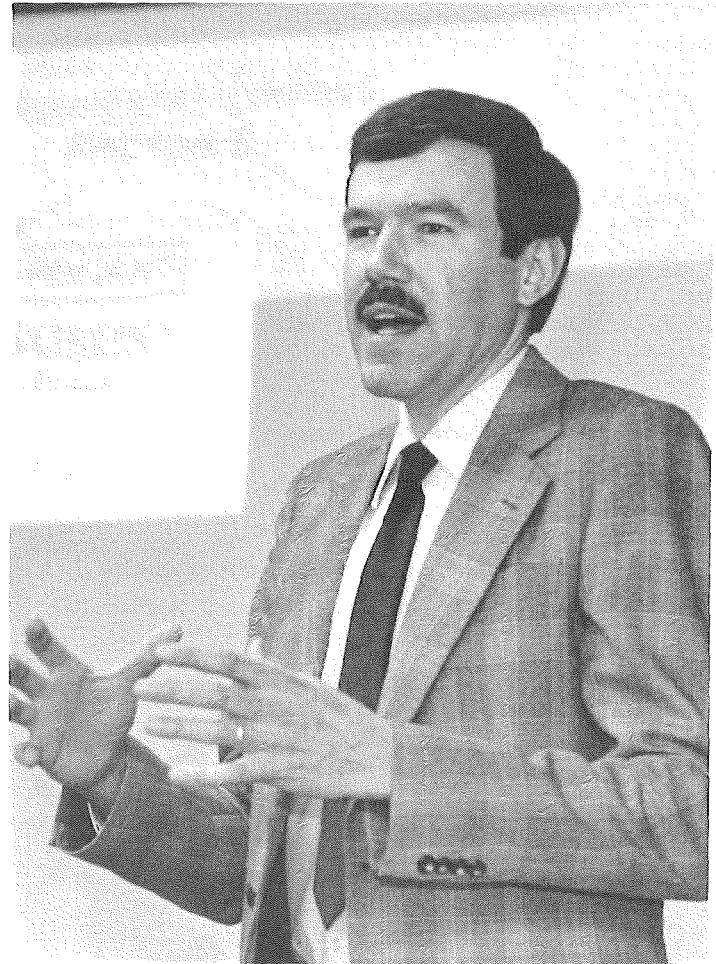
Comprehensive Science Major Curriculum Summary

Proficiency	0-8
Other General Education requirements	55-77
Comprehensive Science major requirements	96
Education requirements	47

(minimum, not including proficiency) 198-220

Suggested Four-year Curriculum for a Major in Comprehensive Science

First year:	Second year:
BIO-114 Intro. Biology 5	BIO-134 Gen. Botany 5
BIO-115 Gen. Zoology 5	CHEM-357 Organic Chemistry 5
CHEM-151,152,153 Gen. Chem. 12	MATH-281 Calculus 5
BEOT-101 O.T. Survey 5	GSCI-166 Intro. Phy. Geol. 5
BENT-102 N.T. Survey 5	EDUC-100 Intro. Educ. 2
ENG-110 Eng. Comp. I 5	EDUC-101 Field Experience 2
ENG-140 Eng. Comp. II 5	EDUC-102 Except. Child 2
GSS-100 Found. Soc. Sci. 5	EDUC-103 Teach. Think. Skl. 2
HUM-140 Intro. Humanities 5	EDUC-321 Philo. Education 3
PEF-199 P.A.C.L. 1	BETH-230 Theo. Survey 5
EDUC-201 P.S.I. 0	COM-110 Fund. Speech 5
53	GEO-250 Intro. Geography 2
	GEO-251,252 Wor. Reg. Geo. 8
	History elective 4-5
	P.E. elective 1
	56-57
Third year:	Fourth year:
Biology electives 10	Biology elective 5
GSCI-264 Intro. Astronomy 5	Chem. or phys. electives 8
PHYS-271,272,273 Gen. Phy. 15	GSCI-440 Seminar 1
BEPT-340 Bapt. Polity 3	Bible elective 3
Bible elective 3	EDUC-350 Read. Cont. Area 3
Literature elective 5	EDUC-316 Princ. Teaching 4
Humanities elective 5	EDUC-317 Field Experience 4
EDUC-236 L. & L. Process 4	SCED-321 Clinical Teach. 2
P.E. elective 1	SCED-301 or 303 Cont. Meth. 2
51	EDUC-450 Student Teaching 15
	47



John Silvius, former researcher at the United States Department of Agriculture and advisor to science education majors, wrote *Biology Principles and Perspectives*, the textbook used in the course "Principles of Biology."

Mathematics

The **mathematics major** provides students with general course background in advanced mathematics.

Course requirements involve sixty-one quarter hours including:
 MATH-281,282,283 Analytical Geometry and Calculus . . . 5
 MATH-387 Differential Equations 5
 Electives from 300 and 400 level courses in mathematics . 25
 PHYS-271,272,273 General Physics 15
 GSCI-440 Seminar 1

Students are encouraged to include additional courses in astronomy, physics, or chemistry as electives.

Students desiring secondary education certification in mathematics must take at least one of the following:

CIS-124 Computer Programming-BASIC 3
 CIS-221 FORTRAN Programming 4
 CIS-420 Programming Languages 4
 MATH-485 PASCAL 5

Mathematics Major Curriculum Summary

Proficiency 0-8
 Other General Education requirements 70-92
 Mathematics major requirements 61
 Electives 39-61

(minimum, not including proficiency) 192

Suggested Four-year Curriculum for a Major in Mathematics

First year:	Second year:
MATH-281,282,283 Calculus . . . 15	MATH-387 Diff. Equations . . . 5
BEOT-101 O.T. Survey 5	Mathematics electives 5
BENT-102 N.T. Survey 5	PHYS-271,272,273 Gen. 15
ENG-110 Eng. Comp. I 5	Phys. 15
ENG-140 Eng. Comp. II 5	BETH-230 Theo. Survey 5
COM-110 Fund. Speech 5	Bible elective 3
GSS-100 Found. Soc. Sci 5	HUM-140 Intro. Humanities . . 5
PEF-199 P.A.C.L 1	History elective 5
P.E. electives 2	Literature elective 5
48	48
Third year:	Fourth year:
BEPT-340 Bapt. Polity 3	GSCI-440 Seminar 1
Bible elective 3	Mathematics electives 10
Mathematics electives 10	Electives 37
BIO-100 Prin. Biology 5	48
Humanities elective 5	
Soc. science elective 4	
Electives 18	
48	

Minors

The minors in the Department of Science and Mathematics are designed to provide non-majors with additional background in the biological sciences, mathematics, and the physical sciences.

Course requirements for the **biology minor** involve twenty-four quarter hours including:

BIO-115 General Zoology 5
 BIO-134 General Botany 5
 Biology electives 14

Course requirements for the **chemistry minor** involve twenty-four quarter hours including:

CHEM-151,152,153 General Chemistry 12
 CHEM-254 Quantitative Analysis 4
 CHEM-357 Organic Chemistry 5
 Chemistry electives 3

Course requirements for the **mathematics minor** involve twenty-five quarter hours including:

MATH-281,282,283 Analytical Geometry and Calculus . . 15
 Mathematics electives (300 or 400 level courses) 10

Course requirements for the **physics minor** involve twenty-five quarter hours selected from:

PHYS-271,272,273 General Physics 15
 PHYS-376 Electricity and Magnetism 5
 PHYS-378,379 Modern Physics 10

"My education in mathematics at Cedarville helped me develop two important processes that I use every day: analytical thinking and problem solving. Thinking analytically helps me examine ideas at the lowest level of detail and still see the big picture. Solving problems involves a step by step analysis of a situation. Mathematics involves both of these." Keith Holt, a 1985 mathematics graduate, works as a systems engineer for Electronic Data Systems (EDS) in Pontiac, Michigan.



Laboratory study helps develop the analytical abilities critical to the effectiveness of scientists.

Medical Technology

A medical technology option is available within the biology major. The student must spend one year in a hospital internship program to become a certified medical technologist. Prerequisites to the hospital internship include: 24 hours of biology, 24 hours of chemistry, one mathematics course, and completion of all general education requirements.

The student may do the internship during his/her senior year, with 48 hours of transfer credit applied to the biology major upon successful completion of the internship. Many students complete the requirements for a biology major first and then take the internship after graduation from Cedarville College.

Preagriculture

The **preagriculture curriculum** is designed to satisfy the technical/nontechnical requirements of the first two years of a typical agriculture program. Students should research agricultural schools to which they wish to transfer at the junior level so that application materials can be completed in advance of deadlines. The program includes one year of general requirements and a second year of agricultural science or agricultural business.

Course requirements include core requirements and an emphasis in either agriculture business or agriculture science.

Core requirements include:

BIO-114 Biology	4
CHEM-151,152 General Chemistry	8
GSCI-185 Precalculus	5
(or MATH-281 Analytic Geometry and Calculus)	5
ENG-110 English Composition I	5
ENG-140 English Composition II	5
HUM-140 Introduction to the Humanities	5
COM-110 Fundamentals of Speech	5
GSS-100 Foundations of Social Science	5
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5

The preagriculture student should confer with his advisor to select electives based upon:

- (a) requirements of the school to which he will transfer after leaving Cedarville College;

- (b) the specific agricultural program he wishes to enter.

The **agriculture business emphasis** prepares students for careers in the industry-business phases of agriculture.

Course requirements include:

Two courses (selected from)	10
BIO-115 General Zoology	5
BIO-134 General Botany	5
BIO-200 General Ecology	5
BIO-238 Introductory Microbiology	5
BIO-306 Genetics	10
ACCT-211 Principles of Accounting	5
BUS-211 Quantitative Methods	4
CIS-100 Introduction to Computers	2
ECON-231,232 Macro & Microeconomics	8
MGMT-350 Principles of Organization and Management	4
Humanities electives	10
Social science elective	5

The **agriculture science emphasis** prepares students for careers including agronomy, animal science, food science, and horticulture.

Course requirements include:

BIO-115 General Zoology	5
BIO-134 General Botany	5
Biological science elective	5
MATH-282 Analytic Geometry and Calculus	5
CHEM-357,358 Organic Chemistry	9
CHEM-359 Organic Chemistry	5
(or CHEM-356 Biochemistry)	5
MATH-384 Probability and Statistics	5
Humanities electives	5
Social science elective	5

"The preengineering program at Cedarville provided me with a solid foundation as I entered the mechanical engineering program at the University of Michigan. My credits transferred easily and I was well-prepared for the challenges of my engineering courses." Mechanical engineer Steve DeCook graduated from the University of Michigan in 1988.

Preengineering

The **preengineering** curriculum is designed to satisfy the technical/nontechnical requirements of the first two years of a typical engineering program. It is expected that strict adherence to this program will result in acceptance at an accredited engineering school at the junior level, enabling the student to acquire an engineering degree with an additional two years of study. Students should research the engineering schools to which they wish to transfer so that application materials can be completed in advance of deadlines. Students who have not had at least algebra I, algebra II or trigonometry in high school should not expect to complete the program in two years.

Course requirements include:

First year:

PHYS-171 Engineering Graphics	3
PHYS-271,272 General Physics	10
PHYS-281,282,283 Analytic Geometry and Calculus . .	15
ENG-110 English Composition I	5
ENG-140 English Composition II	5
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5
*Humanities or social science electives	5-8
	<u>58-61</u>

Second year:

CHEM-151,152,153 General Chemistry	12
PHYS-274 Mechanics I—Statics	5
PHYS-275 Mechanics II—Dynamics	5
PHYS-276 Electricity and Magnetism	5
PHYS-277 Strength of Materials	5
MATH-388,389 Advanced Calculus	10
CIS-221 FORTRAN Programming	4
Bible electives	6
*Humanities or social science electives	5-7
	<u>57-59</u>

*9 hours of humanities and/or social science electives must be in 300 or 400 level courses.

Predental, Premedical, Preoptometric, Preosteopathic, and Preveterinary Medicine

Cedarville students have been quite successful in gaining admission to medical/professional schools. Though no specific major is required by these schools, students typically choose majors in biology or chemistry. While the sequence of courses is arranged with the premedical advisor, the following courses are usually required by professional colleges:

MATH-281,282,283 Analytic Geometry and Calculus	15
PHYS-271,272,273 General Physics	15
CHEM-356 Biochemistry	5
CHEM-357,358,359 Organic Chemistry	14
Biology electives (selected from)	15
BIO-213 Vertebrate Zoology	5
(or BIO-311 Vertebrate Embryology)	5
BIO-216,217 Human Anatomy and Physiology	10
BIO-238 Introductory Microbiology	5
BIO-306 Genetics	5

Prepharmacy

The **prepharmacy** curriculum enables a student to obtain the first two years of the five year pharmacy program at Cedarville College. To insure that specific course requirements may be met through Cedarville courses, the student should select the pharmacy college he or she plans to attend as early as possible and obtain a catalog describing the specific course requirements.

The following courses should be included in the two years the prepharmacy student attends Cedarville:

ENG-110 English Composition I	5
ENG-140 English Composition II	5
BIO-115 General Zoology	5
CHEM-151,152,153 General Chemistry	12
BIO-213 Vertebrate Zoology	5
MATH-281 Analytic Geometry and Calculus	15
CHEM-357,358,359 Organic Chemistry	14
COM-110 Fundamentals of Speech	5
GSS-100 Foundations of Social Science	5



Excellent equipment, like the atomic absorption spectrophotometer pictured here, aids students in the analysis of compounds.

GENERAL EDUCATION COURSES

These courses are designed to meet the general education requirements for graduation. They will not count toward any science or mathematics major; a student majoring in science or mathematics may take these courses only as electives. However, any course listed for science or mathematics major or minor may also count toward fulfilling general education requirements.

GSCI-101 Basic Mathematics—A 4 hours

A course designed to ensure that the student has a mastery of the rudimentary concepts and basic skills of arithmetic and algebra. Topics covered include: addition, subtraction, multiplication, and division of whole numbers, integers, fractions, and decimals; percents; ratios and proportions; exponents; algebraic expressions; solutions of linear equations; word problems graphing. Three lectures and two 1-hour laboratories per week.

BIO-100 Principles of Biology—A, W, Sp, Su 5 hours

This course emphasizes basic life process and the principles by which these processes operate at the ecological, organismic, and cellular levels of organization. Four lectures and one 2-hour laboratory per week.

GSCI-160 Introduction to the Physical Sciences—Sp 5 hours

A descriptive survey of the sciences of astronomy, geology, and meteorology with some consideration given to the historical background of these disciplines. Four lectures and one 2-hour laboratory per week.

GSCI-161 Introduction to the Physical Sciences—W 5 hours

An introductory study of the sciences of physics and chemistry and space science with emphasis on basic concepts and principles as well as the development of foundational laws pertaining to these disciplines. Four lectures and one 2-hour laboratory per week.

GSCI-162 Environmental Physical Science—A 5 hours

Physical and chemical principles underlying environmental topics of current and long-standing interest are studied. Some topics covered are: energy (nuclear and other kinds), food chemistry and nutrition, soaps, water and air quality, and others, depending on time and class interest. Four lectures and one 2-hour laboratory per week.

GSCI-166 Introduction to Physical Geology—Sp 5 hours

An introductory study of the earth and its environment, with emphasis on the physical and chemical properties of minerals, erosion and sedimentation, metamorphism, igneous activity, the structural features of the earth's crust, and geologic time. Four lectures and one 2-hour laboratory per week.

GSCI-180 Introduction to Mathematics—A 5 hours

An introduction to mathematical concepts including inductive and deductive reasoning, logic set theory, numeration systems, consumer mathematics, algebra, and statistics.

GSCI-184 College Algebra—A, W, Sp 5 hours

A general introduction to the methods of algebraic analysis. Many of the topics of intermediate algebra are covered. This includes, but may not be limited to, the field axioms, linear functions, inequalities, systems of equations, determinants, and quadratic functions. This course, in conjunction with GSCI-185, is designed to help prepare the student for calculus. Prerequisite: Two years of high school mathematics or permission of the instructor.

GSCI-185 Precalculus—Sp**5 hours**

A general introduction to the principles of trigonometry and possibly some advanced topics in algebra. Coverage includes, but may not be limited to, trigonometric and circular functions, triangle problems, vectors. This course, in conjunction with GSCI-184, is designed to help prepare the student for calculus. Prerequisite: GSCI-184.

GSCI-220 Origins**5 hours**

Two models for the origin of the universe, life, and man are developed. The two models, creation and evolution, are examined using available scientific evidence, and predictions based on each model are compared with the scientific evidence. Prerequisite: BIO-100 Principles of Biology, GSCI-160 Introduction to the Physical Sciences or equivalent.

GSCI-264 Introductory Astronomy—A, Su**5 hours**

An introductory study designed to impart a general knowledge of concepts, principles, and laws pertaining to a God-created universe, with some emphasis on techniques used to obtain this knowledge. Four lectures per week, laboratory by arrangement including field observations at the college observatory. Prerequisite: High school geometry or permission of instructor.

DEPARTMENTAL COURSES

SCED-300 Teaching Science and Mathematics**3 hours**

A general methods course which treats the history, the materials, and the methods of science and mathematics teaching. Emphasis is placed on recent trends in materials and methods. Prerequisite: Admission to the Teacher Education Program.

SCED-321 Clinical Teaching in Science or Mathematics**2 hours**

A practical on-campus experience in which a student is assigned to assist a college instructor in classroom and laboratory teaching, evaluation, and related responsibilities. The student must complete forty (40) clock hours of clinical involvement in the teaching field for which certification is desired. Students desiring certification in an additional field must complete an additional one (1) credit hour, representing 20 clock hours of experience. Prerequisite: Admission to the Teacher Education Program.

GSCI-440 Seminar**1 hour**

Each student presents a paper from library or laboratory research. Approval of the topic by the student's advisor and seminar instructor must be obtained and the date of presentation set before enrolling in the course. The student must also attend a minimum of 10 seminars during the senior year. Guest lecturers and faculty members may present papers at the invitation of the instructor. Required of all science and mathematics majors. Prerequisites: Senior classification and attendance of a minimum of 10 seminars during the sophomore and junior years.

BIOLOGICAL SCIENCE

BIO-114 Introduction to Biology—A**5 hours**

Structure and function of plant and animal cells with emphasis on central concepts. This is the first biology course for majors; it may be taken by others with good preparation in high school biology and chemistry. Four lectures and one 2-hour laboratory per week.

BIO-115 General Zoology—W**5 hours**

A survey of the animal kingdom and of zoological principles, with an introduction to anatomy, physiology, and classification. Three lectures and two 2-hour laboratories per week. Prerequisite: BIO-114 Introduction to Biology.

BIO-134 General Botany—A**5 hours**

A survey of the vascular plants, bryophytes, algae, and fungi, with an introduction to their anatomy, physiology, taxonomy, and economic importance. Four lectures and one 3-hour laboratory per week. Prerequisite: BIO-114 Introduction to Biology.

BIO-200 General Ecology—Sp**5 hours**

A study of the interrelationships between living organisms and environment with emphasis upon environmental physiology, ecosystem and community ecology, and environmental stewardship. Laboratories feature field studies of representative aquatic and terrestrial ecosystems. Three (or four) lectures and one 3-hour (or 4-hour) lab, totaling 7 contact hours per week. Prerequisite: BIO-115 General Zoology and BIO-134 General Botany.

BIO-212 Invertebrate Zoology**5 hours**

A survey of representative invertebrates to include morphology and relations. Three lectures and two 3-hour laboratories per week. Prerequisite: BIO-115 General Zoology. *(even years)*

BIO-213 Vertebrate Zoology**5 hours**

A study of the various vertebrate groups, with emphasis upon vertebrate anatomy. Three lectures and two 3-hour laboratories per week. Prerequisite: BIO-115 General Zoology. *(even years)*

BIO-216, BIO-217 Human Anatomy and Physiology—W, Sp**5 hours each quarter**

A survey of the principle systems of the human body with emphasis on both structure and function. BIO-216 includes a review of basic biology plus the skeletal, muscular, and nervous system. BIO-217 includes the endocrine, respiratory, cardiovascular, digestive, urinary, and reproduction system. Four lectures and one 2-hour laboratory per week. Prerequisite: BIO-100 Principles of Biology or equivalent.

BIO-235 Plant Anatomy—W**5 hours**

Plant cells, tissues, and organs are studied in detail. Attention is given to microtechnique including the killing, fixing, embedding, sectioning, staining, and mounting of tissues. Three lectures and two 3-hour laboratories per week. Prerequisite: BIO-134 General Botany. *(odd years)*

BIO-236 Taxonomy of Seed Plants—Sp**5 hours**

A study of flowering plant classification and the history of classification, with emphasis on field identification, collection, and classification of local flora. Two lectures and six hours of supervised and independent laboratory/field study per week. Prerequisite: BIO-134 General Botany *(even years)*

BIO-238 Introductory Microbiology—W**5 hours**

A study of plant microorganisms and viruses and their relationship to man's economy and hygiene. Basic laboratory techniques are stressed. Three lectures and three 2-hour laboratories per week. Prerequisites: BIO-114 Introduction to Biology and CHEM-151 General Chemistry.

BIO-306 Genetics—A**5 hours**

A study of the principles of heredity and their application to plant, animal, and human life. Three lectures and two 3-hour laboratories per week. Prerequisite: BIO-114 Introduction to Biology and GSCI-184 Introduction to Analysis.

BIO-311 Vertebrate Embryology**5 hours**

A study of the initiation and development of tissues and organs with emphasis on embryonic development of vertebrates, including the human. Three lectures and two 3-hour laboratories per week. Prerequisite: BIO-115 General Zoology. *(odd years)*

BIO-336 Plant Physiology

5 hours

A study of the unique physiological processes of plant life. These include plant and soil-water relationships, mineral nutrition, photosynthesis, and mechanisms that enable plants to coordinate their growth and development in response to environmental stimuli. Four lectures and one 3-hour laboratory per week. Prerequisites: BIO-134 General Botany and CHEM-353 Organic Chemistry. (odd years)

BIO-341 through BIO-349

5 hours each

Includes a selection of 5-hour courses taught at AuSable Institute by faculty of various evangelical Christian colleges:

- BIO-341 Land Resources
- BIO-342 Field Botany
- BIO-343 Animal Ecology
- BIO-344 Natural Resources Practicum I
- BIO-345 Water Resources
- BIO-346 Environmental Chemistry
- BIO-347 Insect Taxonomy and Ecology
- BIO-348 Aquatic Biology
- BIO-349 Natural Resources Practicum II

Each course emphasizes Christian stewardship of natural resources as its integrative theme. Students should register the desired number of hours under BIO-340. Selected course titles will appear on the transcript when the work is completed. Choice can be made from four course sequences which, if completed in addition to requirements for the biology major, will earn certification in one of the following areas designed to prepare students for employment or graduate study: (1) Interpretive Naturalist, (2) Water Resource Analyst, (3) Land Resource Analyst, and (4) Environmental Analyst. Prerequisite: BIO-200 Environmental Biology.

BIO-400 Independent Study in Biology

1-4 hours

Independent experimental study involving a particular biological phenomenon. Submission and approval of a research proposal must precede registration. Prerequisite: Major in biology and permission of advisor.

BIO-405 Environmental Biology Internship

4-10 hours

An opportunity to participate in an internship experience, arranged in conjunction with local or state agencies. Provides experience in such activities as nature interpretation, plant and animal cataloging, habitat restoration, ecological studies, and administration of environmentally related projects of community concern. Prerequisite: BIO-200 General Ecology, CHEM-357 Organic Chemistry.

BIO-436 Radiation Biology

4 hours

The effects of ionizing radiation on biological systems and methods of using radioisotopes. Introductory material on radiation physics and dosimetry is included. The laboratory exercises introduce the student to basic instrumentation and techniques in the safe handling of radioisotopes. The course may be applied to either a biology or a chemistry major. Three lectures and one 3-hour laboratory per week. Prerequisite: One year of chemistry, one course in biology, one course in mathematics. (odd years)

CHEMISTRY**CHEM-151, CHEM-152, CHEM-153 General Chemistry** 4 hours each quarter

Fundamental facts and principles of chemistry. Quantitative techniques are stressed in the laboratory during the first two quarters. Laboratory emphasis is on qualitative analysis during the third quarter. Three lectures and one 3-hour laboratory per week. Prerequisite: CHEM 154 Principles of Chemistry or high school chemistry.

CHEM-154 Principles of Chemistry—A

5 hours

For non-science majors, an introduction to atomic structure, ionic and covalent bonding, stoichiometry, kinetic theory, solutions and equilibria, nuclear chemistry; and nomenclature, structure, and reactions of organic compounds. Four lectures and one 3-hour lab per week.

CHEM-254 Quantitative Analysis—W

4 hours

A study of the theory, techniques, and calculations involved in gravimetric and volumetric analysis of inorganic substances. Three lectures and one 3-hour laboratory per week. Prerequisite: CHEM-152 General Chemistry.

CHEM-255 Analytical Chemistry—Sp

5 hours

A continuation of Quantitative Analysis, with emphasis on instrumental analysis. Three lectures and two 3-hour laboratories per week. Prerequisite: CHEM-254 Quantitative Analysis.

CHEM-357, CHEM-358, CHEM-359 Organic Chemistry 4 hours winter quarter

5 hours autumn and spring quarters

A detailed study of the general principles, aliphatics, aromatics, natural products, etc. Emphasis is placed on mechanism. Fall and Winter Quarters: Four lectures and one 3-hour laboratory per week. Spring Quarter: Three lectures and two 3-hour laboratories per week. Prerequisite: CHEM-152 General Chemistry.

CHEM-356 Biochemistry—Sp

5 hours

A study of carbohydrates, lipids, proteins, and nucleoproteins and their relationship to life and metabolic processes. Four lectures and one 3-hour laboratory per week. Prerequisite: CHEM-351 Organic Chemistry.

CHEM-450 Independent Study in Chemistry

1-4 hours

Independent experimental study of some chemical phenomenon.

CHEM-451, CHEM-452, CHEM-453 Physical Chemistry

4 hours autumn and winter quarters

3 hours spring quarter

A study of the properties of chemical systems, including the fundamentals of thermodynamics, chemical dynamics, and quantum mechanics. Three lectures and one 3-hour laboratory per week. Prerequisite: CHEM-254 Quantitative Analysis or CHEM-273 General Physics. (odd years)

CHEM-454 Advanced Inorganic Chemistry

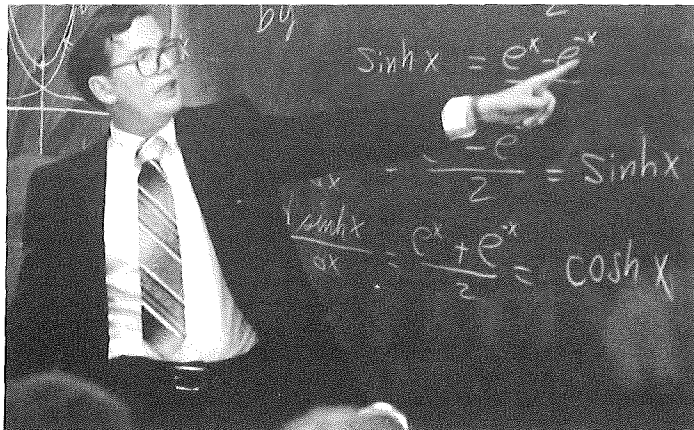
5 hours

Modern concepts of the structure of matter, nature of the chemical bond, complex ions, and the periodic properties of the elements. Prerequisite: CHEM-254 Quantitative Analysis. (even years)

CHEM-455 Topics in Chemistry

2-5 hours

Topics of special interest are selected by the chemistry faculty from the areas of modern chemistry. May be repeated once for credit. Prerequisite: CHEM-153 General Chemistry or equivalent and consent of instructor.



Edwin Braithwaite teaches calculus as well as many of the upper-level mathematics courses.

MATHEMATICS

MATH-281, MATH-282, MATH-283 Analytic Geometry and Calculus

5 hours each quarter

An integrated course of the basic concepts of analytic geometry and calculus. Includes theory of limits, derivatives, integrals, conic sections, solid analytic geometry, partial derivatives, multiple integrals, infinite series, differential equations. Prerequisite: GSCI-184 College Algebra, GSCI-185 Precalculus or equivalent.

MATH-384 Probability and Statistics

5 hours

Probability, binomial, normal, t, chi square, and F distributions; regression and analysis of variance are studied from theoretical and practical viewpoints. Prerequisite: MATH-282 Analytic Geometry and Calculus.

MATH-387 Differential Equations

5 hours

A study of the standard techniques employed in the solution of differential equations with emphasis on those arising from physical problems. Prerequisite: MATH-283 Analytic Geometry and Calculus.

MATH-388, MATH-389 Advanced Calculus

5 hours

Topics in function theory, differential and integral calculus of several variables, line and surface integrals, and infinite series are covered. Prerequisite: MATH-283 Analytic Geometry and Calculus.

MATH-394 Linear Algebra

5 hours

An introduction to the algebra of linear equations, including determinants, matrices, vector spaces, eigenvalues, and eigenvectors, and linear mapping. Prerequisite: MATH-283 Analytic Geometry and Calculus. (even years)

MATH-480 Topics in Mathematics

2-5 hours

Various topics offered as interest may demand. Intended for majors in mathematics. Permission of instructor required. Some typical topics: complex variables, matrix algebra, vector analysis, numerical analysis, introduction to computer programming, and partial differential equations.

MATH-482 Real Variables

5 hours

An introduction to the real number system's algebraic, order, completeness, and cardinality properties; and an introduction to topology of Cartesian spaces, continuity, convergence, limits, differentiability, and integration. This course is designed to enhance the student's understanding of the basic theory of elementary and advanced calculus. Prerequisite: MATH-389 Advanced Calculus. (odd years)

MATH-490 Independent Study in Mathematics

1-4 hours

An opportunity to perform independent research in the various branches of mathematics and allied fields of application. Submission and approval of a research proposal must precede registration. Prerequisite: Major in mathematics and permission of research advisor.

PHYSICS

PHYS-271, PHYS-272, PHYS-273 General Physics

5 hours each quarter

Basic concepts of mechanics, heat, sound, light, electricity, magnetism, and modern physics. Four lectures and one 2-hour laboratory per week. Prerequisite: MATH-281 Analytic Geometry and Calculus.

PHYS-274 Mechanics I—Statics

5 hours

A study of the principles of mechanics including force systems, free body diagrams, resultants and equilibrium, centroids and centers of gravity, friction, moments of inertia with applications. Five lectures per week. Prerequisite: PHYS-271 General Physics, MATH-283 Analytic Geometry and Calculus.

PHYS-275 Mechanics II—Dynamics

5 hours

A study of kinematics including translation, rotation, plane motion and relative motion. Also includes the kinetics of particles and bodies by the methods of Newton's laws, work-energy, and impulse-momentum. Five lectures per week. Prerequisite: PHYS-274 Mechanics I—Statics.

PHYS-277 Strength of Materials

5 hours

The study of stresses, strains, and deflections under forces of tension, compression, shear and torsion; shear and moment diagrams, buckling, and properties of materials. Three lectures per week. Prerequisite: PHYS-274 Mechanics I—Statics.

PHYS-376 Electricity and Magnetism

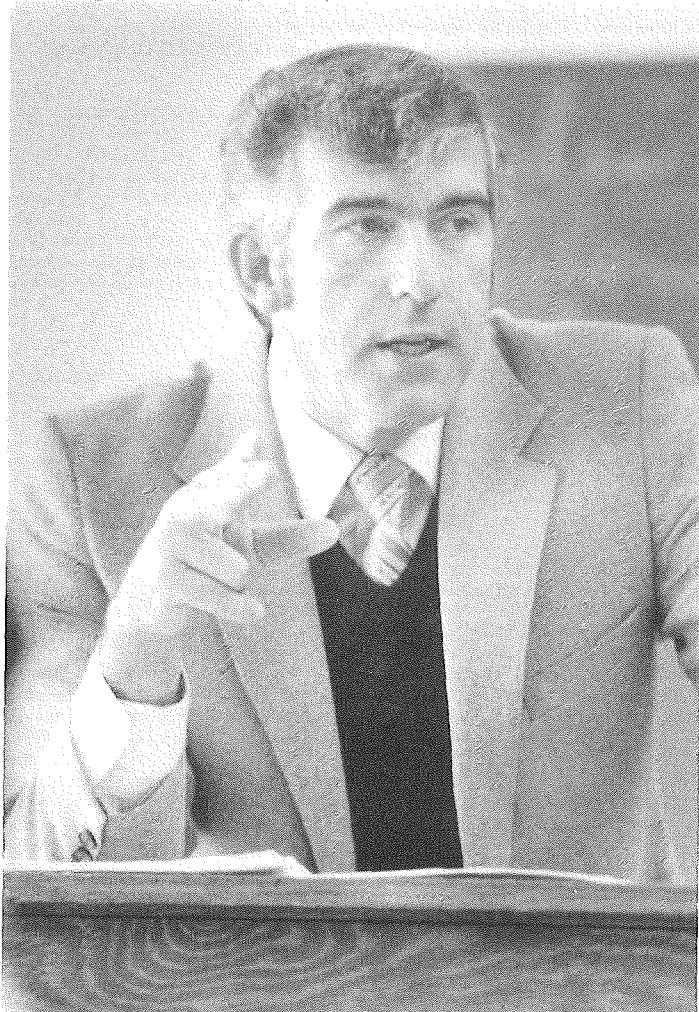
5 hours

Basic concepts of electricity and magnetism. AC and DC circuits, electromagnetism, basic electronic circuits. Prerequisites: PHYS-272 General Physics, MATH-388 Advanced Calculus.

PHYS-378, PHYS-379 Modern Physics

5 hours each quarter

An extension of basic concepts of modern physics learned in General Physics. Topics include structure of matter, electricity and light, kinetic theory, x-rays, nuclear reactions, atomic and nuclear structure, radioactivity. Prerequisite: PHYS-273 General Physics. (even years)



Popular lecturer and advisor to prelaw students, Joseph Halsey teaches courses in political science and international relations.

Purpose

The curriculum of the Department of Social Sciences and History is composed of history, sociology, geography, political science, public administration, and urban studies.

This department seeks to:

1. Present to the student the origin and development of ideas and institutions.
2. Aid the student in gaining a better understanding of the world which would include an historical perspective, spatial awareness, comprehension of political systems, the knowledge of man in a socio-cultural context, and the study of the nature of an increasingly urban society.
3. Provide the student with the prerequisites for responsible civic participation.
4. Expose the student to the complexities of the public sector in modern life and the possibilities of careers in local, state, and national government.
5. Acquaint the student with a practical appreciation of the methods and tools of original research.
6. Provide the student with an opportunity to formulate and express the results of investigation and study.
7. Aid the student in developing a Christian world-and-life view through the integration of Biblical principles with the subject matter of the academic disciplines.

"Cedarville's professors prepared me well for what I'm experiencing now in law school and provided a basis for dealing with issues facing a practicing attorney. They not only taught facts, but also trained me to think, analyze, and integrate new information with God's truth." Nancy Hanna, a 1988 prelaw graduate, currently studies at the University of Illinois Law School.

Faculty

Murray Murdoch, *Chairman*; Professor of History. *Education*: B.Th., Baptist Bible Seminary, 1960; M.A., Northwestern University, 1962; History Faculty Fellow, Northwestern University, 1963; Instructor, Northwestern University, 1964; Ph.D., Northwestern University, 1971. At Cedarville since 1965.

Joseph Halsey, Associate Professor of Political Science. *Education*: B.A., Morehead State University, 1965; M.Ed., Xavier University, 1969; graduate study, University of Cincinnati, 1970; all work except dissertation finished for Ph.D. At Cedarville since 1970.

James McGoldrick, Professor of History. *Education*: B.S., Temple University, 1961; M.A., Temple University, 1964; graduate study, Dropsie University, 1962; St. Joseph's College, 1968; University of Arkansas, 1969; Ph.D., West Virginia University, 1974; postdoctoral study, University of Scranton, 1977; Pennsylvania State University, summer, 1981; St. Joseph's University, summer, 1982; University of Houston, summer, 1984. At Cedarville since 1973.

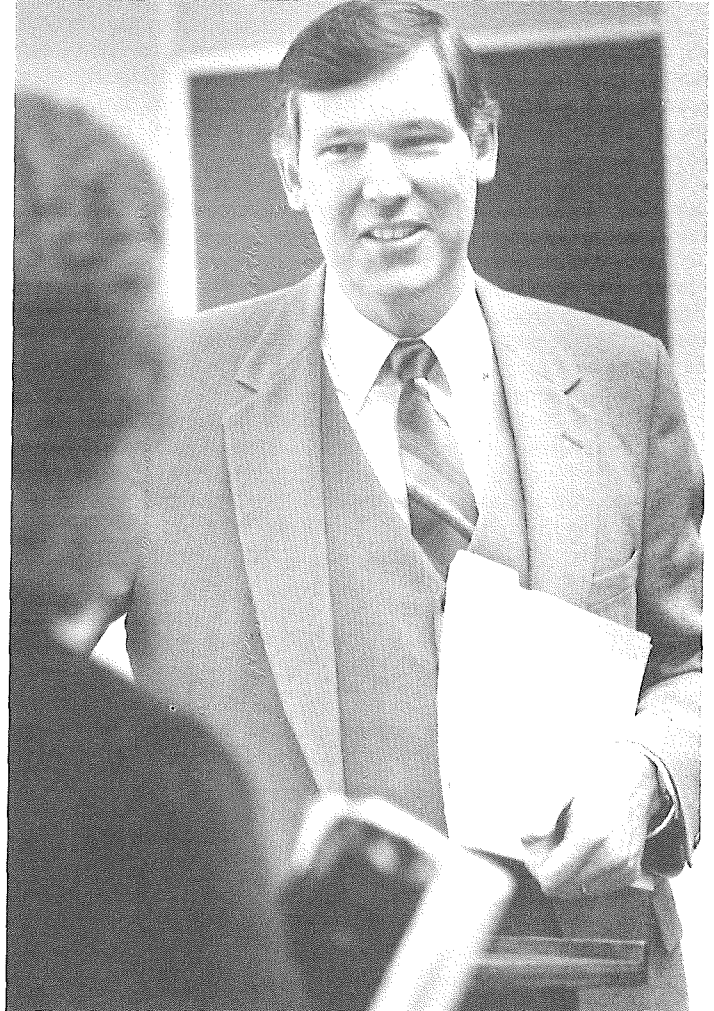
Allen Monroe, Professor of Social Science. *Education*: B.A., Shelton College, 1957; graduate study, University of Florida, 1958; M.A., Montclair State College, 1965; Ph.D., The Ohio State University, 1970; postdoctoral study, Westminster Theological Seminary, 1978. At Cedarville since 1965.

Robert Parr, Assistant Professor of Sociology. *Education*: B.R.E., Grand Rapids Baptist College, 1967; M.R.E., Grand Rapids Baptist Seminary, 1970; M.A., Michigan State University, 1982; Ph.D., The Ohio State University, 1987. At Cedarville since 1980.

Programs of Study

The Department of Social Sciences and History offers the following programs of study:

- American studies
- Criminal justice
- History
- History and political science
- Political science
- Prelaw
- Public administration
- Social science
- Sociology
- Minors in:
 - Political science
 - Public administration
 - Sociology
 - Urban studies



Teacher of the popular course "Marriage and the Family," sociologist Robert Parr is also completing a degree in social work.

American Studies

The American studies major is designed to provide students with an understanding of American culture. An interdisciplinary major, the core curriculum involves coursework in history, geography, political science, and literature. Electives are recommended in Bible, business, communication arts, music, and psychology.

Course requirements involve sixty-two quarter hours including thirty-five hours of core requirements and twenty-seven hours of interdisciplinary electives.

The core requirements include:

HIST-111,112 United States History	10
GEO-250 Introduction to Geography	2
GEO-251 World Regional Geography—Western Hemisphere	4
POLS-261 American National Government	5
POLS-366 History of Political Thought in America	4
HIST-400 Research in History	5
LIT-337 Contemporary American Literature	5

The interdisciplinary electives should be selected from two of the following discipline areas. These electives should be chosen in consultation with the American studies advisor and should reflect the particular interest of the student.

Biblical Education

BEPH-220 Introduction to Philosophy	5
BEPH-222 History of Modern Philosophy	5
BEPH-226 Religion and Culture	5
BEPT-240 Evangelism	3
BEPH-423 Contemporary Philosophy	5

Business Administration

ECON-231,232 Macro and Microeconomics	8
MRKT-360 Principles of Marketing	4
MRKT-366 Principles of Advertising	4
ECON-313 Government and Business	4
ECON-331 Money and Banking	4
ECON-334 History of Economic Thought	4

Communication Arts

RTV-130 Introduction to Broadcasting	3
RTV-232 Theories of Mass Media	5
RTV-432 Mass Media Law and Regulation	4

Language and Literature

ENG-221 Principles of Journalism	5
ENG-223 Advanced Composition	3
LIT-234 Early American Literature	5
LIT-235 American Romanticism	5
LIT-236 American Realism and Naturalism	5
ENG-322 Advanced Journalism	3
LIT-342 American Novel	5

Music

HLMU-333 Music History III—Romantic and Modern ...	4
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Psychology

PYCH-160 General Psychology	5
PYCH-369 Social Psychology	5

Social Sciences and History

All courses which stress an American context.

American Studies Curriculum Summary

Proficiency	0-8
Other General Education requirements	58-80
American studies major requirements	62
Electives	<u>50-72</u>

(minimum, not including proficiency) 192

Suggested Four-Year Curriculum for a Major in American Studies

<i>First year:</i>	<i>Second year:</i>
HIST-111 U.S. Hist.-1865 . . . 5	GEO-250 Intro. Geography . . 2
HIST-112 U.S. Hist. 1865- . . 5	GEO-251 Wld. Reg. Geog . . 4
ENG-110 Eng. Comp. I . . . 5	POLS-261 Amer. Natl. Gov . . 5
ENG-140 Eng. Comp. II . . . 5	BETH-230 Theo. Survey . . . 5
BEOT-101 O.T. Survey . . . 5	BEPT-340 Bapt. Polity . . . 3
BENT-102 N. T. Survey . . . 5	COM-110 Fund. Speech . . . 5
PEF-199 P.A.C.L 1	Literature elective 5
P.E. elective 2	Biology sci. elective 10
GSS-100 Found. Soc. Sci. . . 5	Bible electives 6
HUM-140 Intro. Humanities 5	
Math. elective 5	
	<u>45</u>
	48
<i>Third year:</i>	<i>Fourth year:</i>
LIT-337 Cont. Amer. Lit . . . 5	HIST-400 Research Hist . . . 5
Interdis. electives 43	POLS-469 His. Pol. 3
	Tht-Mod 3
	Interdis. electives 43
	<u>51</u>

Behavioral Science

The **behavioral science major** is designed for students interested in individual and group behavior. This area is recommended for students who desire to work with people in the various settings offered by the fields of psychology and social work. The requirements for the behavioral science major are listed in the Department of Psychology section of the catalog.

Criminal Justice

The **criminal justice major** prepares students for careers in the criminal justice system.

Course requirements involve sixty-one quarter hours including:

POLS-161 Introduction to Public Administration	4
SOC-230 Principles of Sociology	5
POLS-262 American State and Local Government	5
SOC-260 Methods of Research in Sociology	5
POLS-331 Juvenile Delinquency	4
POLS-332 Criminology	4
POLS-362 The Supreme Court	4
SOC-231 Introduction to Social Work	5
SOC-232 Social Casework	5
POLS-433 Contemporary Issues in Criminal Justice	5
POLS-463 American Constitutional Law	5
SOC-440 Seminar in Sociology	5
(or POLS-460 Seminar in Political Science)	5
SOC-499 Social Science Internship	5-15
Additional required cognates include:	
*BEPH-220 Introduction to Philosophy	5
BEPH-225 Ethics	5
PYCH-160 General Psychology	5
PYCH-264 Psychology of Abnormal Behavior	5

*satisfies a General Education requirement

Criminal Justice Curriculum Summary

Proficiency	0-8
Other General Education requirements	70-92
Criminal justice major requirements (including cognates)	81
Electives	19-41

(minimum, not including proficiency) 192

Suggested Four-Year Curriculum for a Major in Criminal Justice

<i>First year:</i>		<i>Second year:</i>	
ENG-110 Eng. Comp. I	5	SOC-230 Prin. Sociology	5
ENG-140 Eng. Comp. II	5	POLS-160 Intro. Pub. Adm	4
COM-110 Fund. Speech	5	POLS-262 Am. St. Loc. Govt	5
BEOT-101 O.T. Survey	5	SOC-260 Meth. Res. Soc	5
BENT-102 N.T. Survey	5	BEPH-340 Bapt. Polity	3
GSS-100 Found. Soc. Sci	5	PYCH-160 Gen. Psych	5
HUM-140 Intro. Humanities	5	PYCH-264 Psych. Ab. Beh	5
BETH-230 Theo. Survey	5	Bible electives	6
PEF-199 P.A.C.L.	1	Literature electives	5
P.E. elective	2	Science elective	5
Science elective	5		48
	48		
<i>Third year:</i>		<i>Fourth year:</i>	
SOC-231 Intro. Soc. Work	5	POLS-362 Supreme Court	4
SOC-232 Soc. Casework	5	POLS-463 Amer. Const. Law	5
SOC-331 Juv. Delinquency	4	POLS-433 Contemp. Issues	5
SOC-332 Criminology	4	SOC-440 or POL-440 Sem	5
BEPH-220 Intro. Philosophy	5	SOC-499 Soc. Sci. Intern	5
BEPH-225 Ethics	5	Math. or Sci. elective	5
History elective	5	Electives	9-19
Electives	15		48
	48		



Melody Wiinamacki, a 1988 graduate, worked at a center for abused women in Pennsylvania during her criminal justice internship.

History

Course requirements involve forty-eight hours including:

HIST-111,112 United States History	10
HIST-300 Introduction to Historiography	4
HIST-201,202,203 History of Civilization	12
HIST-400,401 Research in History	5
Elective hours in history including one non-western course	21

History Curriculum Summary

Proficiency	0-8
Other General Education requirements	71-93
History major requirements	48
Electives	61-73
(minimum, not including proficiency)	192

Suggested Four-Year Curriculum for a Major in History

<i>First year:</i>	<i>Second year:</i>
ENG-110 Eng. Comp. I 5	HIST-201 Hist. Civ.-1300 4
ENG-140 Eng. Comp. II 5	HIST-202 Hist. Civ.-1815 4
COM-110 Fund. Speech 5	HIST-203 Hist. Civ. 1815- 4
BEOT-101 O.T. Survey 5	BETH-230 Theo. Survey 5
BENT-102 N.T. Survey 5	BEPH-220 Intro. Philosophy 5
GSS-100 Found. Soc. Sci 5	BEPT-340 Bapt. Polity 3
HUM-140 Intro. Humanities 5	GSCI-160 Intro. Phys. Sci 5
HIST-111 U.S. Hist.-1865 5	Biology elective 5
HIST-112 U.S. Hist. 1865- 5	Literature elective 5
PEF-199 P.A.C.L 1	Math. elective 5
P.E. electives 2	Soc. science elective 4
	49
48	
<i>Third year:</i>	<i>Fourth year:</i>
HIST-300 Intro. Historiog 4	HIST-400 Resrch. in Hist 5
Non-West. Hist. elec 3-4	History electives 5
History electives 8	Bible electives 6
Electives 32	Electives 31
48	47

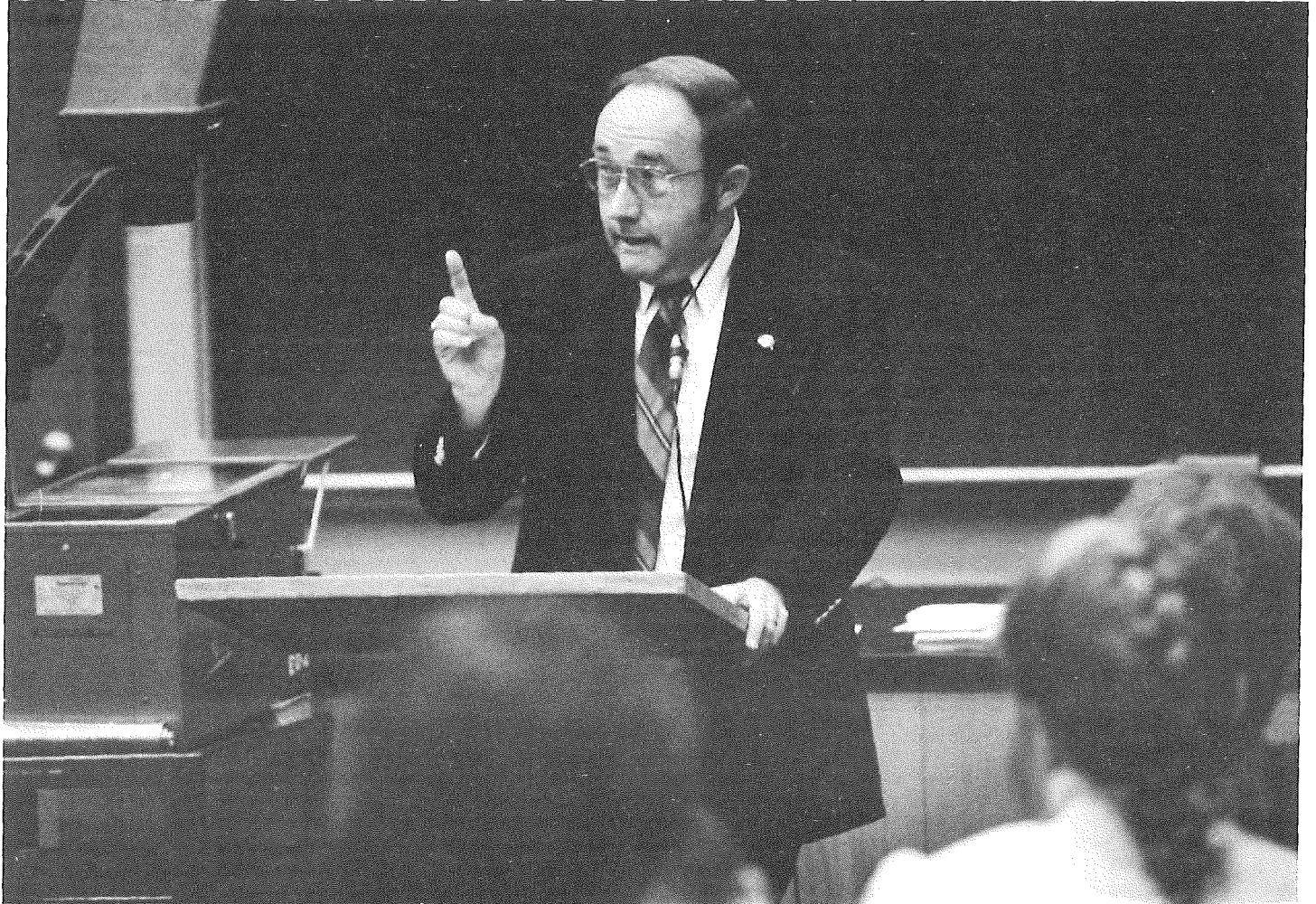
History and Political Science

Course requirements involve sixty-eight hours including:

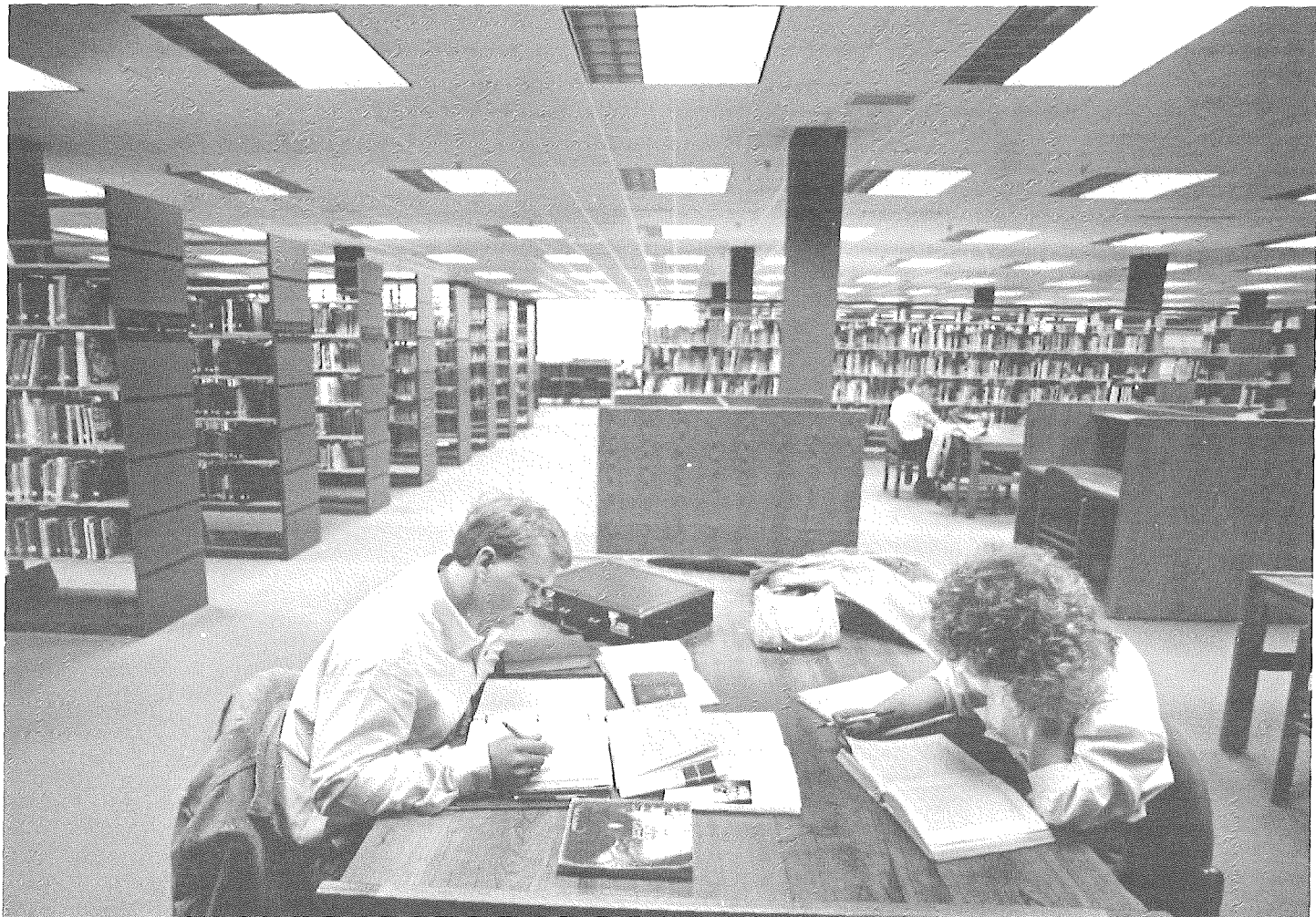
HIST-111,112 United States History	10
POLS-161 Introduction to Public Administration	4
HIST-300 Introduction to Historiography	4
(or POLS-260 Methods of Research in Political Science)	5
HIST-201,202,203 History of Civilization	12
Non-western history elective (selected from)	3-4
HIST-104 The British Empire and the Developing Third World	4
HIST-108 Russia and the Soviet Union	4
HIST-320 Modern Chinese History	3
POLS-261 American National Government	5
POLS-266 International Relations	5
HIST-311 Early American History	4
(or HIST-312 History of Recent and Contemporary America)	5
POLS-461 Political Dynamics	3
POLS-468 History of Political Thought—Ancient	3
(or POLS-469 History of Political Thought—Modern)	3
HIST-400/HIST-401 Research in History	5
(or POLS-460 Seminar in Political Science)	5
Electives in political science	9-13

History-Political Science Curriculum Summary

Proficiency	0-8
Other General Education requirements	71-93
History-political science major requirements	70
Electives	29-51
(minimum, not including proficiency)	192



Outstanding lecturer, victorious tennis coach, and chairman of the Department of Social Sciences and History. J. Murray Murdoch recently authored a book on the history of the department.



Suggested Four-Year Curriculum for a Major in History/Political Science

<i>First year:</i>	<i>Second year:</i>
ENG-110 Eng. Comp. I 5	HIST-201 Hist. Civ.-1300 . . . 4
ENG-140 Eng. Comp. II 5	HIST-202 Hist. Civ.-1815 . . . 4
COM-110 Fund. Speech 5	HIST-203 Hist. Civ. 1815- . . . 4
BEOT-101 O.T. Survey 5	POLS-261 Amer. Nat. Govt . . . 5
BENT-102 N.T. Survey 5	BENT-230 Theo. Survey 5
GSS-100 Found. Soc. Sci. 5	Biology elective 5
HUM-140 Intro.	Literature elective 5
Humanities 5	Humanities elective 5
HIST-111 U.S. Hist.-1865 . . . 5	Math. or sci. elective 5
HIST-112 U.S. Hist. 1865- . . . 5	Bible elective 5
PEF-199 P.A.C.L 1	P.E. electives 6
POLS-161 Intro. Pub. Adm 4	<u>50</u>
50	
<i>Third year:</i>	<i>Fourth year:</i>
HIST-300 Intro. Historiog 4	POLS-461 Pol. Dynamics 3
(or POLS-260 Meth.Res.	POLS-468 or 469 Hist. P.T. . . 3
P.S. 5)	HIST-400 Research Hist. 5
Non-west. hist. elec 3-4	(or POLS-460 Sem. Pol.
POLS-266 Inter. Relations 5	Sci. 5)
HIST-311 Early Am. Hist 5	Electives 28
(or HIST-312 Recnt-Con.	<u>47</u>
Am. 4)	
BEPT-340 Bapt. Polity 3	
Electives 15	
<u>45</u>	

Political Science

Course requirements involve forty-eight quarter hours including:

POLS-161 Introduction to Public Administration	4
POLS-260 Methods of Research in Political Science	5
POLS-261 American National Government	5
POLS-266 International Relations	5
POLS-362 The Supreme Court	4
POLS-405 Great Power Diplomacy in the Modern World . . . 4	
POLS-460 Seminar in Political Science	5
POLS-469 History of Political Thought-Modern	3
Elective hours in political science	13
Additional required cognates:	
HIST-111,112 United States History	10

Political Science Curriculum Summary

Proficiency	0-8
Other General Education requirements	71-93
Political science requirements	58
Electives	<u>51-63</u>
(minimum, not including proficiency)	192

Suggested Curriculum for a Major in Political Science

<i>First year:</i>	<i>Second year:</i>
HIST-111 U.S. Hist.-1865 . . . 5	POLS-261 Amer. Natl. Gov . . . 5
HIST-112 U.S. Hist. 1865- . . . 5	POLS-266 Inter. Relations . . . 5
POLS-161 Intro. Pub. Adm . . . 4	POLS-260 Meth. Resrch.
ENG-110 Eng. Comp. I 5	P.S. 5
ENG-140 Eng. Comp. II 5	GSCI-160 Intro. Phys. Sci . . . 5
COM-110 Fund. Speech 5	BETH-230 Theo. Survey 5
BEOT-101 O.T. Survey 5	Literature elective 5
BENT-102 N.T. Survey 5	BEPH-220 Intro. Philo 5
GSS-100 Found. Soc. Sci. 5	HUM-140 Intro.
BIO-100 Prin. Biology 5	Humanities 5
PEF-199 P.A.C.L 1	P.E. elective 1
50	Bible elective 3
	GSCI-184 College Algebra . . . 5
	<u>49</u>
<i>Third year:</i>	<i>Fourth year:</i>
POLS-362 Supreme Court 4	POLS-460 Sem. Pol Science . . . 5
POLS-405 Grt. Pow. Dip 4	POLS-469 His. Pol.
BEPT-340 Bapt. Polity 3	Tht-Mod. 3
Pol. science electives 10	Pol. science elec 3
P.E. elective 1	Electives 34
Bible elective 3	<u>45</u>
Electives 23	
<u>48</u>	

Prelaw

The **prelaw major** prepares students for law school. The curriculum is designed to provide the course content and to develop the skills needed to perform well on the law school admissions test (LSAT) and in law school.

Course requirements involve seventy-three to seventy-five quarter hours including:

HIST-111,112 United States History	10
SOC-230 Principles of Sociology	5
POLS-260 Methods of Research in Political Science	5
POLS-261 American National Government	5
POLS-463 American Constitutional Law	5
POLS-470 Prelaw Seminar	5
ACCT-211,212 Principles of Accounting	10
ECON-231 Macroeconomics	4
BEPH-321 Logic	5
PYCH-160 General Psychology	5
BEPH-220 Introduction to Philosophy	5

One course from each of the following categories:

Communication arts:

COM-210 Advanced Public Speaking	5
COM-312 Argumentation and Debate	5

Language and Literature:

ENG-223 Advanced Composition	3
PWRT-211 Style and Mechanics for Writers	3

Two courses from the following category:

Social Sciences and History:

POLS-161 Introduction to Public Administration	4
POLS-362 The Supreme Court	4
POLS-469 History of Political Thought-Modern	3

Additional required cognates:

MATH-184 Introduction to Analysis	5
HIST-201,202,203 History of Civilization	12

Prelaw Curriculum Summary

Proficiency	0-8
Other General Education requirements	66-88
Prelaw major requirements (including cognates)	95-97
Electives	9-31

(minimum, not including proficiency) 192

Suggested Curriculum for a Major in Prelaw

<i>First year:</i>	<i>Second year:</i>
HIST-111 U.S. Hist.-1865 5	ACCT-101 Prin. Acct. I 5
HIST-112 U.S. Hist. 1865- 5	ACCT-102 Prin. Acct. II 5
ENG-110 Eng. Comp. I. 5	SOC-230 Prin. Sociology 5
ENG-140 Eng. Comp. II 5	POLS-260 Meth. Resrch. 5
COM-110 Fund. Speech 5	P.S. 5
BEOT-101 O.T. Survey 5	POLS-261 Amer. Natl. Govt. 5
BENT-102 N.T. Survey 5	BEPH-220 Intro. Philosophy 5
GSS-100 Found. Soc. Sci. 5	ENG-223 Advanced Comp 3
PEF-199 P.A.C.L 1	HIST-201 Hist. Civ.-1300 4
BIO-100 Prin. Biology 5	HIST-202 Hist. Civ.-1815 4
Bible elective 3	HIST-203 Hist. Civ. 1815- 4
	GSCI-184 College Algebra 5
	<u>50</u>
<i>Third year:</i>	<i>Fourth year:</i>
BETH-230 Theo. Survey 5	POLS-463 Amer. Const. 5
BEPH-321 Logic 5	Law 5
ECON-231 4	POLS-470 Prelaw Seminar 5
Macroeconomics 4	Phys. science elective 5
BEPT-340 Bapt. Polity 3	POLS- Hist.Pol.Tht.elec 5
BETH-333 Chr. Evid. Apol 3	P.E. elective 1
HUM-140 Intro. 5	PYCH-160 Gen. Psych 5
Humanities 5	Comm. arts. elect 4-5
World lit. elective 5	Pol. sci. electives 8-9
P.E. elective 1	Electives <u>9-11</u>
Electives 15	<u>47</u>
	46

"Cedarville prepared me well for my position in public administration. The required internship gave me experience that put me ahead of graduates from other colleges. And most importantly, the speaking and writing assignments developed my abilities in communication and logic. I use these skills continually in my work on public problems and serving our district's constituents." Walter Taylor, a 1987 public administration graduate, serves Congressman John Kasich of Ohio's 12th District.

Public Administration

The **public administration major** prepares students for careers in government. An interdisciplinary major, the curriculum involves courses in political science and business.

Course requirements involve sixty quarter hours including thirty-seven quarter hours of core requirements and twenty-three quarter hours of business requirements. The core requirements include:

POLS-161 Introduction to Public Administration	4
POLS-260 Methods of Research in Political Science	5
POLS-261 American National Government	5
POLS-362 The Supreme Court	4
POLS-364 Urban Studies	5
POLS-460 Seminar in Political Science	5
POLS-462 Public Policy	4
POLS-499 Social Science Internship	5

Business requirements include:

CIS-220 Computer Information Systems	3
ECON-231 Macroeconomics	4
MGMT-350 Principles of Organization and Management	4
BUS-313 Government and Business	4
ECON-339 Public Finance	4
MGMT-353 Personnel Management	4

The following electives are also recommended:

BUS-211, BUS-212 Quantitative Methods	8
PYCH-364 Industrial Psychology	4
PYCH-369 Social Psychology	5
MATH-384 Probability and Statistics	5
COM-200 Persuasive Theory	5
COM-225 Interviewing	3
COM-312 Argumentation and Debate	4
COM-323 Organizational Communication	3

Public Administration Curriculum Summary

Proficiency	0-8
Other General Education Requirements	75-97
Public administration major requirements	60
Electives	39-61
(minimum, not including proficiency)	192

Suggested Four-year Curriculum for a Major in Public Administration

<i>First year:</i>		<i>Second year:</i>	
HIST-111 U.S. Hist.-1865	5	ECON-231 Macroeconomics	4
HIST-112 U.S. Hist. 1865-	5	MGMT-350 Prin. Org.	
POLS-161 Intro. Pub. Adm.	4	Mgmt	4
ENG-110 Eng. Comp. I.	5	POLS-260 Resrch. Meth.	
ENG-140 Eng. Comp. II	5	P.S.	5
CIS-121 Intro. Data Proc.	3	POLS-261 Amer. Natl. Govt.	5
BEOT-101 O.T. Survey	5	POLS-362 Supreme Court	4
BENT-102 N.T. Survey	5	BETH-230 Theo. Survey	5
PEF-100 P.A.C.L.	1	BEPT-340 Bapt. Polity	3
P.E. electives	2	COM-110 Fund. Speech	5
GSS-100 Found Soc. Sci.	5	HUM-140 Intro.	
	45	Humanities	5
		Literature elective	5
		Biology elective	5
			50
<i>Third year:</i>		<i>Fourth year:</i>	
BUS-313 Govt. & Bus.	4	FIN-339 Pub. Finance	4
MGMT-353 Per. Mgmt.	4	POLS-460 Sem. Pol. Sci.	5
POLS-364 Urban Studies	5	POLS-462 Pub. Policy	4
POLS-499 Internship	5	Electives	35
Bible electives	6		48
Humanities elective	5		
Phys. Sci./Math. elec.	10		
Electives	10		
	49		

Social Science

Course requirements involve seventy quarter hours including:

GSS-100 Foundations of Social Science	5
HIST-111,112 United States History	10
HIST-201,202,203 History of Civilization	12
SOC-230 Principles of Sociology	5
POLS-261 American National Government	5
ECON-231,232 Macro and Microeconomics Economics	8
GEO-250 Introduction to Geography	2
GEO-251 World Regional Geography—Western Hemisphere	4
GEO-252 World Regional Geography—Eastern Hemisphere	4

Additional hours must be taken in one of the following areas of concentration:

- History: complete fifteen quarter hours including HIST-200 Historiography
- Sociology: complete fifteen hours, including SOC-270 Methods of Research in Sociology.
- Political Science: complete fifteen quarter hours including POLS-260 Methods of Research in Political Science

Social Science Curriculum Summary

Proficiency	0-8
Other General Education Requirements	66-88
Social science major requirements	70
Electives	<u>44-56</u>
(minimum, not including proficiency)	192

Suggested Curriculum for a Major in Social Science

<i>First year:</i>	<i>Second year:</i>
ENG-110 Eng. Comp. I 5	POLS-261 Am. Natl. Govt 5
ENG-140 Eng. Comp. II 5	POLS-266 Inter. Relations 5
COM-110 Fund. Speech 5	POLS-260 Meth. Resrch. 5
BEOT-101 O.T. Survey 5	P.S. 5
BENT-102 N.T. Survey 5	HUM-140 Intro. Humanities 5
GSS-100 Found. Soc. Sci. 5	GSCI-160 Intro. Phys. Sci 5
HIST-111 U.S. Hist.-1865 5	BETH-230 Theo. Survey 5
HIST-112 U.S. Hist. 1865- 5	GSCI-184 College Algebra 5
BIO-100 Prin. Biology 5	Literature elective 5
POLS-161 Intro. Pub. Adm. 4	P.E. elective 1
PEF-199 P.A.C.L 1	Bible elective 3
	<u>50</u>
	49
<i>Third year:</i>	<i>Fourth year:</i>
BEPT-340 Bapt. Polity 3	POLS-460 Sem. Pol. Sci 5
POLS-362 Supreme Court 4	POLS-469 His. Pol. Tht-Mod. 3
POLS-405 Great Power Dip 4	Pol. science electives 3
Pol. science electives 10	Electives <u>34</u>
P.E. elective 1	
Bible elective 3	
Electives <u>13</u>	
	48

Sociology

Course requirements involve forty-eight quarter hours including:

ANTH-180 Cultural Anthropology	5
SOC-230 Principles of Sociology	5
SOC-260 Methods of Research in Sociology	5
SOC-273 Social Movements	4
SOC-372 Social Theory	4
SOC-431 Introduction to Social Work	5
SOC-440 Seminar in Sociology	5
Elective hours in sociology	<u>15</u>

Additional required cognates:

PYCH-160 General Psychology	5
PCYH-369 Social Psychology	5

Sociology Curriculum Summary

Proficiency	0-8
Other General Education Requirements	75-97
Sociology major requirements	58
Electives	<u>37-59</u>
	192

Suggested Four-year Curriculum for a Major in Sociology

<i>First year:</i>	<i>Second year:</i>
ENG-110 Eng. Comp. I 5	SOC-230 Prin. Sociology 5
ENG-140 Eng. Comp. II 5	SOC-260 Meth. Resrch. Soc 5
COM-110 Fund. Speech 5	SOC-231 Intro. Soc. Wk 5
BEOT-101 O.T. Survey 5	BEPT-340 Bapt. Polity 3
BENT-102 N.T. Survey 5	Bible electives 6
BETH-230 Theo. Survey 5	Science elective 5
GSS-100 Found. Soc. Sci. 5	Humanities elective 5
HUM-140 Intro. Humanities 5	Literature elective 5
PEF-199 P.A.C.L 1	Electives <u>9</u>
P.E. elective 2	
Science elective <u>5</u>	
	48
<i>Third year:</i>	<i>Fourth year:</i>
ANTH-180 Cult. Anthropol 5	SOC-440 Seminar in Soc 5
PYCH-160 Gen. Psychology 5	Sociology electives 10
PYCH-369 Soc. Psychology 5	Electives <u>33</u>
SOC-273 Social Movmnts 4	
SOC-372 Social Theory 4	
Science/math. elective 5	
Sociology elective 5	
Electives <u>15</u>	
	48

Minors

Course requirements for a **minor in history** involve twenty-six quarter hours including:

HIST-111,112 United States History	10
HIST-201,202,203 History of Civilization	12
Electives in history	<u>4</u>

Course requirements for a minor in political science involve twenty-four quarter hours including:

- POLS-261 American National Government 5
- Electives in political science 19

Course requirements for a minor in public administration involve twenty-six quarter hours including:

- POLS-161 Introduction to Public Administration 4
- POLS-260 Methods of Research in Political Science 5
- POLS-261 American National Government 5
- POLS-462 Public Policy 4
- ECON-339 Public Finance 4
- MGMT-353 Personnel Management 4

Course requirements for a minor in sociology involve twenty-four quarter hours including:

- SOC-230 Principles of Sociology 5
- Electives in sociology 19

Course requirements for a minor in urban studies involve twenty-eight quarter hours including:

- GEO-250 Introduction to Geography 2
- GEO-251 World Regional Geography—Western Hemisphere 4
- POLS-262 American State and Local Government 5
- POLS-364 Urban Politics 5
- Electives 12

DEPARTMENTAL COURSES

GSS-100 Foundations of Social Science—A, W, Sp, Su 5 hours

This course is designed to provide the student with a knowledge of some of the basic concepts in sociology, economics, and political science from a Christian-theistic perspective. Required of all students for general education.

GSS-380 Methods of Teaching Social Science—W 3 hours

In this course an emphasis is placed upon the identification, examination, and implementation of the methods and materials which are unique to the teaching of social sciences within both the secular and the Christian secondary school setting.

GSS-381, GSS-382, GSS-383 Clinical Teaching in the Social Sciences—A, W, Sp 1-3 hours

A practical, on-campus, 1-3 hour credit experience in which a student is assigned to assist a college instructor in the preparation of tests and quizzes, in teaching, grading, research, and other teacher responsibilities. A student will be expected to participate for 22 clock hours for each quarter hours of credit. Prerequisite: Admission to the Teacher Education Program.

A student may arrange to do any one of the following with the director of this experience in his or her discipline:

1. One 22-hour experience for three different quarters
2. A 44-hour experience for one quarter and a 22-hour experience for another quarter
3. A 66-hour experience for one quarter

POLS-470 Prelaw Seminar—W 5 hours

Individual projects acquaint the student with legal procedures and research in such areas as briefs and contracts.

HIST-490 through POLS-493 Independent Study in Social Science 1-2 hours

Prerequisite: Permission of the instructor

- HIST-490 History
- SOC-491 Sociology
- GOE-492 Geography
- POLS-493 Political Science

SOC-499 Social Science/History Internship 5-15 hours

Majors who participate in government service, historical research, public administration, social work, or other approved activities related to the social sciences may earn up to 15 hours credit. The approval of the department is necessary for any proposed internship.

ANTHROPOLOGY

ANTH-180 Cultural Anthropology—W 5 hours

An analysis of the concept and its importance for the study of man; an examination of various cultures of the world as they relate to technological, economic, social, political, and religious aspects of these cultures.

GEOGRAPHY

GEO-250 Introduction to Geography—A, Su 2 hours

An introductory study of the discipline of geography and the major elements of the natural environment, with particular emphasis on their effect upon man and his activities.

GEO-251 World Regional Geography—Western Hemisphere—W, Su 4 hours

A spatial survey of various regions in the western world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment. Prerequisite: GEO-250 Introduction to Geography or permission of instructor.

GEO-252 World Regional Geography—Eastern Hemisphere—Sp 4 hours

A survey of various regions in the eastern world with an emphasis on the cultural, economic, and political developments in relation to the geographical environment. Prerequisite: GEO-250 Introduction to Geography or permission of instructor.

HISTORY

HIST-104 The British Empire and the Developing Third World—A 4 hours

A study of Great Britain in her role as the disseminator of Christian values and libertarian ideals and institutions to Africa, India, and Australia. (Alternate years)

HIST-106 History of Modern Germany—A 4 hours

A composite examination of the course of German unification under Prussia and Germany's rise to the status of a great world power. Emphasis is given to nineteenth and twentieth century political and intellectual movements. (Alternate years)

HIST-111,112 United States History—A, W 5 hours each quarter

An analysis of the development of the United States from the colonial period to the present. Attention is given to the dominant Christian influences that have tended to mold the philosophy and ideology of our cultural, social, and political development.

HIST-120 Modern Chinese History—A 3 hours

A survey of Chinese history and thought in the twentieth century.

HIST-300 Introduction to Historiography—*W,Sp* 4 hours

An introduction to the history of historical writing, methods of research, and the philosophy of history. Required of history majors and minors. Should be taken in the junior year.

HIST-201,202,203 History of Civilization—*A,W,Sp* 4 hours each quarter

This survey of human history begins at the advent of civilized life in the ancient Near East and continues into the twentieth century. It presents the religious, social, political, and intellectual development of mankind from a Christian interpretive point of view. The three quarters may be taken in any sequence.

HIST-301 Renaissance Europe—*Sp* 4 hours

A study of the cultural and intellectual movements of Italy and Northern Europe in the period 1300-1600. Emphasis is given to noted artists and scholars and their contribution to the modern world-and-life view. *(Alternate years)*

HIST-302 Reformation Europe—*Sp* 5 hours

A concentrated investigation of the birth and early growth of Protestantism within the political context of Europe in the period 1500-1650. The role of the major reformers and their contributions to the development of the Christian faith are emphasized.

HIST-311 Early American History—*A* 5 hours

An analysis of the development of American civilization from colonization to 1820. Political, religious, social, economic, and cultural institutions will be examined. Prerequisite: HIST-111 United States History or permission of instructor. *(Alternate years)*

HIST-312 History of Recent and Contemporary America—*W* 4 hours

An intensive study of the domestic and foreign policies of the United States in the twentieth century. Particular emphasis is given to the emergence of the nation as a world power, the progressive movement, World War I, prosperity decade, the great depression, the New Deal, World War II, and post-war problems. Prerequisite: HIST-112 United States History or permission of instructor. *(Alternate years)*

HIST-400 and HIST-401 Research in History 5 hours**HIST-400 Research in American History—*Sp*****HIST-401 Research in European History—*Sh***

All majors are required to take either HIST-400 or HIST-401. Each student will prepare a formal monograph. Prerequisite: Major or minor in history.

HIST-404 History of Christianity: Pre-reformation—*A* 4 hours

A survey of ancient and medieval church history, with emphasis given to doctrinal and institutional developments.

HIST-405 Great Power Diplomacy in the Modern World—*W* 4 hours

An examination of international relations in the era of nationalism, colonialism, revolution, and ideological conflict. Emphasis is given to the origins and development of contemporary world crises. (Serves as an elective for history/political science majors) *(Alternate years)*

HIST-411 Interpretations in American History—*A* 5 hours

A study of selected historical problems in America. History with the emphasis placed upon new interpretations and their impact.

POLITICAL SCIENCE**POLS-160 Introduction to Political Science—*A* 4 hours**

Focus on the nature, significance, and function of politics and political systems; why people engage in politics, what people in politics do, and the relationship between the individual and the political system.

POLS-161 Introduction to Public Administration—*A* 4 hours

An introduction to public administration both as a discipline and profession including organization theory, budgeting, public policy analysis and evaluation, and public sector administration.

POLS-166 Christian Social and Political Responsibility—*Sp* 4 hours

An examination of the social and political thinking activities of a broad spectrum of groups within contemporary Christendom. The course is designed to help Christian laymen be prepared for social and political involvement.

POLS-260 Methods of Research in Political Science—*Sp* 5 hours

A study of the scope and methods of field research, questionnaire design, and the scientific method applied to political phenomena.

POLS-261 American National Government—*A* 5 hours

An introductory study of the development and structure of the Constitution and the operation of our national political institutions.

POLS-262 American State and Local Government—*W* 5 hours

The organization and function of states and their political subdivisions form the basis of study in this course.

POLS-264 Problems in American Politics—*W* 5 hours

An analysis of key issues affecting various levels of government such as abortion, social welfare, terrorism, and nuclear war.

POLS-266 International Relations—*Sp* 5 hours

A survey of contemporary world affairs in relationship to the struggle for power within the nation-state system. Divisive and cohesive factors among nations are stressed.

POLS-267 Campaign Politics—*A* 3 hours

A study of and practical experience in the art of politics via campaign work, strategies and techniques, opinion polls, and fund-raising. *(Alternate years)*

POLS-336 The Judicial Process—*Sp* 3 hours

A study of the American judicial system, its development, contemporary character, and the effect of the legal system on the American citizen. Actual observations of judicial process are included.

POLS-361 The American Presidency—*W* 4 hours

An overview of the office of the American president, the various responsibilities which he holds, the contrasting theories held in regard to the execution of his office, and a consideration of the increasingly important influence his actions have upon the nation and the rest of the world.

POLS-362 The Supreme Court—*W* 4 hours

An introductory course to the United States Supreme Court as an institution of lasting permanence within the American governmental structure.

- POLS-363 The Legislative Process—Sp** 4 hours
An in-depth analysis of the real mechanisms which undergird the role to the Congress of the United States as shown by the current literature and exemplified by present members. (Alternate years)
- POLS-366 History of Political Thought in America—W** 4 hours
An introduction to the development of American political thought. May count toward both history and political science major. Prerequisite: HIST-111, HIST-112 United States History (Alternate years)
- POLS-460 Seminar in Political Science—Sp** 5 hours
Students carry out individual research projects dealing with the study of government and politics from a normative and/or an empirical perspective.
- POLS-461 Political Dynamics—Sp** 3 hours
An analysis of public opinion, interest groups, political parties, voting behavior; a study of the formation of political attitudes and their impact on the political process. Prerequisite: POLS-261 American National Government. (Alternate years)
- POLS-462 Public Policy—W** 4 hours
A focus on decision-making, problem-solving, and methods of program analysis. Prerequisites: HIST-111, HIST-112 United States History, POLS-161 Introduction to Public Administration, POLS-261 American National Government. (Alternate years)
- POLS-463 American Constitutional Law—Sp** 5 hours
An in-depth analysis of some of the classic Supreme Court decisions with their particular relevance to political, social, economic, and religious dimension of life.
- POLS-468 History of Political Thought—Ancient—A** 3 hours
A study of early political theory with special attention to Plato, Aristotle, and Augustine. Stress is on the reading and analysis of primary documents. (Alternate years)
- POLS-469 History of Political Thought—Modern—Sp** 3 hours
A historical development of political thought from Locke to the present. An examination of representative contemporary ideas on the nature of the state, anarchism, communism, fascism, socialism, conservatism, and democracy. (Alternate years)

SOCIOLOGY

- SOC-230 Principles of Sociology—A** 5 hours
An introduction to the concepts of sociology. The structure and processes of social life are studied.
- SOC-240 Marriage and the Family—A,Sp,Su** 5 hours
A study of the scientific knowledge which exists about mate selection, the courtship process, and the adjustment problems of marriage.
- SOC-242 Human Sexuality—W** 3 hours
A study of Biblical content regarding human sexuality and an analysis of contemporary concepts within a framework of Christian thought.
- SOC-260 Methods of Research in Sociology—Sp** 5 hours
This course is designed to acquaint the student with the methodology of sociology. Attention is given to the scope and methods of field research, questionnaire design, and the scientific method applied to sociological phenomena.
- SOC-272 Family and Society—W** 5 hours
An examination of marriage and family patterns in various cultures, with emphasis on the relationship of contemporary social movements and the family.
- SOC-273 Social Movements—Sp** 4 hours
A study of the influence of ideas and institutions upon social movements in America. Satisfies general education requirement in history.
- SOC-274 Urban Sociology—Sp** 4 hours
This course examines various models of the Christian approach to the contemporary urban community and social classes. The intent of the course is to familiarize students with the needs of urban culture as well as to show how various Christian models are applied and what the anticipated results might be.
- SOC-330 History of Social Work** 4 hours
A survey of man's efforts to facilitate human development and to ameliorate adverse social conditions through social work. The emphasis is on the relationship of Christianity to the origin of modern reform movements and social work. Prerequisite: SOC-230 Principles of Sociology.
- SOC-331 Juvenile Delinquency—Sp** 4 hours
A study and assessment of causal theory and problems of correction and prevention of delinquency. Prerequisite: SOC-230 Principles of Sociology.
- SOC-332 Criminology—W** 4 hours
A study of the nature and causes with emphasis upon methods of prevention and treatment. Prerequisite: SOC-230 Principles of Sociology.
- SOC-333 Social Stratification—Sp** 4 hours
A study of the class structure and its implications for American society. (Alternate years)
- SOC-334 Sociology of Religion—Sp** 4 hours
The relationship of religion to society with particular reference to contemporary movements.
- SOC-372 Social Theory—A** 4 hours
A historical review of major sociological theorists and a critical examination of their theories from a theistic perspective.
- SOC-373 Social Problems—Sp** 5 hours
A study of selected social problems for the purpose of developing understanding and exploring approaches to the social treatment of these problems within a theistic framework.
- SOC-231 Introduction to Social Work—A** 5 hours
A survey study of the nature and function of social work as related to individuals, groups, and communities. Prerequisite: SOC-230 Principles of Sociology.
- SOC-232 Social Casework—W** 5 hours
An introduction to the general principles and methods of social casework employed in various types of agencies and organizations. Prerequisite: SOC-230 Principles of Sociology.
- SOC-433 Contemporary Issues in Criminal Justice** 5 hours
An analysis of key issues currently influencing the criminal justice system. The course will review cases pending in U.S. courts and the historical context from which these controversies emerged.
- SOC-440 Seminar in Sociology—Sp** 5 hours
A study of sources and methods of sociological research. Each student will prepare a formal paragraph.

Cedarville College
Student Data Sheet Fee Sheet
04/26/88

CEDARVILLE COLLEGE

BILL PAYMENT ENVELOPE

INSTRUCTIONS:

1. Place this envelope in the STUDENT BODY BAG (SEE INSTRUCTIONS ON BAG) AND RETURN TO THE OFFICE OF THE REGISTRAR, CEDARVILLE COLLEGE, 1000 N. W. 10TH ST., CEDARVILLE, OHIO 44815.
2. Make your check payable to "Cedarville College" and deposit it in the box of this envelope.
3. ATTENTION! If you are a student with a pending registration, do not drop your check in this envelope until you have received your registration card.
4. Attach your check to the back of this envelope.
5. Place your check in the box of this envelope.

REGISTRATION NEEDED:

My name is _____ (Please Print Name)

My student I.D.# is

Amount of estimated balance owing Student Data Sheet \$ _____

Amount enclosed \$ _____

Please make out any original balance for subject to a 1% per month late charge computed on your daily balance.

DROP IN CAMPUS MAIL **DROP IN REGISTRATION BOX**

AVOID STANDING IN LINE

02:00 BT 4 Eilers, Sh 2.0
04:00 LB 214 Bonroe, De 3.0
02:00 TH 12:00 AC Schlappi, 1.0
02:00 REC RTWHF 02:00 BA 4 Ager, Kerl 5.0

TOTAL CREDITS: 16.0

SUMMARY OF CHARGES AND CREDITS FOR 88/89:

03/22/88 X03 Sp Inq Tuition	1344.00	03/22/88 F14 Hiter Grant	558.00
03/22/88 X03 Course Fees	45.00	03/22/88 F35 Ohio Choice ora	180.00
03/22/88 214 Student Service	55.00	03/22/88 F46 Student Body Gr	233.00
03/22/88 221 Clinic/Accident	52.00	03/22/88 C01 Payment Receive	1465.00
03/22/88 231 Computer Access	10.00		
03/22/88 X13 Spring Room Cha	435.00	TOTAL	2436.00
03/22/88 X23 Spring Board Ch	495.00		
TOTAL	2436.00		

FEES/CHARGES	88/89	CURRENT CREDITS	BALANCE
0.00	2436.00	2436.00	0.00

Convenient payment envelopes are made available during registration to expedite payment of the college bill and avoid standing in line.

FINANCIAL INFORMATION

College Financial Operating Policy

The application fee, tuition, room, board, and other fees are kept as low as possible to be consistent with responsible operation. The revenue from students does not cover the total cost of operation.

The college is partially supported by individuals and churches who desire to have a share in the preparation of young people for effective Christian service as pastors, teachers, missionaries, evangelists, and dedicated Christians in all walks of life. Some funds are received from interested businesses, industries, and foundations.

Student costs, as stated are subject to change upon reasonable notification by the College.

Student Costs

Tuition

*Regular Tuition—per quarter hour	\$89.00
Audit Tuition—per quarter hour	20.00

Fees

Application Fee	15.00
Readmission Fee—after one year	10.00
Board—per quarter	520.00
Car Registration Fee—per quarter (commuter)	4.00
Car Registration Fee—per quarter (resident)	8.00
Computer Access Fee—per quarter	10.00
Drop/Add (Course) Fee or Removing Incompletes	5.00
Graduation Fee (seniors only)	60.00
Patterson Clinic/Accident Insurance Fee	est. 55.00
Sickness Insurance (if not waived)	
Single student	est. 37.00
Married student and spouse	est. 59.00
Married student, spouse, and family	est. 88.00
Late Payment Fee	10.00
Late Registration Fee	25.00
Lost Room Key	25.00

New Student Orientation	
Resident student—fall	62.00
Resident student—winter, spring	41.00
Commuting student—fall	41.00
Commuting student—winter, spring	28.00
Reservation Deposit	
(Credited to the student's account; refundable until the first day of registration.)	
Commuting Student	125.00
Resident Student	250.00
Room Deposit (refundable upon withdrawal)	30.00
Room—per quarter	460.00
Student Services Fee—per quarter	57.00
Commuting students taking less than 12 hours	26.00
Test-out Fee—per quarter hour	20.00
Transcript Fee	2.00
*Senior citizens may enroll in courses for credit or no credit on an available space basis at no tuition charge. Student wives may attend classes on an available space basis at no tuition charge.	

Health Care and Insurance

All students are required to pay the Patterson Clinic/Accident Insurance Fee which provides for all of the services of Patterson Clinic, plus group coverage for accidental injuries. The Patterson Clinic brochure explains this coverage in detail.

All students will be charged for Sickness Insurance coverage unless they have completed and returned the insurance waiver card before the end of registration. Insurance changes for subsequent quarters may be made before registration ends that quarter.

Student Services Fee

The Student Services fee is used to fund the college newspaper, yearbook, college-sponsored athletic events, artist-lecture programs, intramurals, Student Senate, Christian ministries program, class dues, and other college social activities. Commuting students who enroll in fewer than 12 quarter hours are entitled to all the services except the yearbook.

Special fees imposed by various campus organizations are not included in the above fee schedule.

Summary of Costs

Estimated basic costs for the academic year of 1988-1989 (excluding transportation, personal expenses, books, and laboratory fees):

	Quarter	Year
Tuition (based on 16 quarter hours)	\$1424	\$4272
College fees (approximate)	122	366
Board (21 meals per week)	520	1560
Room	460	1380
Room deposit (new resident students)	30	30
New student fee (one-time only)	62	62
TOTAL	\$2652	\$7670

Other yearly expenses may be estimated as follows:

books and supplies	\$395
personal expenses(including clothing, laundry, recreation, and personal items)	\$683

Financial aid may be available to help with college costs. Please see the financial aid section of this catalog or contact the College's Financial Aid Office for additional information concerning available funds and application procedures.

Financial Registration Policy

To enable the College to be responsible in meeting its financial responsibilities, each student must make provision for the payment of his or her college bill at the beginning of each quarter. A student's registration for classes is his/her obligation and commitment to pay for related charges as stated in the college catalog.

To help students care for this responsibility, the first two days of each quarter are set aside for this purpose. A student is not considered registered until arrangements for payment have been finalized with the business office. Any student who is not able to make financial arrangements for the payment of his or her college bill will not be permitted to eat in the college cafeteria, use the library, or attend classes and may be asked to leave the College.

Notification of the College Bill

Each student receives a Student Data Sheet (SDS) at the beginning of each quarter. This computer-generated sheet lists the student's schedule, tuition, room, board, fees, and financial aid for the quarter as well as basic information about the student. The amount listed on the SDS determines the amount due the College at the beginning of the quarter.

Any student may determine his or her bill by contacting the business office. A student account report is sent each month to each student with an unpaid balance.

Forms of Payment

Students may pay their college bills using cash, money orders, personal checks, certified checks, VISA, or MASTERCARD. Only United States currency (U.S. dollars) is accepted.

Payment Penalties

Students who fail to make acceptable payment arrangements within a reasonable period of time will be denied access to the cafeteria and library until such arrangements are made.

Students who do not make financial arrangements within the first two days of the quarter will be charged a \$25 late registration fee. Those who do not pay their bills in full will be charged 1 1/2% interest per month on the unpaid balance.

Students with unpaid balances at the end of a quarter will be denied enrollment in the next quarter, grade reports, transcripts, and/or college diploma.

Payment Plans

Students may take advantage of one of two payment plans:

1. **Payment in Full** is the most popular payment plan. This plan involves paying the full amount due as indicated on the Student Data Sheet within the first two days of the academic term (quarter). Payment envelopes available on campus during registration enable students to send checks through intracampus mail and avoid standing in lines.
2. **Three-Pay Plan** makes it possible for the student to pay his/her college bill in three payments spread over sixty days. An interest charge of 1 1/2% per month is made on the unpaid balance.

First Payment: At least one-third of the amount the student is required to pay is due at financial registration. This is the amount of the student's bill remaining after financial aid grants and scholarships are deducted. When this payment is made, the student has completed financial registration.

Second Payment: At least one-half of the student's remaining balance is due within four weeks following financial registration. An interest charge of 1 1/2% per month is made on the unpaid balance.

Third (final) Payment: The remaining balance owed by the student is due within eight weeks of financial registration. A late payment charge of \$10 is assessed on all student accounts with a balance remaining after this deadline. An interest charge of 1 1/2% per month is made on the unpaid balance.

The use of the **Three-Pay Plan** constitutes a debt obligation of the student to the college and is payable in terms as stated. Each parent and each student must consider and understand the full cost and obligation of the commitment being made.

Withdrawal Refunds

Tuition and Science Laboratory Fees

Students withdrawing from the college before the end of a quarter may request a refund from the Business Office. Refunds may be requested anytime after the beginning of a quarter. The effective date of the withdrawal is the date the withdrawal form is received in the Academic Records Office.

Processing of refunds will begin the third week of the quarter. Tuition and science laboratory fee refunds for withdrawal are granted on this schedule.

First full calendar week or less	100%
Second full calendar week or less	75%
Third full calendar week or less	50%
Fourth full calendar week or less	25%
Over four full calendar weeks	No Refund

Course offerings changed or deleted by the college entitle a student to a full refund of tuition and related course fees. Students withdrawing from a course or courses will be granted full tuition refunds to apply toward courses added. If the new total hours are fewer than the original total, the above refund schedule will apply.

Other Fees

All other fees are not refundable except for withdrawal within the first two days of the quarter.

Board

Board charges will be refunded on a proportionate weekly basis. Board weeks begin on Sunday and end Saturday. Board refunds are computed based on the last day of residency.

Room

Rooms are reserved for each student for an entire quarter. No refund of room rent is made except in cases of severe illness or incapacity. Written confirmation of the illness or incapacity must be provided by the Director of Patterson Clinic or a physician. Room rent will then be refunded on a proportionate basis.

Veterans Training Benefits and Dependents Educational Assistance

Cedarville College is approved under Title 38, Chapters 31, 32, 34, 35, and 106 U.S. code for education of veterans and their dependents.

Students under Chapters 32, 34, 35, and 106 are required to pay the school for all charges. The Veterans Administration in turn pays them a monthly allowance based upon their training load. Veterans under Chapter 31 are paid a monthly allowance and the Veterans Administration pays the school for tuition fees, books, and supplies.

Inquiries concerning eligibility should be directed to the Contact Office of a Veterans Administration Regional Office. Students planning to study under one of the education laws should receive approval prior to enrolling. A Veterans Administration training officer will contact the college in the disabled cases to accomplish this requirement for the student.

Deferred Payment Plan for Veterans

For Option Deferred Payment Plan for Veterans (under chapters 31, 32, 34, and 35) receiving the Educational Assistance Allowances, consult Office of Academic Records.

Payments by veterans receiving their Educational Assistance Allowance checks one month behind will be as follows:

FALL QUARTER:	1/3 DOWN BY 1 1/5
	2/3 PAID BY 12/5
	Complete payment by 1/5
WINTER QUARTER:	1/3 down by 2/5
	2/3 down by 3/5
	Complete payment by 4/6*
SPRING QUARTER:	1/3 down by 4/6*
	2/3 paid by 5/5
	Complete payment by 6/5

Interest of 1 1/2% per month will be charged on unpaid balances. A late payment charge of \$10 is applicable for accounts unpaid after the final payment due date.

Veterans receive eight monthly VA checks, which must pay for nine deferred payments on the three-quarter system.

*Two payments are due on the same date.

FINANCIAL AID

General Information

Cedarville College has a broad program of financial aid to assist students who are accepted for admission and who demonstrate a need for such help. All grants and awards are made through the Financial Aid Office of Cedarville College. There are limited endowment funds in varying amounts. These funds have been contributed by individual donors. They are gift awards and are awarded based on need and conditions stipulated by the donor. All financial aid, with few exceptions, is based on need as verified by the Financial Aid Form (FAF) of the College Scholarship Service. For entering students, this form is available in high school guidance offices. Students enrolled at Cedarville College may pick up this form from the college Financial Aid Office. The Financial Aid Form (FAF) and a Cedarville College Application for Financial Aid (CAF) which is available by request from the college Financial Aid Office must be submitted each year for all individuals applying for financial aid. The Financial Aid Form (FAF) should be submitted to the College Scholarship Service by February 15, but not before January 1 of the academic school year for which aid is being requested.

Cedarville College accepts the premise that the primary responsibility for financing a college education rests with the student and his family. Aid which Cedarville College is able to extend through work opportunities, scholarships, grants, and loans is viewed as supplementary to what the student and his family can provide. Students requiring assistance are expected to carry some of the financial responsibility in the form of loans, personal savings, summer earnings, part-time work, or a combination of these self-helps. It is assumed that education has a high priority in family affairs and that the children will share in implementing this priority.

Assistance received at any time from sources other than Cedarville College must be reported to the Director of Financial Aid as a part of the student's financial resources. Assistance of this nature will be considered in making appropriate revisions of aid offered by Cedarville College.

Financial assistance is awarded for one year only, but may be applied for on a yearly basis. The applicant must continue to meet the qualifications outlined in the financial aid agreement. A notification of an award is mailed to prospective students as soon as possible after admission to Cedarville College. The amount of assistance awarded is stated on the form, and the student indicates acceptance of the award by signing a copy of the form and returning it to the Financial Aid Office.

Students are encouraged to repay scholarships or Cedarville College grants when and if they are able, thus providing similar benefits for future students. Such repayment is not obligatory.

Cedarville College reserves the right to revoke any grant or scholarship in the case of a student who violates the rules of the college.

Cedarville College reserves the right to withhold student transcripts for nonpayment of school accounts, loans directly related to educational expenses, and overpayments of any federal or state funds.

Students are required to maintain satisfactory academic progress in order to receive or continue to receive financial aid. For additional information, contact the Financial Aid Office.

GRANTS AND SCHOLARSHIPS

Academic Scholarships

Merit-based Presidential Scholarships are available for freshmen who score in the top 2% on the ACT or SAT assessments.

Other academic scholarships are available to students who have demonstrated scholastic ability and a definite financial need. These scholarships range from \$300 to \$1500 in amount and also may provide an opportunity of employment with the college.

Scholarships are awarded on an annual basis and require a minimum cumulative academic average of 3.25 for upperclassmen. Freshman scholarship awards are based on high school rank, academic average (minimum of 3.25) and ACT or SAT scores. Christian character, service, and cooperation are also considered in making these scholarship awards.

Departmental Grants

Institutional grants may be available in various departments of the college, such as music, speech, athletics, etc. Inquiries should be addressed to the department chairman.

Ohio Instructional Grants

Students who are residents of Ohio and have total incomes of less than \$25,000 may be eligible for an Ohio Instructional Grant. Applications may be obtained from the college, the Ohio Board of Regents, or from local high schools.

PELL Grants

A student who is a United States citizen, or who is in the United States for other than a temporary purpose and intends to become a permanent resident, or who is a permanent resident of the Trust Territories of the Pacific Islands or of the Northern Mariana Islands, may be eligible for a federal grant under an entitlement grant program sponsored by the federal government through the Office of Education. Students may see their high school guidance counselors or write the financial aid director for additional information.

As of January 1, 1978, application for this grant can be made through the Financial Aid Form (FAF) or by submitting a separate PELL Grant application. All students with financial need are encouraged to apply for this grant, preferably by using the Financial Aid Form (FAF).

Supplemental Educational Opportunity Grants

The federal government, through the United States Office of Education, provides funds for a limited number of students with financial need who require these grants to attend college, and who show academic or creative promise. The amount of financial assistance a student may receive under a Supplemental Educational Opportunity Grant depends upon his need, taking into account his financial resources, those of his parents, and the cost of attending Cedarville.

The Ohio Academic Scholarship Program

A \$1000 scholarship is awarded to the top graduating senior in each Ohio high school. The student is chosen according to his G.P.A. and scores on the ACT, and must attend an eligible Ohio college or university. If the top student chooses not to attend an Ohio institution, the scholarship is awarded to the next highest student in the graduating class. The scholarship is renewable each year providing the student remains full time and is making satisfactory academic progress. One thousand of these scholarships are awarded each year. For more information, contact your high school counselor.

The Ohio Air National Guard Tuition Assistance Program

This program assists Ohio National Guard members who are full time students, at least 17 years old, and enlisted for a period of six years. Up to twelve quarters of instructional and general fees will be paid for the student. After basic and specialty training, guardsmen meet one weekend a month and two weeks during each summer. In addition to the tuition assistance, the time spent on duty is paid according to rank. Both men and women are accepted into this program, and proof of financial need is not a requirement. For more information call collect (513) 323-6704 or write to: Ohio National Guard, Educational Opportunities, 2825 W. Granville Rd., Worthington, OH 43085.

The Ohio War Orphans Scholarship

This scholarship is awarded to students who are children of deceased or disabled veterans. The student must be enrolled full time and be making satisfactory academic progress. For more information, contact the Ohio Board of Regents, Student Assistant Office, Ohio War Orphans Scholarship, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.

United States Military Scholarships

Army. Two-, three-, and three-and-a-half-year scholarships are available for students who enroll in Army ROTC. These scholarships pay all tuition, fees, and books, plus \$100 per month for 10 school months per year. Additional information may be obtained by contacting the Professor of Military Science, Central State University, Wilberforce, OH 45384, or by calling (513) 376-6382 or (513) 376-6279.

United States Army National Guard Scholarships, which pay up to \$1000 per school year, are available for those who qualify. Additional information pertaining to these scholarships is available from the Professor of Military Science, Central State University.

Air Force. Air Force ROTC scholarships paying for the cost of tuition, fees, textbooks, and a \$100 monthly allowance are available to students who demonstrate academic and leadership potential.

Students interested in Air Force ROTC should contact the Department of Aerospace Studies, Wright State University, Dayton, OH 45435, phone: (513) 873-2730.

Special Institutional Grant and Scholarship Funds

Alumni and other people who have a special interest in the growth and progress of Cedarville College have generously donated funds to help defray educational expenses of students who have special and exceptional financial needs. These funds, which are listed below are, for the most part, under the control of the director of financial aid. He will determine who is eligible and the award that will be provided according to specific guidelines for each fund.

1. **Anderson Family Scholarship Fund**
Given to a female student with foreign language major or language curriculum major or minor.
2. **Mead C. Armstrong Endowed Memorial Scholarship Fund**
Given to a student majoring in Biblical education. Provided by the family of Mead Armstrong.
3. **Rudy Bedford Endowed Memorial Scholarship Fund**
Established by trustees of the College.
4. **John W. Bickett Endowed Heritage Fund**
Given to a junior or senior pastoral or missionary student who has the intent to continue his or her education in seminary or language studies.
5. **William J. and Nora J. Bolthouse Endowed Scholarship Fund**
Given first to students from Ensley Baptist Church of Sand Lake, MI, and to students of William Bolthouse Farms, Inc. employees. Other students may be eligible when the above priority has been satisfied.
6. **Ruby E. Booher Bontrager Memorial Endowed Grant Fund**
Given to students who have demonstrated financial need.
7. **Minor and Bernice Cross Endowed Scholarship Fund**
Given to eligible students who have demonstrated financial need.
8. **The First Baptist Church of Findlay, Ohio, Scholarship Fund**
Given to students of this church. Others may be considered should no qualified students from the church enroll.
9. **Peter F. and Anne E. Guenther Endowed Scholarship Fund**
Given to eligible students preparing for full-time service in Baptist ministry.
10. **Helping-Hand Endowed Fund**
Given to deserving and needy students. Established by Miss Mabel Irvin Walker.
11. **William and Cora Norman Henry Endowed Memorial Scholarship Fund**
Given to full-time students who can demonstrate financial need. Provided by Geraldine Henry.
12. **Harold P. "Howdy" House Endowed Memorial Scholarship Fund**
Given to a full-time student with demonstrated financial need.
13. **Robert L. Hutchinson Endowed Memorial Fellowship Fund**
Given to a student preparing for full-time foreign missionary service.
14. **Ruby Jeremiah Scholarship Fund**
Given to an eligible female student. Provided by the faculty women.

15. **William M. Junk and Frances William Smith Junk Endowed Grant**
Given to a freshman student with demonstrated academic prowess and financial need.
16. **Dr. and Mrs. R. G. Kennedy Endowed Scholarship Fund**
Given to one or more students preparing for areas of Christian service.
17. **Kimberly Kerr Endowed Scholarship Fund**
Given to junior or senior nursing students with scholastic achievement. Established in memory of Kimberly Kerr, class of 1975.
18. **George H. and Dena F. Louys Endowed Grant Fund**
Given to students training to be pastors or missionaries. Provided by family of Edna F. Louys.
19. **Nursing Endowed Scholarship Fund**
Given to students with demonstrated financial need, academic progress, and potential for Christian leadership in nursing. Provided by Christian nurse friends of the College.
20. **The Pleasant View Baptist Church of Wren, Ohio Endowed Scholarship Fund**
Given to students from this church. Others may be considered should no students from the church qualify.
21. **Rife Endowed Scholarship Fund**
Established by Mrs. Ralph Rife and children. Awarded to students based on demonstrated financial need and donor stipulations.
22. **The Jean Scott Endowed Memorial Scholarship Fund**
Given to continuing students with at least a 2.50 GPA who intend to be missionaries.
23. **The David W. Stahl Endowed Memorial Scholarship Fund**
Given to a sophomore student pursuing a music major with at least a 3.00 G.P.A.
24. **Esther Stone Endowed Trust Fund**
Given to pre-ministerial or ministerial students with moral character, academic potential, and demonstrated financial need.
25. **Stuck Memorial Endowed Grant Fund**
Given to eligible students. Established in memory of Jim Stuck.
26. **Student Body Loan and Grant Fund**
Given to qualified students with financial need. Provided by the student body.
27. **Wickerham Memorial Endowed Grant Fund**
Given to students with demonstrated financial need.
28. **Rev. and Mrs. Earl V. Willett Endowed Grant Fund**
Given to students in good standing. Provided by the Willetts family.
29. **Lewis P. Gallagher Scholarship Fund**
Given to qualified students from the state of Maine. Provided by

LOAN FUNDS

Detailed information concerning all loans including eligibility, application procedures, and repayment schedules is available from the Financial Aid Office.

Several types of loans are available.

Cedarville College Student Loans

1. **The Bancroft Loan Fund** Established to assist students who are planning to serve in some aspect of missionary service.
2. **The James Bucholtz Memorial Loan Fund** Established by the parents in memory of their son to assist eligible students.
3. **The Jo Anne Buschmann Memorial Loan Fund** Established by the parents in memory of their daughter to assist eligible students.
4. **The Jonathan Edward Clater Memorial Loan Fund** Established by Mr. Clater to assist students whose education would be interrupted by a special financial crisis.
5. **The Fullerton Music Student Loan Fund** Established to assist music majors.
6. **The Gale Memorial Loan Fund** Established by Mr. Ralph B. Gale to help eligible, needy students on a short term basis.
7. **The Kemp Loan Fund** Established by a former financial aid office secretary for eligible students to use over a period of 15-30 days.
8. **The M.K. Loan and Grant Fund** Established by interested alumni missionary friends to assist children of missionary parents who meet the guidelines and who, without this help, would have difficulty meeting their educational expenses.
9. **The Polly Leunk Memorial Loan Fund** Established to assist students who are unable to obtain funds through other sources.
10. **The Frances McChesney Memorial Loan Fund** Established by the Cedarville College alumni prior to 1952 to assist any eligible, deserving Greene County student.
11. **The Milter Loan Fund** Established by a friend of the College to assist eligible students.
12. **The Science Loan Fund** Established by the Science Department to assist science majors who demonstrate financial need.
13. **The Student Body Loan and Grant Fund** Established by the Class of 1972 to provide loan and grant funds to eligible students.
14. **The Student Emergency Fund** Established to provide short term loans to help students facing unanticipated emergencies.

Other Educational Loans

Loans may be available through local banks or specific organizations. High school guidance counselors can provide information concerning many of these loan programs. Children of farmers children can arrange educational loans through their local Production Credit Association Office.

The director of financial aid can supply additional information concerning the above loan opportunities.

Perkins Loans

Perkins Loans are available through the college to students who are citizens of the United States and who can demonstrate financial need to meet educational expenses. Detailed information and application forms are available from the director of financial aid.

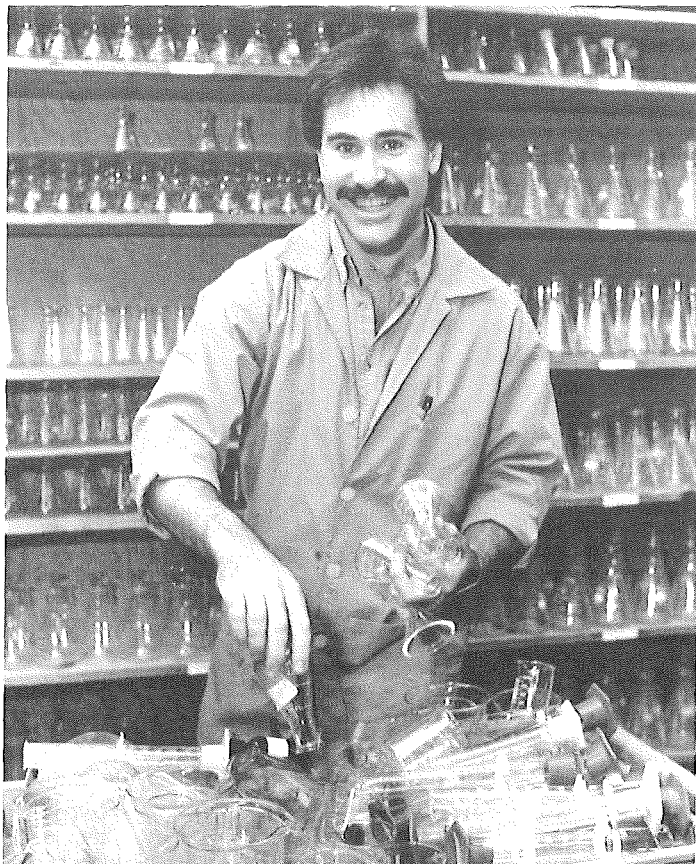
The Perkins Loan Fund (NDSL) was established to help students pursue their courses of study at their chosen institutions of higher education. A student is eligible if he is: (1) a national of the United States, in the United States for other than a temporary purpose and intends to become a permanent resident thereof, a permanent resident of the Trust Territory of the Pacific Islands, or the Northern Mariana Islands; (2) in need of the amount of the loan to pursue a course of study at an eligible institution; (3) capable, in the opinion of the institution, of maintaining good standing in such course of study; and (4) accepted for enrollment as at least a half-time undergraduate student. Continuing students must be in good standing and enrolled as at least a half-time undergraduate.

The statute governing the Perkins Loan Fund does not restrict the amount which may be granted per academic year. However, the aggregate of all loans for all years from the PLF may not exceed: (1) \$18,000 in the case of any graduate or professional student, including any loans from such funds made to such person before he or she became a graduate or professional student; (2) \$9000 in the case of a student who has successfully completed two academic years of a program of education leading to a bachelor's degree, but who has not completed the work necessary for such a degree, including any loans from such made to that person before he or she became such a student; and (3) \$4500 in the case of any student who has not completed two academic years of a program of education leading to a bachelor's degree.

Repayment begins nine months after graduation or when a student leaves school for other reasons. One may have up to 10 years to pay back the loan, depending upon the aggregate amount borrowed. During the repayment period, the borrower will be assessed five percent interest on the unpaid balance of the loan principle.

No payments are required for up to three years while one is serving in the Armed Forces, Peace Corps, Vista, or other areas in special service.

The director of financial aid will explain to the student applicant about loan cancellation provisions for borrowers who go into certain fields of teaching or specified military duty.



Hundreds of students help cover the cost of college by working on campus in positions which range from laboratory assistant to groundskeeper.

STUDENT EMPLOYMENT

College Work Study

This federally-funded program is designed to provide work opportunities available to college students. Students in this program may qualify for up to ten hours a week during the academic year. All work assignments are made by the Financial Aid Office. Actual hiring is done by the department supervisors who will employ the students.

Campus Employment

Although not able to guarantee employment, Cedarville College assists needy students by recommending them for part-time employment. Students are employed in various part-time jobs on campus such as maintenance, cafeteria, housekeeping, and laboratory, library, and office assistants.

Part-time work is important not only for financial assistance but also for providing practical job training for the student. The experience gained from these jobs is useful when the student leaves the college to apply for full-time employment.

Although part-time student employment is not restricted to upperclassmen, freshmen should work only in the case of necessity. At least the first quarter of the freshman year should be devoted to study and adjustment to college life.

Off-Campus Employment

Because of the College's reputation for attracting sharp students, many area employers contact the Placement Office to employ students on a part-time basis. Sometimes students obtain work related to their fields of study and gain valuable experience as well as income. Though no formal restrictions pertain to this employment, students are encouraged to limit their working hours to approximately twenty hours per week to insure sufficient time to study.

Standards of Satisfactory Academic Progress for Recipients of Financial Aid

Policy

Financial aid recipients at Cedarville College are required to achieve satisfactory academic progress to be eligible to continue to receive federal financial assistance. The purpose of this policy is to define the requirements for satisfactory academic progress as it pertains to recipients of Title IV federal aid programs.

Cedarville College recognizes that conditions which create the need for financial assistance may also create other educational needs which require extra time and slower progress in achieving educational goals. Students who, because of exceptional educational needs, must make slower progress than outlined in the policy or who find themselves victims of unusual circumstances are encouraged to discuss their situations with their academic advisors and the financial aid office. Where legally possible, because of mitigating circumstances, exemption to this policy can be considered.

When the Congress of the United States enacted the Higher Education Amendments of 1976, eligible institutions were directed to define and enforce standards of progress for students receiving federal financial assistance. The programs directly involved at Cedarville College are: (1) Pell Grant, (2) The Perkins Loan, (3) The Supplemental Educational Opportunity Grant—SEOG, (4) College Work Study—CWS, and (5) Guaranteed Student/Plus Loans.

Full-Time Students

All students are required to have a cumulative grade point average of 2.00 (C) in order to be graduated from Cedarville College. The following academic requirements would be appropriate in achieving this goal and fulfilling the term “carrying to completion” the required credit hours. In order to meet academic progress standards, students must complete a minimum number of credit hours based on a percentage of work to be completed and maintain a minimum cumulative grade point consistent with the

requirements for graduation. The following illustrates the academic progress policy:

Hours attempted	1-48	49-96	97-144	145-240
Completed (percent)	65%	70%	75%	80%
Completed (credits/yr)	31	34	36	38
Completed (cum credits)	31	65	101	139
Minimum cum GPA	1.70	1.90	2.00	2.00

Satisfactory academic progress means that students must complete 65% or 31 credit hours the first academic year, 70% or 34 credit hours (total of 65 credits) the second year, 75% or 36 credit hours (total of 101 credits) the third year, 80% or 38 credit hours (total of 139 credits) the fourth year, coupled with the appropriate cumulative grade point average. It is assumed that the majority of students will graduate in the normal time frame. However, no student may continue more than five years in order to complete his/her academic program. Regardless of the credit hours a full-time student attempts, he/she must complete the percentage of work (credit hours) and have the appropriate cumulative grade point as stipulated.

Part-time Students

Students who enroll for less than a full-time basis (12 credit hours per quarter) will receive proportionately less financial aid than a full-time student as dictated by lower school costs and federal regulations. Similar academic progress requirements for full-time apply to part-time enrollment on a proportional basis.

Financial aid will not be awarded to students who enroll for less than six hours of credit per quarter (half-time).

Transfer Students

Transfer students who have never attended Cedarville College will be granted one quarter of grace to establish a grade point average at Cedarville College. After completion of the grace period (one quarter), the transfer credits plus the credits received during the quarter at Cedarville and the grade point earned during the same grace period will be the evaluating factors to determine if progress is evident, based on the current academic progress policy.

How to Reestablish Eligibility

When a student is denied aid because of lack of academic progress, additional courses at Cedarville must be taken at the student's own expense. This will be necessary until the minimum cumulative grade point average and the required minimum credit hours needed meet the academic progress criterion. In all cases, the student, upon completion of these requirements, must schedule an appointment with the Financial Aid Office to determine his/her future eligibility for federal assistance.

Method for Appeal

Students who have been discontinued from financial aid have a right to appeal and can do so by written notification to the Director of Student Financial Aid. All appeals must include substantive reasons for failure to comply with the provisions of this policy, and all extenuating circumstances must be supported by documentation.

The Director of Student Financial Aid will respond by letter to each appeal and either approve or disapprove the student's continuation of financial aid. Further appeals can be made to the Financial Aid Committee and to the Vice President for Student Services, if required.

Student Rights

You have the right to know what financial aid programs are available at your school.

You have the right to know the deadlines for submitting applications for each of the financial aid programs available.

You have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.

You have the right to know how your financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal, and miscellaneous expenses, etc., are considered in your budget.

You have the right to know what resources (such as parental contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.

You have the right to know how much of your financial need as determined by the institution has been met.

You have the right to request an explanation of the various programs in your student aid package.

You have the right to know your school's refund policy.

Student Responsibilities

1. You must complete all application forms accurately and submit them on time to the right place.
2. You must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
3. You must return all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application.
4. You are responsible for reading and understanding all forms that you are asked to sign and for keeping copies of them.
5. You must accept responsibility for all agreements that you sign.
6. You must perform the work agreed upon in accepting a College Employment award.
7. You must be aware of and comply with the deadlines for application or reapplication for aid.
8. You should be aware of your school's refund procedures.
9. All schools must provide information to prospective students about the school's programs and performance. You should consider this information carefully before deciding to attend a school.

All trustees, administrators, full-time faculty, and staff support and adhere to the doctrinal statement and standards of conduct of Cedarville College.

DOCTRINAL STATEMENT

1. We believe in the Scriptures of the Old and New Testaments as verbally inspired by God and inerrant in the original writings, embracing all matters which the Biblical authors address, and believe that they are of supreme and final authority in faith and life. II Timothy 3:16,17; II Peter 1:19-21.
2. We believe in one God—eternal, omnipotent, omniscient, and omnipresent, existing as three Persons—Father, Son, and Holy Spirit, one in nature, attributes, power, and glory. Genesis 1:1,26; Proverbs 30:4; Mark 12:29; Matthew 28:29; II Corinthians 13:14; John 1:1-4, 14,18; Acts 5:3,4.
3. We believe that the Lord Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary, and that He is both true God and true man. Matthew 1:18-25; Luke 1:26-35; Philippians 2:6-11; Isaiah 7:14; John 1:14.
4. We believe in the literal 6-day account of creation, that the creation of man lies in the special, immediate, and formative acts of God and not from previously existing forms of life. Genesis 1:26,27; 2:7-9,16,17; 3:1-19.
We believe that man was created perfect in the image of God, that he sinned and thereby incurred not only physical death but also that spiritual and eternal death which is separation from God, and that all human beings are born with a sinful nature, and we are sinners in thought, word, and deed. Genesis 3:1-6; Romans 1:18,32; 3:10-19; 5:12,19.
5. We believe that the Lord Jesus Christ died for our sins according to the Scriptures as a representative and substitutionary sacrifice and rose again for our justification; and that all who believe in Him are justified on the grounds of His shed blood and are saved by grace through faith wholly apart from human merit and works. Acts 13:39; 16:31; Romans 3:21-28; Ephesians 2:8-10; Titus 3:3-8.
6. We believe that all who receive by faith the Lord Jesus are born again by the Holy Spirit through the Word of God and thereby become the children of God forever and are eternally secure. John 1:12,13; 3:3-16; 5:24; 10:28,29; I Peter 1:23; II Peter 4-11.
7. We believe that the Holy Spirit is a divine Person, equal with God the Father and God the Son; that He was active in creation; that He convicts of sin, righteousness, and judgment; that He is the Agent in the new birth; that He baptizes all believers into the body of Christ at conversion; that He indwells, seals, endues, guides, teaches, witnesses, sanctifies, and helps the believer. Psalm 139:7-12; John 14:16,17; 16:13,14; Romans 8:9; I Corinthians 6:19.
We believe that the sign gifts of the Holy Spirit are completed and are not applicable to the work of the Holy Spirit today. I Corinthians 12:8-10, 28-30; 14:1-40.
8. We believe in the imminent “Blessed Hope,” the Rapture of the church before the tribulation, when the “Lord shall descend from heaven” to catch up His bride to meet Him in the air and “so shall we ever be with the Lord.” John 14:1-3; I Thessalonians 4:13-18; I Corinthians 15:15-58.
9. We believe in the literal, bodily resurrection of the crucified Lord, His ascension into Heaven, His present life there as our High Priest and Advocate, and His personal, bodily, visible return to the earth at the end of the tribulation to establish His millennial Kingdom on earth, and to reign as the only Potentate, the King of Kings, and Lord of Lords. Luke 24:36-43; John 20:24-29; Acts 1:9-11; I Corinthians 15:25; Revelation 1:5-7; 19:11-16; 20:6.
10. We believe in the bodily resurrection of all the dead: the saved to a life of eternal glory and bliss in Heaven with God; the unsaved to eternal judgment of conscious suffering and woe in the lake of fire. John 5:28,29; Revelation 20:6,11-15; 21:1-8; Matthew 10:28; 18:8,9; 25:41,46; Mark 9:43-49; II Thessalonians 1:6-9.

11. We believe in personal separation from all practices and influences of the world which hinder a spirit-filled life. We believe in Biblical separation from all forms of ecclesiastical apostasy. Romans 12:1; James 4:4; I John 2:15-17; II Corinthians 6:14; 7:1; Colossians 3:1-17; Romans 6:1-14; Galatians 5:16-25.
12. We believe that it is the privilege and responsibility of every believer to be a personal soul winner and to do his utmost to give the gospel of Christ to the whole world. Mark 16:15; Acts 1:8; John 17:18; 20:21; II Corinthians 5:20.
13. We believe that the local Church is an organized congregation of immersed believers, associated by covenant, observing the ordinances of Christ, having the offices of pastor and deacon, exercising the gifts, rights privileges, and responsibilities given them by His Word, and that it has the absolute right of self-government. We believe that the Church which is His Body includes all New Testament believers. Matthew 18:15-17; I Corinthians 1:2; 7:17; 11:16; I Timothy 3:1-15; I Corinthians 12:28; Ephesians 1:22,23; 2:14,15; 5:23-32.
14. We believe that the Scriptural ordinances of the local church are Baptism and the Lord's Supper; that Baptism, by immersion, should be administered to believers only, as an identifying symbol of their belief in the death, burial, and resurrection of our Lord and Savior Jesus Christ, and our death to sin and resurrection to a new walk in life, and that it is a prerequisite to local church membership; that the Lord's Supper is a commemoration of His death and should be preceded by believer's baptism and solemn self-examination. Matthew 28:19,20; Acts 8:36-39; 18:8; Romans 6:3-5; Colossians 2:12; I Corinthians 11:23-32.

STANDARDS OF CONDUCT

We believe that the Scriptures clearly delineate principles which govern Christian conduct; that these principles include deference toward weaker brethren. Our behavior should not hinder the faith of other believers; we should do only those things which will glorify God and which will edify both the individual and the group. While having an appropriate testimony before unbelievers, we should avoid close liasons with the unbelievers.

We believe that for the sake of Christian testimony and the achievement of college purposes, we must abstain from the use of alcoholic beverages, tobacco, and the nonmedical use of narcotic drugs; and not participate in dancing, the use of playing cards employed in gambling, attendance at movie theaters, and membership in secret societies. We also believe that Christians have an obligation to dress appropriately, to avoid wearing of extreme fashions and wearing of shorts in public (with the exception of participation in athletic contests), and to have sincere respect for the Lord's Day. We prayerfully seek to serve Christ in an atmosphere free from personal attitudes of distrust, dishonesty, selfishness, damaging criticism, disrespect, unethical conduct, and irreverence.

Board of Trustees

Cedarville College is governed by an autonomous, self-perpetuating board of trustees. Board members are selected for three-year terms. One-third of the board members are eligible for re-election each year. The executive committee of the board consists of the chairman, vice chairman, secretary, treasurer, and the president of the college. The board meets quarterly in January, April, June, and October.

Officers

Paul Dixon, President
 Gilbert Brueckner (1989), Chairman
 Lawrence Fetzer, (1989), Secretary
 Eugene Apple, (1991), Treasurer

Emeriti

Charles Barth, Poland, Ohio
 Arthur Dyke, Elyria, Ohio
 James Jeremiah, Cedarville, Ohio
 William Patterson, Greer, South Carolina
 Robert Sumner, Ingleside, Texas
 Earl Willetts, Berea, Ohio

Term of Office Ending June 1989

Gilbert Brueckner, Menomonee Falls, Wisconsin
 James Carraher, Toledo, Ohio
 John Draxler, North Royalton, Ohio
 George Engelmann, Burton, Michigan
 Lawrence Fetzer, Dayton, Ohio
 James Henniger, Canton, Ohio
 Jack Jacobs, Westlake, Ohio
 Earl Umbaugh, Port Charlotte, Florida

Term of Office Ending June, 1990

Francis Bresson, Sussex, Wisconsin
 Jack Cline, Rockbridge, Ohio
 William Commons, Cherry Hill, New Jersey
 Joseph Godwin, Gallipolis, Ohio
 David Graham, Elkhart, Indiana
 George O'Bryon, Nokomis, Florida
 Randy Patten, Noblesville, Indiana
 Lynn Rogers, Northfield, Ohio
 Paul Tassell, Schaumburg, Illinois
 W. Thomas Younger, Walnut Creek, California

Term of Office Ending June, 1991

Eugene Apple, Cleveland, Ohio
 Roy Guenin, Memphis, Tennessee
 Gene Miller, Traverse City, Michigan
 James Misirian, Union Grove, Wisconsin
 J. Dale Murphy, Waterloo, Iowa
 Irwin Olson, Mesa, Arizona
 Gerald V. Smelser, Kidron, Ohio
 Albert Stevens, Moorestown, New Jersey
 Donald Tyler, Brownsburg, Indiana
 Paul Vernier, Fairborn, Ohio

*"What I appreciate most about Cedarville is its **quality**. It has quality programs, facilities, and, particularly, quality people—the students, faculty, staff, administration, and trustees. It's the kind of place I'm pleased to be associated with. Having had my daughter attend the College, and having the opportunity to see the graduates it produces, I know that students who attend Cedarville College will experience growth in their Christian commitment and at the same time be well-prepared for their chosen careers."*

Retired Vice President of Lighting Technology at General Electric, Dr. Eugene Apple has served as a Cedarville trustee since 1978.



Studying and learning together enhances intellectual development while contributing to the unique memories that only college can produce.

Statistical Information

Fall Quarter, 1987

By Class—Men and Women

	Men	Women	Totals
Freshmen	267	327	594
Sophomores	206	295	501
Juniors	175	208	383
Seniors	157	213	370
Adult Studies	6	8	14
	<u>811</u>	<u>1,051</u>	<u>1,862</u>

By Major—Men and Women

Major	Men	Women	Totals
Accounting	66	39	105
AA Secretarial	0	30	30
American Studies	2	0	2
Behavioral Science	11	30	41
Bible-One Year	0	1	1
Bible Comprehensive	45	8	53
Bible Preseminary	40	0	40
Biology	50	34	84
Broadcasting	15	12	27
Business Administration	158	92	250
Business Education	1	4	5
Chemistry	28	10	38
Communication Arts	27	36	63
Computer Information Systems	53	10	63
Criminal Justice	13	6	19
Elementary Education	14	249	263
English	27	53	80
History	17	12	29
History-Political Science	2	0	2
Mathematics	72	35	107
Music	10	23	33
Music-Church	1	0	1
Music Education	5	16	21
Nursing	8	158	166
Physical Education	25	26	51
Political Science	13	6	19
Pre-Law	13	10	23
Psychology	17	42	59
Public Administration	4	1	5
Science Comprehensive	3	3	6
Sociology	1	6	7
Social Science	3	7	10
Spanish	2	9	11
Undecided	65	83	148
TOTALS	<u>811</u>	<u>1,051</u>	<u>1,862</u>

Faculty and Enrollment Comparison

	Students	Faculty	Ratio
1953-54	102	9	11.3
1958-59	164	15	10.9
1963-64	501	33	15.2
1968-69	865	43*	19.4*
1973-74	1009	51*	19.1*
1975-76	1135	56*	19.3*
1976-77	1221	57*	20.6*
1977-78	1250	59*	20.2*
1978-79	1185	58.5*	19.6*
1979-80	1351	67*	19.5*
1980-81	1500	69*	21.2*
1981-82	1657	75*	21.7*
1982-83	1694	82*	20.7*
1983-84	1740	89*	19.6*
1984-85	1775	93*	19.1*
1985-86	1783	93*	19.1*
1986-87	1785	94*	19.0*
1987-88	1862	95*	18.4*

*Full-time equivalents



As a result of the "family" emphasis that permeates the Cedarville experience, graduates leave with two valuable possessions that pay rich dividends throughout life: an excellent education and good Christian friends.

By State—Men and Women

	Men	Women	Totals
Alaska	1	8	9
Arkansas	0	3	3
California	8	11	19
Colorado	2	7	9
Connecticut	6	9	15
Delaware	2	1	3
Florida	23	15	38
Georgia	4	2	6
Hawaii	1	1	2
Iowa	20	23	43
Idaho	2	2	4
Illinois	31	28	59
Indiana	57	69	126
Kansas	2	3	5
Kentucky	3	7	10
Louisiana	0	1	1
Massachusetts	6	10	16
Maryland	16	21	37
Maine	9	14	23
Michigan	87	95	182
Minnesota	12	7	19
Missouri	1	3	4
Montana	1	0	1
North Carolina	6	8	14
Nebraska	4	1	5
Nevada	1	0	1
New Hampshire	7	8	15
New Jersey	22	44	66
New Mexico	1	0	1
New York	57	97	154
Ohio	277	354	631
Oklahoma	0	1	1
Oregon	1	2	3
Pennsylvania	75	104	179
South Carolina	4	6	10
Tennessee	1	2	3
Texas	1	2	3
Virginia	11	22	33
Vermont	2	1	3
Washington	9	7	16
Wisconsin	15	22	37
West Virginia	13	18	31
Wyoming	1	0	1
TOTALS	802	1,039	1,841
Puerto Rico	1	1	2
International	8	11	19
TOTALS	811	1,051	1,862



Students come from all over the world to take advantage of the balanced approach to Christian higher education offered by Cedarville College. Michael Davis, pictured here, is from Sao Paulo, Brazil.

Miscellaneous				Assignment to Classes	39
Married Students				Associate of Arts Degree	77
Transfers				Athletic Center	16
Student Resident Status				Athletics	24
Residence Hall and Approved College Housing				Au Sable Institute	41
Commuters				Awards and Honors	52,53
Veterans & Dependents on GI Bill				Bachelor of Music Education	123
				Behavioral Science	140
				Biblical Education Department	54
				Biblical Languages	60
				Biblical Studies	60
				Biology	144
				Board Expenses	170
				Broadcasting	79
				Broadcast Journalism	79
				Broadcast Management/Sales	80
				Broadcast Production	80
				Business Administration	66
				Business Administration Building	13
				Business Administration Department	64
				Business Education	68
				Calendar, Academic	inside front cover
				Campus Activities	26
				Canadian Students	33
				Career Planning and Placement	22
				Career Selection and Opportunities	23
				Cedars (college newspaper)	27
				Certification, College	7
				Certification, Teacher	88
				Chapel	10
				Chemistry	146
				Christian Ministries	20
				Church Education	61
				Church Education/Youth Emphasis	57
				Church Music	120,128
				Class Attendance	39
				Classification of Students	39
				CLEP (College Level Examination Program)	30
				College Center	12
				College Profile	7
				Communication Arts Department	78
				Communications Building	11
				Comprehensive Bible Major	56
				Comprehensive Business Education Major	68
				Comprehensive Science Major	146
By Age—Men and Women					
Years	Men	Women	Totals		
17	1	9	10		
18	150	223	373		
19	190	263	453		
20	163	216	379		
21	146	195	341		
22	67	69	136		
23	30	23	53		
24	13	14	27		
25-29	34	23	57		
30+	17	16	33		
TOTALS	811	1,051	1,862		
Index					
Academic Advising				38	
Academic Information				34	
Academic Load				38	
Academic Progress				51	
Academic Warning and Suspension				51	
Accounting				66	
Accreditation, College				7	
Adding a Course				48	
Administration				191	
Admissions				30	
Admissions Procedure				30	
Admission to Academic Programs				31	
Advanced Placement				30	
Alternate Year Courses				49	
American Studies				158	
American College Test (ACT)				30	
Anthropology				167	
ARRIBA				45	

Computer Center	12	Graduation	38
Computer Information Systems	69,72	Graduation With Honors	52
Conduct, Standards	19	Grants	174
Correspondence Directory	191	Greek	60
Correspondence Study	40	Health Clinic	9
Costs	170,171	Health and Physical Education Department	100
Counseling Services	22	Health Insurance	171
Course Fees	170	History	160,167
Course Numbers and Designations	49	History and Political Science	160,168
Credit/No Credit Program	52	History, College	5
Credits	38	Holy Land Studies	46
Criminal Justice	159	Honors and Awards	52,53
Cultural and Social Activities	26	Honors, Graduation	52
Curriculum Outline	35	Honors Program	42
Deadlines and Notifications	31	Housing	24
Dean's Honor List	52	Independent Study	40
Dean's List	51	Insurance, Student	171
Deferred Payment Plan—Veterans	173	Intercollegiate Athletics	24
Degree Requirements	34	Intramural Athletics; Campus Activities	26
Departmental Grants	175	International Students	33
Doctrinal Statement	182	Internships	39
Drama	27	Kindergarten Education Program	91
Early Admission	30	Language and Literature Department	110
Economics	67,73	Languages, Biblical	60
Education Department	88	Library	15
Electives	36	Literature, American, English, World	116
Elementary Education	90,91	Loans	177
Emergency Medical Service	41	Location	8
Employment, Student	179	Major Field	35
English	112,115	Major Fields of Study	35
Enrollment, Statistics	186	Management	67,74
Entrance Requirements	28	Map, Campus	inside back cover
Environmental Studies	144	Marketing	67,75
Expenses, Living	171	Mathematics	148,155
Family Rights and Privacy Act	29	Medical Technology	150
Fees	171	Military Scholarships	176
Finance	67,74	Milner Hall	9
Financial Aid	171	Minor Field	36
Financial Information	170	Miracle (college yearbook)	26
Financial Registration Policy	172	Missions Emphasis	57
Fine Arts Building	17	Missionary Internship Service	20
Founders Hall	9	Music Department	118
French	117	Music, Church	120,128
General Education Requirements	36	Music, Conducting	129
Geography	167	Music, Education	123,129
German	115,117	Music, History and Literature	129
Grade Points and Averages	51	Music, Performance	131
Grading System	50	Music, Private Instruction	131

Music, Theory	130	Room Expenses	171
Musical Organizations	27	Science Center	14
New Student Orientation	20	Scholarships	174,176
Newspaper, College	26	Science and Mathematics Department	142
Nursing Department	132	Secondary Education Program	93
Office Technology	77	Secretarial Studies	77
One-Year Bible Program	58	Sessions and Credits	38
Organizations, Student	26	Setting	8
Orientation, New Students	20	Social and Cultural Activities	26
Out of Class Courses	39	Social Science and History Department	156
Overseas Study Program in Germany	46	Sociology	166,169
Part-time Students	39	Spanish	115,117
Patterson Clinic	9	Special Education Program	91,99
Pastoral Emphasis	58	Special Programs of Study	41
PELL Grant	175	Special Students	39
Perkins Loan	178	Speech	82
Philadelphia Study Tour	43	Standards of Conduct	19,183
Philosophy	61	Statistical Information	186
Physical Education	100	Student Activities	26
Physics	155	Student Aid	174
Placement Center	22	Student Costs	170
Political Science	163,168	Student Employment	179
Practical Theology	62	Student Government Association	27
Preagriculture	150	Student Insurance	171
Predentistry	151	Student Life	19
Preengineering	151	Student Loans	177
Prelaw	164	Student Organizations	26
Premedicine	151	Student Services Fee	171
Preoptometric	151	Study Abroad Program (SAPOCC)	46
Preosteopathic	151	Summary of Costs	171
Prepharmacy	151	Summer School	47
Preprofessional Programs	43	Suspension, Academic	51
Preseminary Bible Major	59	Teacher Certification	89
Preveterinary Medicine	151	Teacher Education Program	89
Probation, Academic	51	Testing Out Procedure	40
Professional Writing	114,116	Textbook and Supplies Expenses	171
Psychology Department	138	Theology	63
Public Administration	165	Three-Pay Plan	172
Publications, Student	27	Transfer Students	39
Radio Station	11	Trustees	184
Reading Program	43	Tuition	170
Readmission	31	Urban Studies	167
Recognition, College	7	Veterans and Dependents Educational Assistance	173
Refunds, Withdrawal	173	Video Media Production	81
Registration	48	WCDR-FM	11
Repeating Courses	51	Williams Hall	11
Requirements, Degree	34	Withdrawal from a Course	48
Requirements, General Education	36	Withdrawal from College	49
Reservation Deposit	31	Withdrawal Refund	173
Reserve Officer Training Corps (ROTC)	44	Work Study	179

ADMINISTRATION

President	Paul H. Dixon
Chancellor	James T. Jeremiah
Academic Vice President	Duane R. Wood
Vice President for Business	John C. Anglea
Vice President for Development	Martin E. Clark
Vice President for Student Services	Donald W. Rickard
Vice President for Christian Ministries	Harold R. Green



The administrators, like Harold Green pictured here, often interact with students in

CORRESPONDENCE DIRECTORY

Academic Counseling	Pamela S. Diehl Coordinator of Academic Progress
Academic Records/Transcripts	Jack N. Campbell Registrar
Admissions	David M. Ormsbee Director of Admissions
Alumni Relations	Gary P. Kuhn Director of Alumni Relations
Business Office/Student Accounts	Richard Bowersox Controller
Campus Activities	Richard G. Walker Director of Campus Activities
Christian Ministries	Harold R. Green Vice President for Campus Ministries
Counseling Services	Sandra Entner Director of Counseling Services
Curriculum	Duane R. Wood Academic Vice President
Estates and Planned Giving	Robert E. Rohm Director of Planned Giving
Financial Aid	David L. Gidley Director of Financial Aid
Food Service	Charles A. McKinney Director of Food Service
Honors Program	Gary J. Percesepe Director of the Honors Program
Library	Lynn A. Brock Director of Library Services
Patterson Clinic	Betty J. Bertschinger Director of Patterson Clinic
Payroll/Personnel	Edward E. Clark Director of Staff Personnel
Physical Plant	Leigh R. Hunt Director of Physical Plant
Placement	David C. Gaffner Director of Career Planning and Placement
Planning	Lynn A. Brock Director of Planning
Public Relations	Ronald J. Coriell Director of Public Relations
Student Life, Housing	Patricia L. Bates Dean of Women
	Timothy L. Bosworth Dean of Men
Summer School	J. Michael Lopez Director of Summer School
WCDR-FM	Paul H. Gathany General Manager

Offices are open Monday, 8:00 a.m. - 5:00 p.m.

Directions to Cedarville College

Cedarville College is located in the middle of a triangle formed by Interstates 70, 71, and 75.

From the North

I-75 *south* to I-70 *east*; travel approximately 24 miles to the Springfield/Cedarville exit (Rt. 72); travel south 11 miles on Rt. 72 to the campus.

From the South

I-75 *north* to Cincinnati; merge with I-71; take I-71 *north* to the Lebanon exit (Rt. 48); travel on Rt. 48 *north* 5 miles to Rt. 42 *north*; proceed approximately 25 miles to Cedarville; turn left on Rt. 72 *north* and proceed three blocks to the campus.

From the East

I-70 *west* to the Springfield/Cedarville exit (Rt. 72); travel *south* 11 miles on Rt. 72 to the campus.

From the West

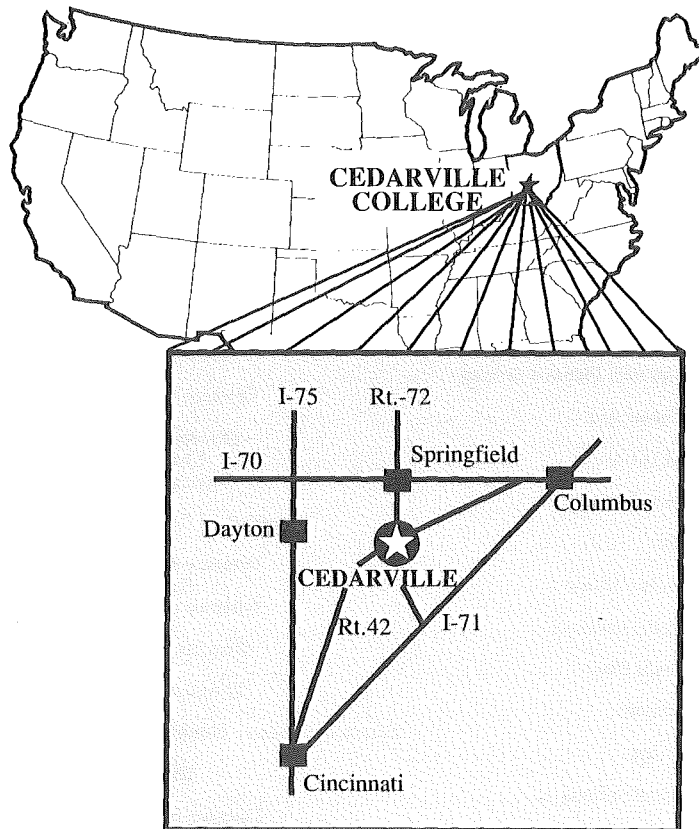
I-70 *east* to the Springfield/Cedarville exit (Rt. 72); travel *south* 11 miles on Rt. 72 to the campus.

Traveling by Air

The nearest commercial airport is Dayton International Airport in Dayton, Ohio, which is a 45-minute drive from the campus.

Traveling by Bus

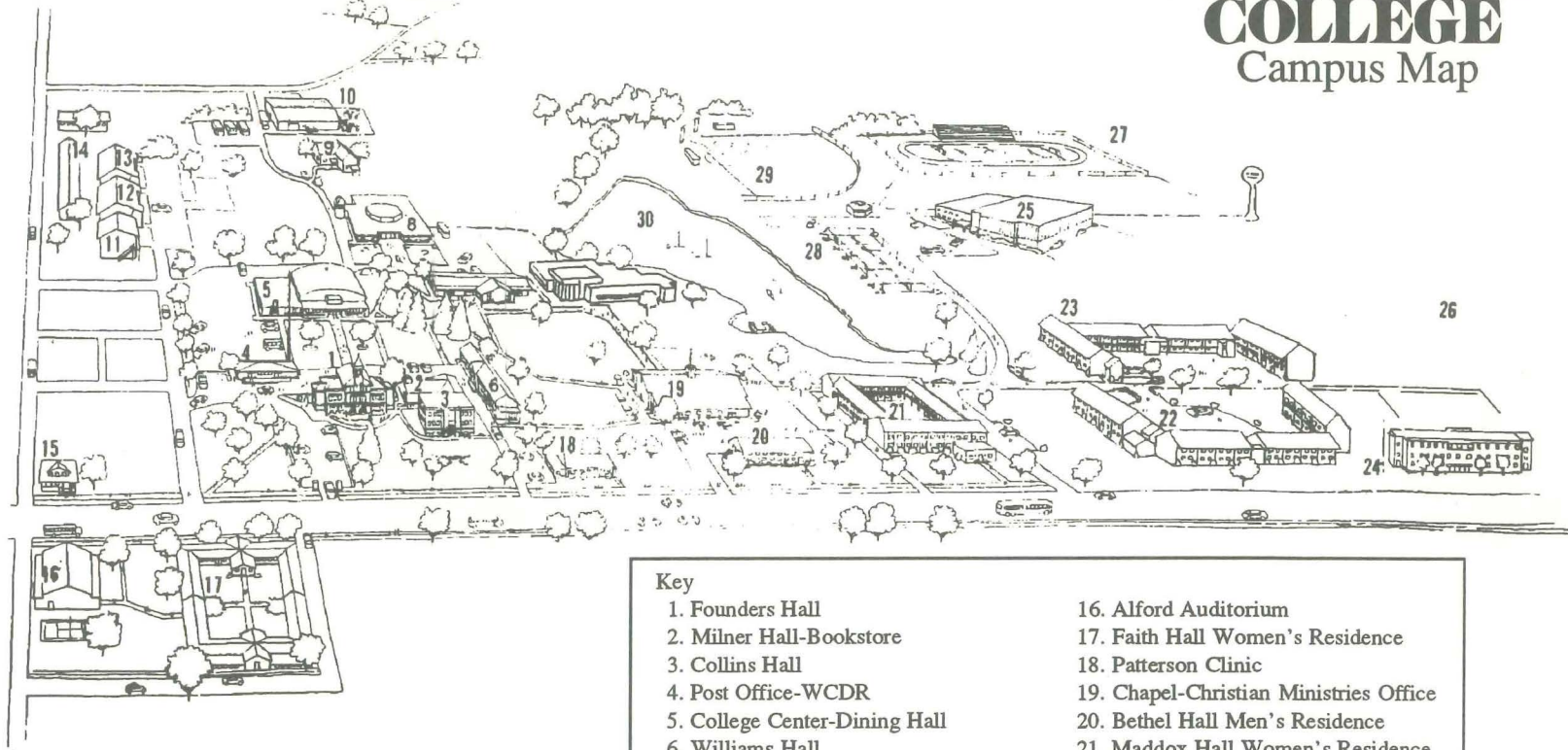
Greyhound Bus Line has a terminal in Springfield.



Transportation from the airport and bus terminals may be arranged by contacting the Admissions Department at 1-800-777-2211.

CEDARVILLE COLLEGE

Campus Map



←
 Fine Arts Building
 South Hall Women's Residence
 Harriman Hall Women's Residence
 Cedar Park Apartments

Admissions Office is in the College Center.
 Phone: 1-800-777-2211
 Hours: 8-5 Monday through Friday

- | Key | |
|---|--|
| 1. Founders Hall | 16. Alford Auditorium |
| 2. Milner Hall-Bookstore | 17. Faith Hall Women's Residence |
| 3. Collins Hall | 18. Patterson Clinic |
| 4. Post Office-WCDR | 19. Chapel-Christian Ministries Office |
| 5. College Center-Dining Hall | 20. Bethel Hall Men's Residence |
| 6. Williams Hall | 21. Maddox Hall Women's Residence |
| 7. Business Administration Building | 22. Lawlor Hall Men's Residence |
| 8. Science Center-Observatory | 23. Printy Hall Women's Residence |
| 9. West Hall-Cedars | 24. Willetts Hall Women's Residence |
| 10. Service Center | 25. Athletic Center |
| 11. Rogers Hall Men's residence | 26. Softball Fields |
| 12. Marshall Hall Men's Residence | 27. Track-Soccer Field |
| 13. Carr Hall Men's Residence | 28. Tennis Courts |
| 14. Palmer Apartments Men's Residence | 29. Field Hockey-Baseball Fields |
| 15. Ambassador Hall-Music Dept. Offices | 30. Centennial Library |

BE OUR GUEST!

Prospective students find that a visit to our campus is of great value in finalizing their decisions about college. Therefore, we encourage you to make plans now to spend a day with us.

You may:

- Join us for chapel at 10 a.m.
- Tour our campus at 11 a.m., 12 noon, or 1 p.m.
- Visit a class or two.
- Talk with a professor in your field of interest.
- Discuss financial aid opportunities.
- Meet with an admissions counselor.
- Speak with a coach in your sport.
- Eat in our dining hall.
- Participate in one of the evening activities on campus.
- Spend a night in one of our residence halls.

Just let us know when you are coming and we will make the appropriate arrangements. Our offices are open Monday through Friday 8 a.m.-5 p.m. and by appointment on Saturday.

Contact: Admissions Department
Cedarville College
Box 601
Cedarville, Ohio 45314
1-800-777-2211