

Fall 1987

1987-1988 Academic Catalog

Cedarville College

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Faculty Development

CEDARVILLE COLLEGE

Since 1887

Cedarville College Calendar

1987-88

AUTUMN QUARTER

September 1987	
10, 11	Cedarville Baptist Open
17	President's Faculty & Staff Banquet
18-23	College Week, New student orientation (final registration for upperclassmen — 21, 22, registration for freshmen — 23)
21-25	Fall Bible Conference
24	Instruction begins; Convocation
October 1987	
15	Trustee Meetings
16	Women's Fellowship Meeting
16	President's Associates Meeting
16, 17	Homecoming
20	Career Day
November 1987	
2-20	Conferences and preregistration for Winter Quarter — upperclassmen 2-16; freshmen — 18-20
18	Day of Prayer (instruction resumes at 1 p.m.)
25	Thanksgiving Vacation (begins Wednesday at 1 p.m.)
December 1987	
1	Instruction resumes (Tuesday at 8 a.m.)
9-11	Final Examinations
28-31	Informissions Conference

WINTER QUARTER

January 1988	
3	New Student Orientation and Registration
4	Instruction begins
8	Trustee Meetings
10-15	Missionary Conference
February 1988	
1-19	Conferences and preregistration for Spring Quarter
16-18	Staley Foundation Lectureship
March 1988	
10-11	Final Examinations
12-20	Spring Break

SPRING QUARTER

March 1988	
21	New Student Orientation and Registration
21-25	Spring Enrichment Conference
22	Instruction begins
24	Day of Prayer (instruction resumes at 1 p.m.)
April 1988	
1	Easter Vacation (begins Friday at 1 p.m.)
5	Instruction resumes
8	Trustee Meeting
May 1988	
6-7	Honors Day, Cedar Day, Parents' Weekend
9-27	Conferences and registration for Fall Quarter and Summer Sessions
30	Memorial Day (classes meet, offices closed)
June 1988	
1-3	Final Examinations
3	Women's Fellowship Meeting, Trustee Meeting
4	Ninety-second Annual Commencement (10 a.m.)
June 1988	
13	New Student Orientation and Registration
14	Instruction begins
20-24	GARBC National Conference
July 1988	
4	Independence Day (no classes)
5	Instruction resumes
14-16	Salute to Summer
15	First Session ends
July 1988	
18	New Student Orientation and Registration
19	Instruction begins
August 1988	
19	Second Session ends



“I chose Cedarville because I wanted a good education as well as the opportunity to study the Bible. I know from talking to students who have transferred that Cedarville is tougher than many large universities. I believe that’s because, as a smaller college, the faculty are much closer to us and can require more of us. My experiences with Christian ministries — going to Africa with the soccer team and visiting the boys at Bethesda Rehabilitation Center — really gave me a burden for reaching the lost. But more than that, I gained confidence in witnessing to others.

I’m glad I attended Cedarville and feel ready for what I want to do in life.

The leading scorer on the 1986 soccer team, Ric Seidel, a 1987 comprehensive Bible graduate, also used his athletic talents as a member of the Missionary Internship Service soccer team to the Ivory Coast. Listed in Who’s Who Among College Students. Ric comes from Springfield, Virginia.

“Cedarville really is a ‘college family.’ When you share the same faith and a common perspective on life, friendships develop a lot faster and they go much deeper. At Cedarville the faculty really take a personal interest in you. They go beyond being the instructors for the quarter. I feel “cared for” by the faculty. Yes, they are demanding. Yet I have appreciated the academic rigor because the quest for excellence is not something they push upon us. Rather, they encourage us to do our best through the way they teach and the way they live.

There are so many things that I have appreciated about Cedarville. I think you’ll like it, too, as you learn more about it.”

Senior communications major Jan Johnson has performed both on the stage in college productions and on the screen in the forthcoming film “Test of Faith.” A member of Cedarville’s top-rated intercollegiate forensics team, Jan comes from Cory, Pennsylvania.



A Word From Our President Paul Dixon

Thank you for considering Cedarville College. We would love for you to join our growing college family and share in the joys and blessings God is bestowing on us.

This year we reach a great milestone in the history of Cedarville College: celebrating 100 years in Christian higher education. We have been a Baptist college since 1953; however, our purpose remains the same as when we were founded in 1887: to provide a quality Christian education to young men and women so that they may go on to minister throughout the world for Christ.

When Baptist Bible Institute of Cleveland took over the operations of Cedarville in 1953, the trustees desired to build a strong Christian liberal arts program and satisfy the needs of fundamental Christians across the country. As a result of their vision, Cedarville College has become one of the truly exceptional Christian liberal arts colleges in the nation, committed not only to quality education, but also the local church, evangelism, discipleship, and Christian service.

We as Christians have countless opportunities to serve Christ — through business, medicine, law, education, the pastorate, public office, counseling, and so many others. At Cedarville we desire to prepare you not only professionally but also spiritually so that you can minister for Christ through these opportunities.

Our faculty, staff, and administrators care about you as an individual. Through their concern you will satisfy your desire to grow intellectually, physically, socially, and spiritually.

I trust this Centennial edition of our catalog will give you a glimpse of God's blessing on our past and present. More importantly, I hope you realize that we can help you prepare for your future.

This catalog will answer many of your questions and may inspire many more. I invite you to write or call us. And please visit our campus, especially this year, so that we may include you in our Centennial Celebration.

At Cedarville, you are important to us!

CEDARVILLE COLLEGE 1987-88 Catalog



A Baptist College of Arts and Sciences
Celebrating 100 years in Christian higher education

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.

Catalog Contents

Centennial Section	5
College Profile	10
The Campus	11
Student Life	23
Activities	27
Student Services	27
Athletics	29
Admissions	33
Academic Information	39
Major Fields of Study	40
General Education Requirements	41
Special Programs	46
Academic Policies	50
Departments of Instruction	
Biblical Education	58
Business Administration	66
Communication Arts	80
Education	90
Health and Physical Education	100
Language and Literature	108
Music	116
Nursing	128
Psychology	136
Science and Mathematics	140
Social Science and History	150
Financial Information	161
Tuition and Fees	162
Financial Aid Information	165
Statement of Doctrine and Conduct	174
Faculty	176
Statistical Information	184
Index	186
Administration	189
Board of Trustees	189

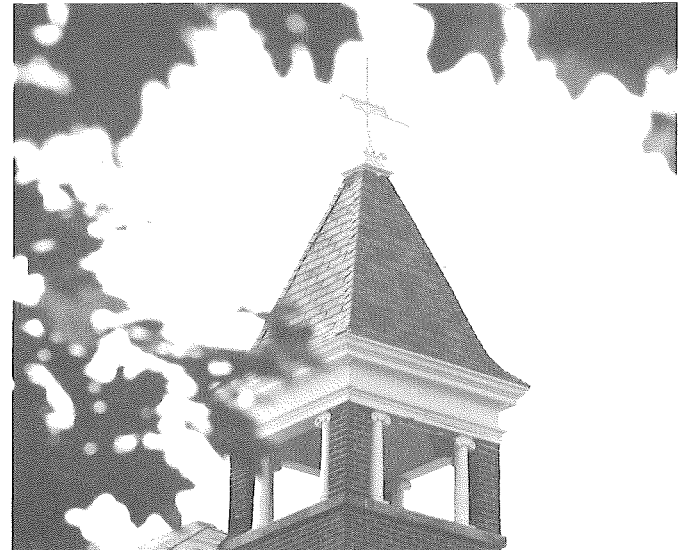
This catalog has been prepared with one purpose in mind:
to help you learn more about Cedarville College.

To gain the most from this important publication:

- *Read through carefully;
- *Pay particular attention to the captions;
- *Consult the index to locate answers to any specific questions you may have;
- *Use the attached reply card to request an application or to have a catalog sent to a friend!

We believe that after learning more about Cedarville, you will agree with the over 1800 students currently attending that the quality, Christian education offered here represents one of the outstanding educational values available today.

Enjoy the catalog!

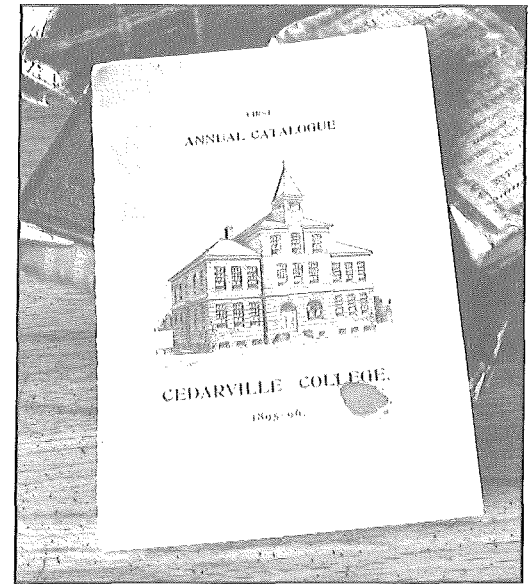


Celebrating 100 Years in Christian Higher Education



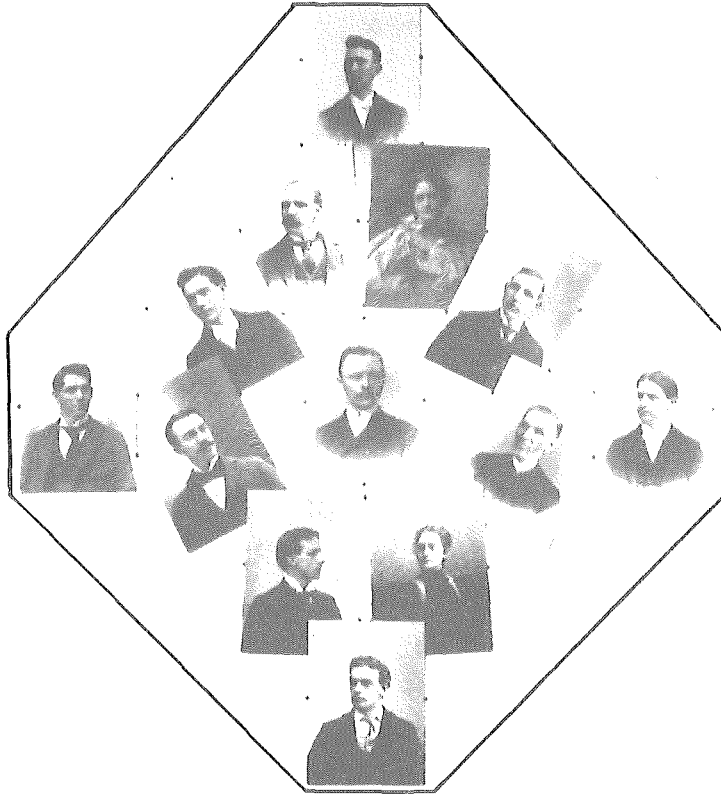
On September 19, 1894, classes began in the home of Rev. Hugh MacMillen. On that first day, they had already outgrown this facility, for twice as many students enrolled as expected.

January 26, 1887, was a rather ordinary day for most people in the state of Ohio. But for five men from the Reformed Presbyterian Church, it was the most thrilling day of their lives. They were able to see a dream finally become reality. For almost eight years, they had committed themselves to establishing an academic institution which would train young people from their churches, providing them with a strong education in a spiritual framework. And now on that day, "Cedarville College" was approved for incorporation.



A highlight of the first catalog was this artist rendering of the "New college building," later known as "Old Main," and, presently, Founders Hall.

Not all the difficulties were overcome at that point, for funds were needed to prepare facilities, hire faculty, and attract students. At first, it seemed that the vision of establishing Cedarville might vanish; for after five years, there was still not enough money to open the College. Then the first of many miracles occurred. Cedarville College was given a bequest of \$25,000, to be used to open the College doors. Soon, other gifts were received, and it was decided that Cedarville College would begin operation in the fall of 1894.



The first faculty and graduating class. Six began in the class, five graduated, with three becoming pastors, one a missionary, and the other a teacher.

September 19, 1894. Cedarville opened classes for 32 students, each paying \$20 for one year of training. The local newspapers reported, "As this is nearly double the number they had anticipated, the enterprise can be considered as starting off splendidly." From that first day, Christian character and growth were emphasized, for Dr. David McKinney, the first President, stated, "Cedarville College believes that culture of the mind without the nurture and growth of spiritual life is a mistake. Education without morality is

a menace to the state....accordingly, the Bible is the textbook of the College."

The first building, "Old Main," was built. The first class, consisting of five students, was graduated. Three entered the pastorate, one became a missionary, the other a teacher. Year after year, the College attracted a record number of students and soon gained a reputation not only for its Bible teaching, but also for its liberal arts program. Many of the teachers in schools in southwestern Ohio came from Cedarville.

The turbulence of the first fifty years of the 20th century — two world wars, the Great Depression — led to hard times for the College. Yet the trustees and faculty committed themselves to continuing on for Christ. After World War II, the College purposed to become strong again, but found that it could not stand behind that commitment financially. Finally, in January of 1953, the Board of Trustees faced the most difficult decision in the College's history. Enrollment could not support expenses, and further debt could not be incurred to continue rebuilding. Either the College would close its doors or seek another church group who would be willing to take over the operation. The trustees chose the latter and began searching. But they could not find such a group.



Cedar Day, the oldest tradition of the College, is still observed today, although much differently than in 1923. Heralded as a Spring Homecoming, the weekend featured class plays, games, the crowning of the Cedar Day Queen, and the popular maypole exhibition pictured.

By the grace of God...

BAPTIST BIBLE INSTITUTE
of Cleveland
has acquired
CEDARVILLE COLLEGE
Cedarville, Ohio
and now serves you as
CEDARVILLE BAPTIST COLLEGE
AND BIBLE INSTITUTE
Cedarville, Ohio

The Baptist Bible Institute has been strengthened and enlarged in its ability to serve by the acquisition of Cedarville College which offers Bachelor of Arts and Bachelor of Science degrees.

Our new facilities include a 17 acre campus, athletic field, dormitories, class rooms, and library building... a total of nine buildings.

With increasing faith we urge you to now include Cedarville Baptist College and Bible Institute on your prayer list.

Cedarville Baptist College and Bible Institute
Cedarville, Ohio

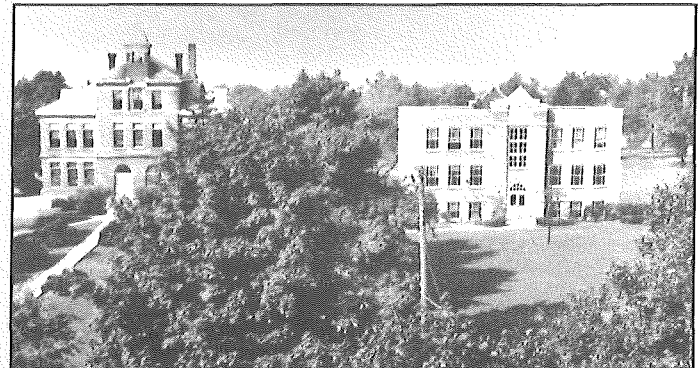
Approved by GARBC

The new Baptist Administration announced the acquisition of the College and its name change through this advertisement in the October 1953 issue of THE BAPTIST BULLETIN.

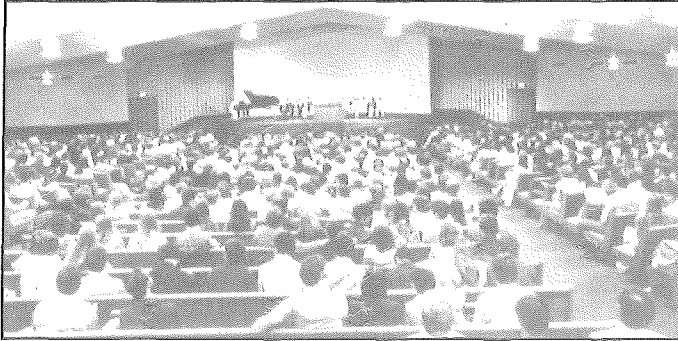
Another miracle was about to occur. The Baptist Bible Institute of Cleveland was outgrowing its facilities and, unless they expanded, their growth would be curtailed. James T. Jeremiah, pastor of Emmanuel Baptist Church in Dayton, heard of the plight of Cedarville College and knew of that of Baptist Bible Institute. He informed the trustees of Baptist Bible Institute of Cedarville College. They were interested. Soon, several of the trustees came to Cedarville to view the facilities. Overwhelmed with the potential, they quickly made a proposal to the trustees of Cedarville to assume the operation of the College.

April 4, 1953. Cedarville College received a breath of new life as its ownership was transferred to the trustees of Baptist Bible Institute. They gained a facility worth \$250,000 by simply agreeing to cover debts totaling \$25,000. It was, what they called, a "miracle of God's grace."

To capitalize on the nature of each institution, the name was changed to "Cedarville Baptist College and Bible Institute." Soon, however, interest in the liberal arts program increased. Rather than continue both programs, the trustees decided to drop the Bible institute, emphasize a liberal arts education with a strong core of Bible studies, and retain the name "Cedarville College."



The main campus as it appeared in 1953. The nine acquired college structures included Alford Auditorium, the Carnegie Library (now the Fine Arts Building), Harriman Hall, Bethel Hall, and the Post Office.



For 100 years, daily chapel services have been the "heartbeat" of the College. The first chapel service in the James T. Jeremiah Chapel was held on May 26, 1976. The students raised the \$44,000 needed to pay for the pews.

James T. Jeremiah, who first envisioned Baptist Bible Institute coming to Cedarville College, was called to be the president. Qualified faculty were added and soon Cedarville College was alive and growing again. In 1959, the enrollment rose to 255 and by 1965 had climbed to 763. Cedarville was attracting students. Now a new problem faced the college: additional facilities to accommodate a growing student body.

Dr. Jeremiah rallied the churches of the GARBC to support Cedarville financially. Dormitories were built, a new library was added in 1967, and a new science center was completed in 1972. The academic program of the College continued to develop. In 1975, its quality was recognized by the North Central Association of Colleges and Schools, and Cedarville became accredited. By 1976, over 1000 students were attending Cedarville. A new chapel was built; more dormitories were added. All the College family marvelled at the blessings of God upon the College.

At this point, Dr. Jeremiah felt it best to step down and allow new leadership to take the College to greater heights. In 1978, Paul H. Dixon was called to become the eighth president of Cedarville College. Through his leadership, enrollment rose to 1650 in 1981, requiring construction of additional dormitories. That summer, the Athletic Center was completed and the gymnasium was transformed into the dining hall. New faculty were added, bringing the total of part-time and full-time members to nearly 100. A four year nursing program was also introduced.



Two presidents have served the College since 1953: James T. Jeremiah, with 25 years of service, and Paul H. Dixon, now in his tenth year.



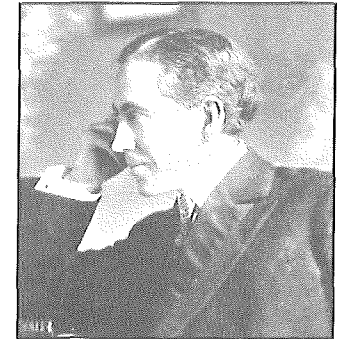
Since 1953, the College has added 24 structures to its facilities, including 10 dormitories, Patterson Clinic, Science Center, College Center, Athletic Center, the Library, and Business Administration Building.

Over 1800 students enrolled at the College in 1986, another record enrollment. Cedarville continued to be recognized for its commitment to God's Word and quality education, not only in Bible, but also in business, science, education, computer education, and nursing. The bachelor of science in nursing program received National League for Nursing accreditation in March of 1986.

Now as Cedarville College celebrates one hundred years in Christian higher education and looks forward to a second century

*Celebrating 100 years
in Christian higher education*

*W.R. McChesney, the second
president of the College, served
from 1915 to 1940.*



of service, the words of Dr. W. R. McChesney, the second president of the College, are appropriate:

There is a place for Cedarville College in the educational world. It was founded to give a sound Christian training to young men and women. To this policy it has steadfastly adhered....This is the time to renew our zeal and stand our ground, assured that our cause will continue and flourish.

College Profile

Cedarville College is a Baptist College of arts and sciences of approximately 1800 students, established in 1887. 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.

Although Cedarville College represents a concentrated educational experience, we believe it should begin a life-long adventure in learning. Those who wish to be recognized as leaders in their professions must constantly read and study to keep abreast of new developments in their fields. Christian college graduates should be equally concerned about their life-long spiritual growth, as they will be called on to exercise leadership skills within the local church. Because of this, we believe the money and effort students invest in their education at Cedarville can pay life-long dividends.

For 100 years, our purpose has remained the same:
to offer students 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.*

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.



Entrance

Positioned to welcome the more than 10,000 guests who visit the College each year, the attractive entrance to the College commemorates Cedarville's century of service in Christian

higher education. Donated by the Class of 1987, this structure symbolizes the gratitude felt by these graduates and their expectation of many exciting years of service to come.

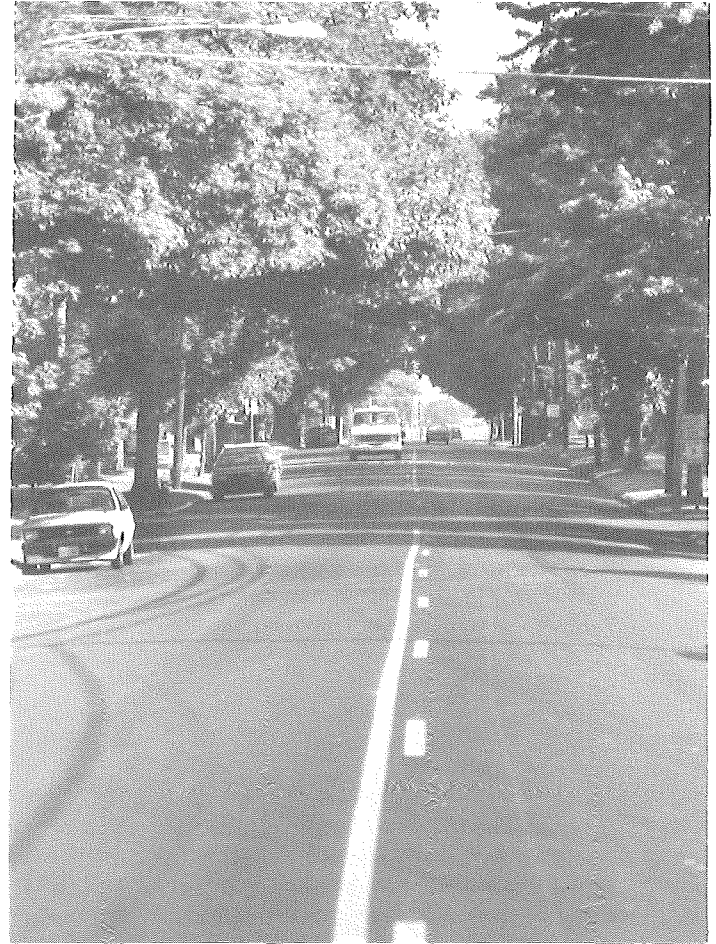
The Setting

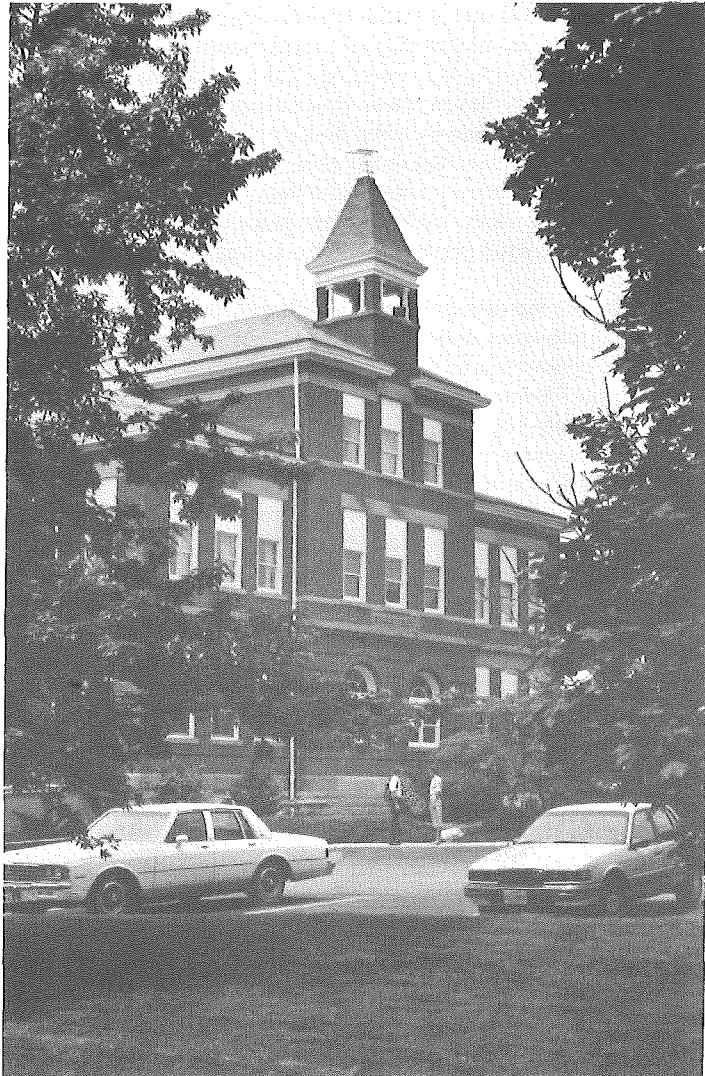
Cedarville College is located on the north edge of the village of Cedarville, Ohio, a quiet town with a population of approximately 2800. Founded in 1816 at the junction of two state routes, the village and its surrounding area have long maintained a reputation for providing a wholesome environment for 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

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.

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 inscribed, 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 through more than fifty speakers strategically located throughout the auditorium. 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.

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.





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 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 WCDR-FM also serves the Richmond, Indiana, (89.5 mhz), Chillicothe, (91.7 mhz), Portsmouth, (88.3 mhz), and Wheelersburg, (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.

College Center

Providing dining facilities, classrooms, offices, and the computer center, the College Center serves as a focus for 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.

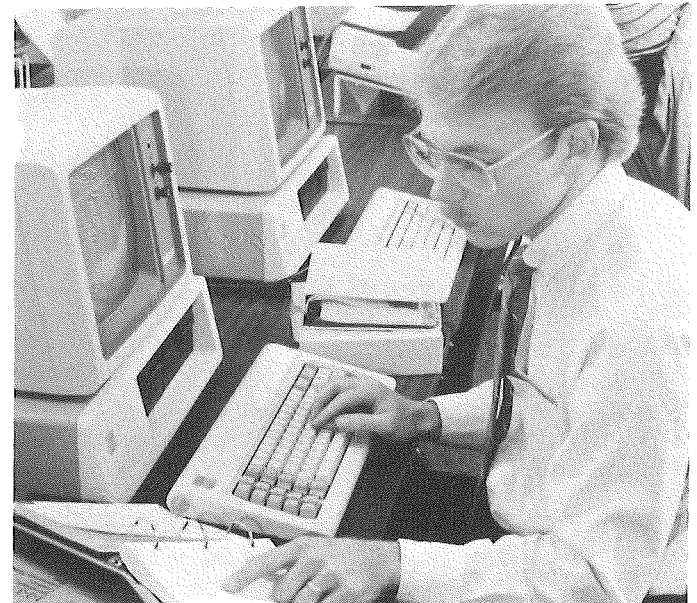


Computer Center

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 fifteen IBM and ten Apple personal computers 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.

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.





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 22 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.



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 a VAX minicomputer terminal also assist in the scientific study and instruction conducted by the department.

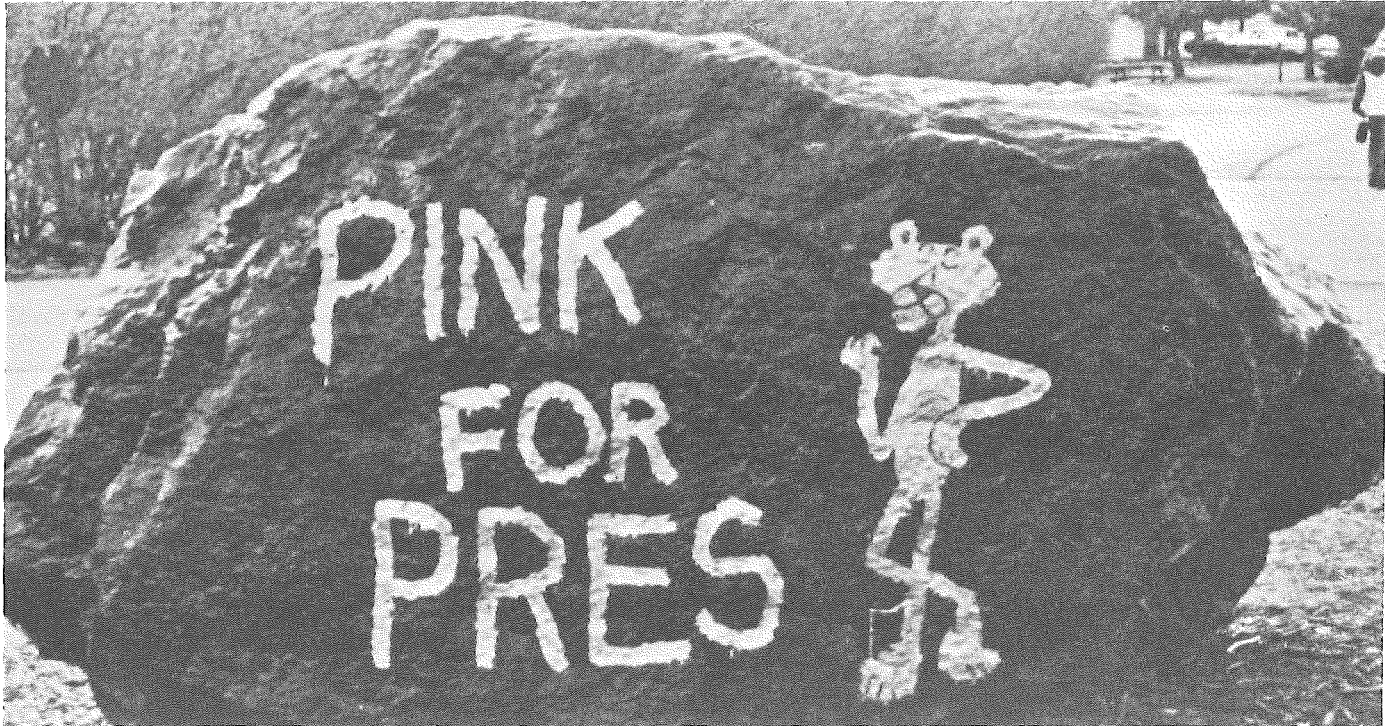
Business Administration Building

(not pictured due to construction during Catalog production)

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, and offices and classrooms for the department of business administration. Designed like a corporate center and fully-computer supported, this facility is designed to prepare Cedarville students for competent service in the world of business.

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.



The Rock

Located in the academic section of the campus, the rock is a great way to send an anonymous message or to make a bold statement. This huge mass of Cedarville limestone mysteriously

changes colors and messages, often more than once before the day dawns!

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 racquetball 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, and 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.



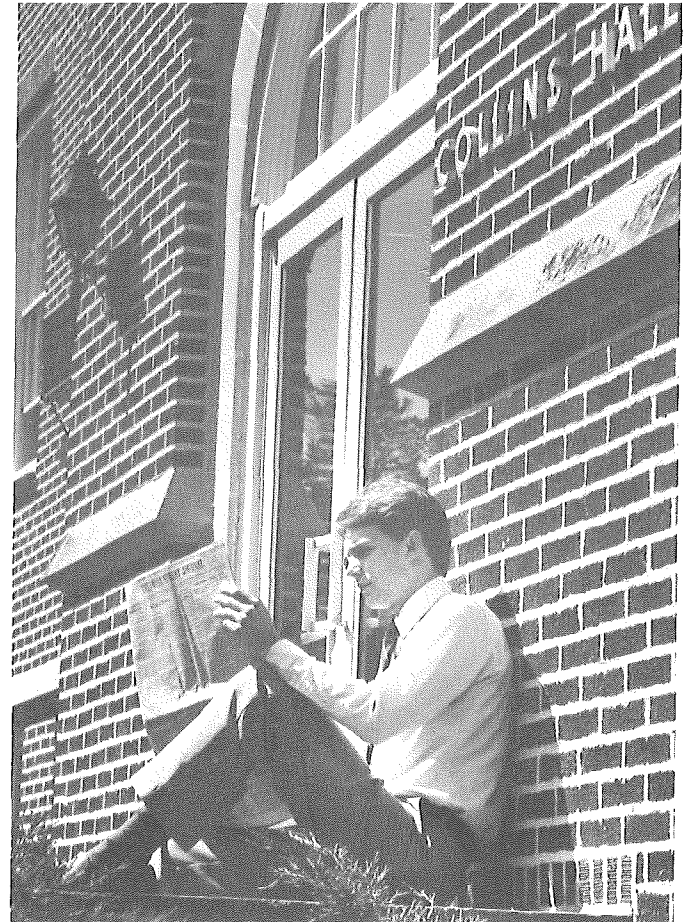


Dormitories

Approximately eighty-five percent of the student body lives on campus in college housing. The College views dormitory life as offering the potential for the development of lasting relationships, important learning, and rich memories. More than half of the thirteen residence halls are less than ten years old. All dormitories offer convenient laundry, storage, and lounge areas; most house just two students per room. Each room is equipped with a phone, permitting students to dial and receive calls directly.

Lawlor Hall

Conveniently located near the Athletic Center, this relatively new complex serves as home for nearly 300 men. Arranged in suites which include four bedrooms, a double bathroom, and a small lounge, this residence also offers a large lounge and game area where men may relax or study.



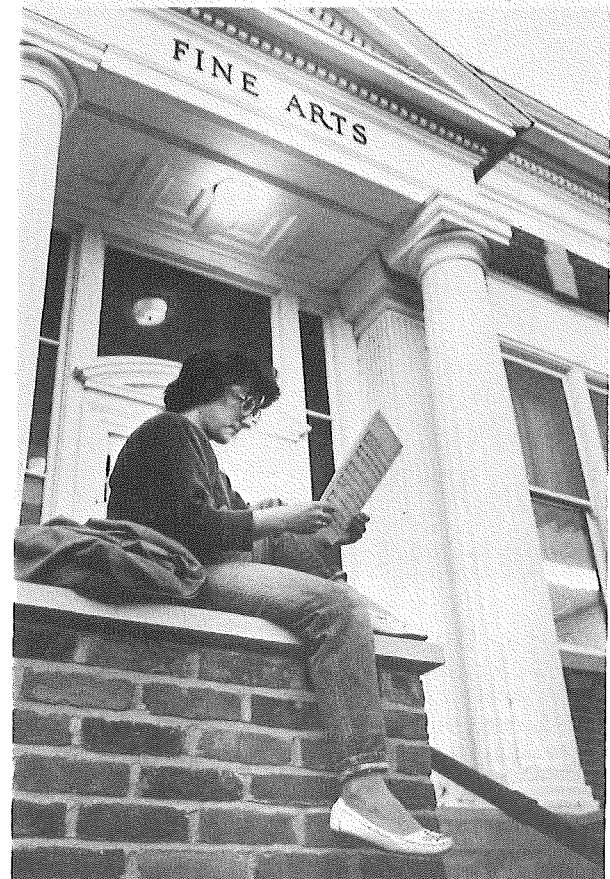
Collins Hall

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.



Alford Auditorium

Having served the College for over eighty years, this historic edifice bears the name of the Alford family, who donated the building to the College in 1902. With theatre seats and an extended stage, this 400-seat auditorium currently serves as the site of college theatrical productions.



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.

Student Life



Even in the early 1920's, relief from studies was a necessity, whether it was "clowning around" at the College entrance or crowding into a car and heading to a basketball game to cheer on the team.

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 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.



Upperclassmen assist freshmen during the "Getting Started" segment of new student orientation each fall.

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. During this period several appraisal instruments are administered to new students. The Fall Bible Conference is also an important part of the first week of activity. Required fall orientation programs for freshmen may extend into the first quarter.

Devotions

Students are urged to set aside a definite period each day for private devotions. Regular attendance at student prayer meetings aids the student in maintaining a healthy spiritual life. 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 the college.

In addition to private devotions and weekly residence hall prayer meetings, student prayer groups meet at various times each week to pray for missions. Several days are designated each year as days of prayer.

Chapel

The students and faculty meet together each day for worship and fellowship in a chapel service. Every student is required to attend. Faculty members, visiting pastors, educators, evangelists, missionaries, and other professionals serve as speakers for these programs. Praise, prayer, worship, and practical Christian work are stressed. The Fall Bible Conference, the Staley Distinguished Christian Scholar Lecture Program, the Missionary Conference, and the Spring Enrichment Week are week-long features of the chapel program.



The 1800 seat James T. Jeremiah Chapel is the site of daily chapel services which feature outstanding Christian speakers from around the world and many vocations.

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. It is the belief of the college administration and faculty that this experience provides a vital means of achieving the stated objectives of the college.

There are opportunities for experience and service in local church ministries such as youth meetings, music, junior churches, nurseries, Sunday school teaching, and preaching. Opportunities for service also occur in homes for orphans, homes for senior citizens, penal institutions, rescue missions, Bible clubs, and schools for mentally handicapped children. Many students are challenged by a campus visitation program which provides opportunities for them to share their faith in Christ with their academic peers on other college campuses. During the school year, students travel with gospel teams, serving local churches throughout the Midwest. During the spring vacation, in addition to gospel teams, special teams work throughout the country in open-air evangelism, local church ministries, and church planting. Gospel teams also travel during the summer.

The director of Christian ministries is responsible for the assignment of students who register for Christian service work. He coordinates Sunday services on campus, prayer meetings, traveling teams, and all outreach ministries, and is available for pastoral counseling. Records are kept of all Christian service 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.



The Junior Swordbearers Conference allows Cedarville students to invest in the lives of over 500 junior-age youth each spring.

Student Services

Housing

Student Services personnel believe that residence hall living is 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. Consequently, all single students under twenty-five years of age are required to live in college residence halls or approved housing, except those commuting from the home of their parents or legal guardian.

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 in the Student Services Office.



Over eighty percent of the student body lives in college housing.

Campus Activities

The Campus Activities Office is responsible for providing 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, and many other activities that appeal to college-age youth. A full range of recreational and intramural sports for both men and women completes the integrative approach of Campus Activities.

Student Organizations

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

Alpha Chi, a society for men, has the aim of cultivating Christian personality and leadership.

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 Mu Chi is a society for engaged girls which provides fellowship, instruction in homemaking, and ideas for weddings.

American Society for Personnel Administration consists of students interested in personnel administration or the human resources field of study.

Cedars editorial staff is made up 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 provides fellowship and seeks to stimulate professional interests and to encourage professional growth among prospective teachers.

Chi Sigma Iota is our student chapter of Collegiate Secretaries International. The purpose of the chapter is 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 primarily to Cedarville students.

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 our 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 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 host 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 expertise and student interests.

Psi Chi consists of students interested in psychology and behavioral sciences.

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

Swordbearers 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 a faculty member of the Department of Communication Arts, students present major theatrical productions. In recent years, the department has produced William Shakespeare's "Taming of the Shrew," Tennessee Williams' "The Glass Menagerie," and the Lerner and Loew musical, "My Fair Lady." Open to students of all academic disciplines, these experiences offer personality and theatrical development to participants and cultural enrichment to the entire college family. Students may earn academic credit in the Communication Arts Department for dramatic participation.



Oscar Wilde's "The Importance of Being Earnest" was presented by the Village Players during Spring Quarter, 1987.



The College's Symphonic Band was one of five groups chosen from a field of nearly thirty applicants to perform in Chicago at the CIDA national conference in 1986.

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 apply to 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.

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 Athletic Conference, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association.

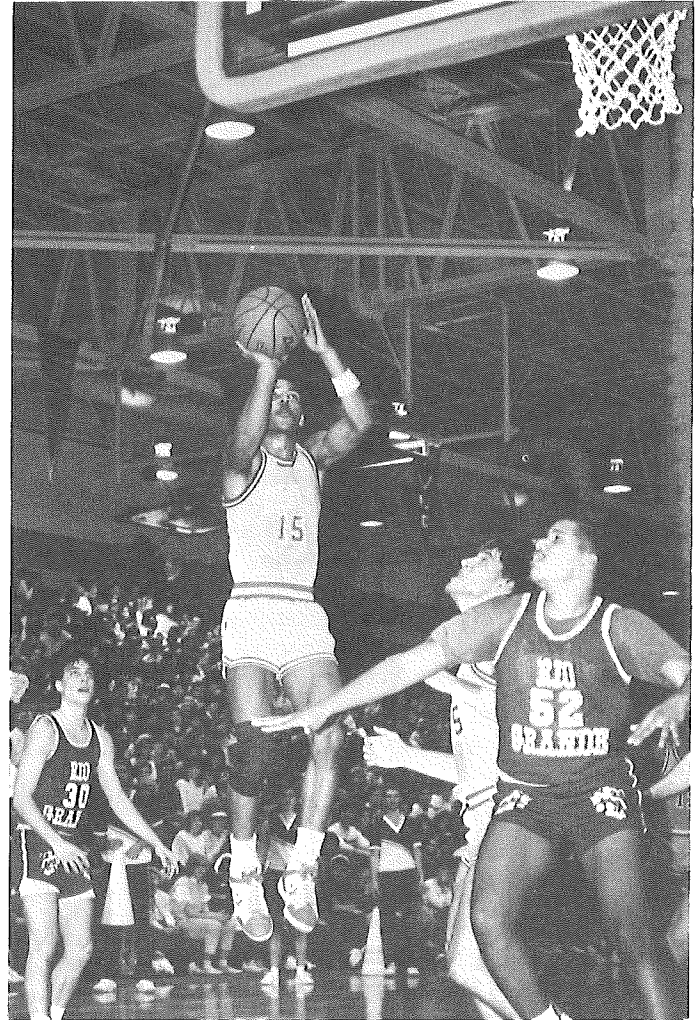


Tom Fite, NAIA and NCCAA All-American, captained the 1985 men's soccer team to finish second in the nation in the NCCAA.

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.



The 1986 Lady Jackets were one of four teams to qualify for the NAIA District 22 Tournament.



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

Counseling Services

The Counseling Service provides personal assistance in a wide range of non-academic areas in order to facilitate educational and personal development. The goal of the Counseling Service is to aid individual members of the college community in making their college experience as enriching and meaningful as possible by offering assistance in their discovery of and conformity to God's will for their lives.

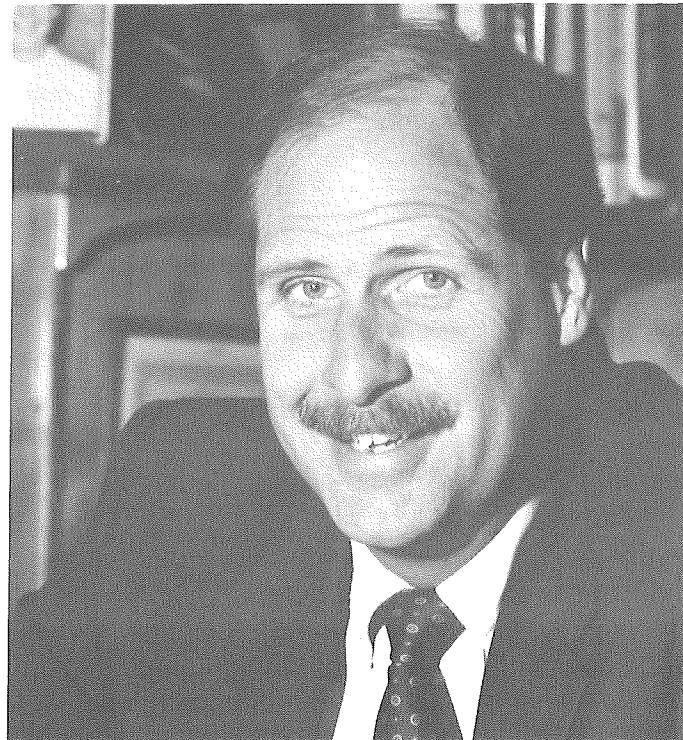
Counseling is available for personal and spiritual concerns, choice of college major, study skills improvement, interpersonal skills, premarital and marital development. Faculty and staff members also advise students regularly.

Career Planning and Placement

The goal of the Career Planning and Placement Office is that students will be able 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, résumé 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.

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.



David Gaffner, Director of Career Planning and Placement, brings nearly sixty potential employers to campus each fall through the annual Career Day.

Career Selection and Opportunities

The college recognizes that most students solidify career goals during their collegiate experience. The Counseling Service and Placement Center endeavor 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.

Countless career opportunities are available to the Christian liberal arts graduate. Some of those pursued by Cedarville College graduates are listed below.

Department of Instruction	Career Opportunities
Biblical Education	youth pastor; Bible teacher; camp leader and director; missionary; director of Christian education; pastor; evangelist; writer; preparation for seminary
Business Administration	accountant; auditor; controller; retail manager; salesman; office manager; banker; sales manager; purchasing manager; business teacher; church financial manager; marketing research; production manager
Communication Arts	teacher; minister; director of public relations; personnel management; mass media; communications; station manager; journalist; manager; salesman; lawyer; politician; broadcast programmer
Education	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
Health and Physical Education	physical education teacher; camping; recreation; administrator of youth activities and youth organizations; athletic trainer

Language and Literature	teacher; journalist; linguist; editor; copy writer; prelaw; premedical; personnel relations
Music	minister of music; music teacher; music therapist; composer; director of music; and education
Nursing	caregiver; teacher; counselor; missionary; researcher; supervisor; manager; health screener in hospitals, clinics, nursing homes, health departments, doctors' offices, industrial medical services, or government.
Psychology	counselor in local church, social agencies, geriatric centers, rehabilitation centers, correctional institutions, state hospitals; teacher of psychology in high school
Science and Mathematics	teacher; researcher; laboratory technician; health professions; preparation for pharmacy; preparation for medicine; environmental sciences; missions; computer scientist; statistician; business actuarial science; engineering; mathematical physics
Social Science and History	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

Admissions

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contracts will

District Agent, Xenia

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FIRST TERM opens Wednesday, September 19th, 1894, at 10 a. m. Healthful location, competent faculty. Students of both sexes admitted and prepared for advanced standing in larger institutions, or if desired through the usual course to the degree of A. B. The Trustees offer a free scholarship to the first-honor pupil in each of the high schools of Greene County, giving a regular diploma at the examinations of 1894. Tuition \$20 for the collegiate year. For further information address

PRESIDENT DAVID MCKINNEY,
22 Wesley Ave., Cincinnati, O., or
REV. J. F. MORTON, D. D.
Cedarville, Ohio.

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This advertisement, the first to announce the official opening of the college, appeared in the XENIA GAZETTE, a local newspaper, on June 26, 1894.

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.

Those 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.

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.



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)

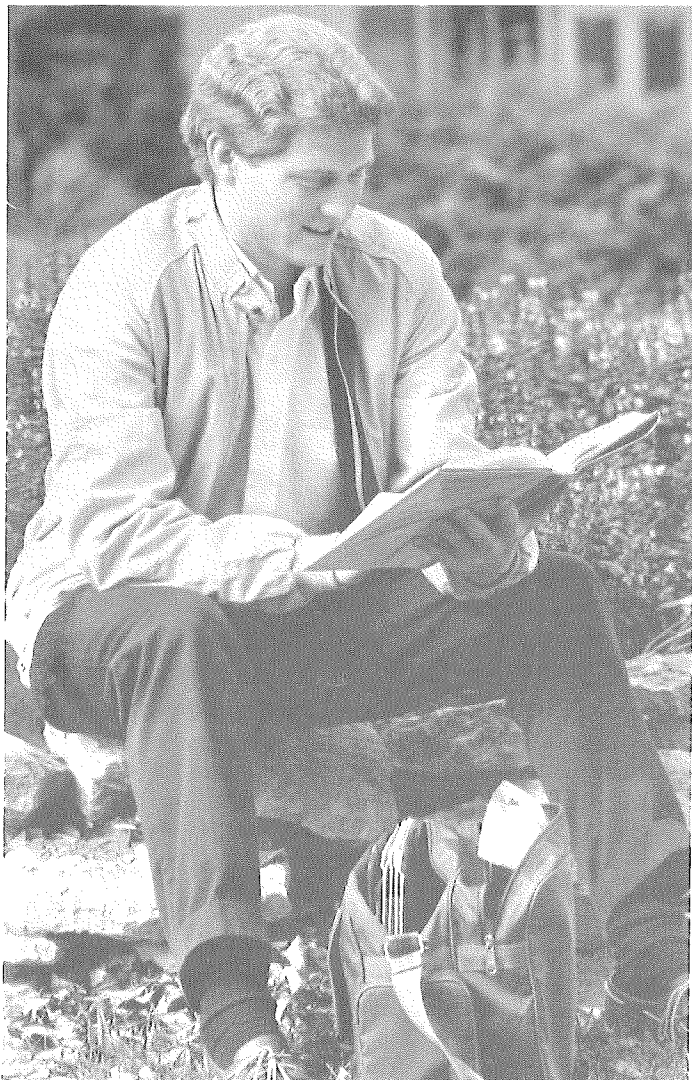
**Information concerning test dates and locations is available from most high school counselors and the Admissions Office at Cedarville College.



Quarter of Admission

Although most students choose to enter the college in the Fall Quarter, students are welcome to enter the Winter or Spring Quarters, or either of the Summer Sessions. They should follow the specified admissions procedure, making note of respective application deadlines.

Students who have been offered admission to the college 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.



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.

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.

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.



Each year nearly 150 students transfer to Cedarville from other colleges. Many come from the Word of Life Bible Institute in Schroon Lake, New York.

Readmission

A student whose academic work has been interrupted for one quarter or more must apply for readmission. If he 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 educational goal and reaffirm his 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.

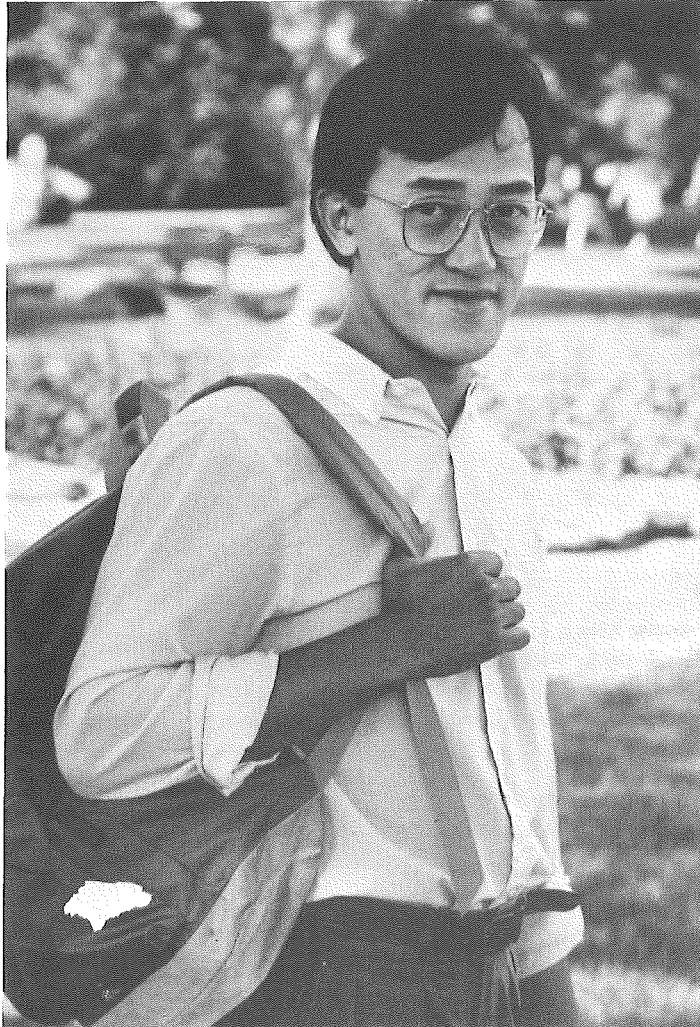
A student who has been readmitted after one year away from Cedarville College is expected to complete the graduation requirements as outlined in the catalog in current use at the time of reenrollment.

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.

The college desires to cooperate fully with transfers from Bible colleges and institutes, especially those transferring from schools



Forty-five states, Puerto Rico, and several foreign countries are represented in the student body. Donald Tung is from Taikoo Shing, Hong Kong.

which are members of the American Association of Bible Colleges. The college also recognizes credits earned at accredited business and community colleges. Many times students who have earned associate degrees are able to enter Cedarville as juniors. 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.

All transfer students are required to attend New Student Orientation. *Transfer students in their freshman or sophomore year are expected to complete the same number of Biblical Education courses as continuing students. Juniors and seniors must complete at least one Biblical Education course each quarter of full-time residence including BEPT-340 Baptist History.*

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).

Upon acceptance, international students must deposit at the college \$8000 in United States currency or submit a certified affidavit of support. Full admission to the college will be granted upon receipt of these funds or affidavit. Permission for employment must be secured from the United States Government.

Academic Information



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

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 chosen field.

Curriculum Outline

	Quarter hours
General Education Requirements	86
Major field requirements and cognates	45-100
Electives	<u>8-61</u>
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 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. (*) 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	Preveterinary
Coaching	Professional Writing
Emergency Medical Technician Training	ROTC — Army and Air Force
Environmental Studies	Secondary Education (20 areas of certification)
Medical Technology	Secretarial Administration (A.A. degree)
One-year Bible Certificate	Special Education
Preagriculture	Study Abroad programs
Preengineering	Urban Studies
Premedical	
Prepharmacy	

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

General Education Requirements

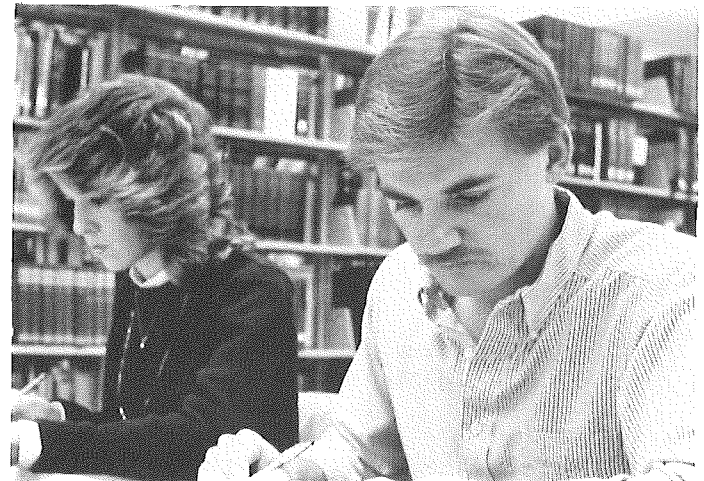
The college requires a pattern of courses which helps achieve college objectives. These objectives lead to an educational experience which broadens the student's outlook and knowledge.

The general education pattern is:

	Quarter hours
Biblical Education	24
BEOT-101 Old Testament Survey (5)*	
BENT-102 New Testament Survey (5)*	
BETH-230 Theology Survey (5)	
BEPT-340 Baptist Polity (3)	
Two electives from any courses listed by the department in the catalog except for those under the areas of Philosophy and Religion and Biblical Languages. Independent studies and internships are also excluded.	
Communication	15
ENG-110 English Composition I (5)	
ENG-140 English Composition II (5)	
COM-110 Fundamentals of Speech (5)	
Humanities	15
HUM-140 Introduction to the Humanities (5)	
Any five-hour literature course	
Five quarter hours chosen from: BEPH-220 Introduction to Philosophy (5); BEPH-225 Ethics (5); BEPH-226 Religion and Culture (5); Literature (5); HLMU-331 Music History and/or THMU-101 Music Theory (5); foreign language (second year, at least 5 hours).	
One year foreign language	9-15
The language requirement may be met by satisfactorily completing the third quarter of a first year foreign language at the college level, or two years of the same foreign language in high school.	
Physical Education	3
Two courses from PET-101 to PEL-198	

PEF-199 Physical Activity and the Christian Life (1)	
Science and Mathematics	15
At least one course from the biological sciences, at least one course from the physical sciences, and one science or mathematics elective.	
Social Sciences and History	14
GSS-100 Foundations of Social Science (5)	
One course in history (4 or 5)	
Remaining hours (4 or 5) from the social sciences	
Total hours in the General Education Requirements . . .	86
<i>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.</i>	

*Advanced Biblical studies courses can be substituted if the student has sufficient background.



Departments of Instruction

Instruction in the college is grouped into eleven departments:

- | | |
|---|----------------------------|
| I. BIBLICAL EDUCATION | |
| Biblical Languages | Philosophy and Religion |
| Biblical Studies | Practical Theology |
| Church Education | Theology |
| II. BUSINESS ADMINISTRATION | |
| Accounting | Finance |
| Business Education | Management |
| Computer Information Systems | Marketing |
| Economics | Secretarial Administration |
| III. COMMUNICATION ARTS | |
| Broadcasting | Communication Arts |
| IV. EDUCATION | |
| Elementary Education | Special Education |
| Secondary Education | |
| V. HEALTH AND PHYSICAL EDUCATION | |
| Health Education | Physical Education |
| VI. LANGUAGE AND LITERATURE | |
| English Language | German |
| English Literature | Spanish |
| French | |
| VII. MUSIC | |
| Applied Music | Music History |
| Church Music | Music Theory |
| Music Education | |
| VIII. NURSING | |
| IX. PSYCHOLOGY | |
| Behavioral Science | Psychology |
| X. SCIENCE AND MATHEMATICS | |
| Biology | Mathematics |
| Chemistry | Physics |
| XI. SOCIAL SCIENCES AND HISTORY | |
| Anthropology | Political Science |
| Geography | Social Science |
| History | Sociology |

Minor Field

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

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 decide to change major fields.

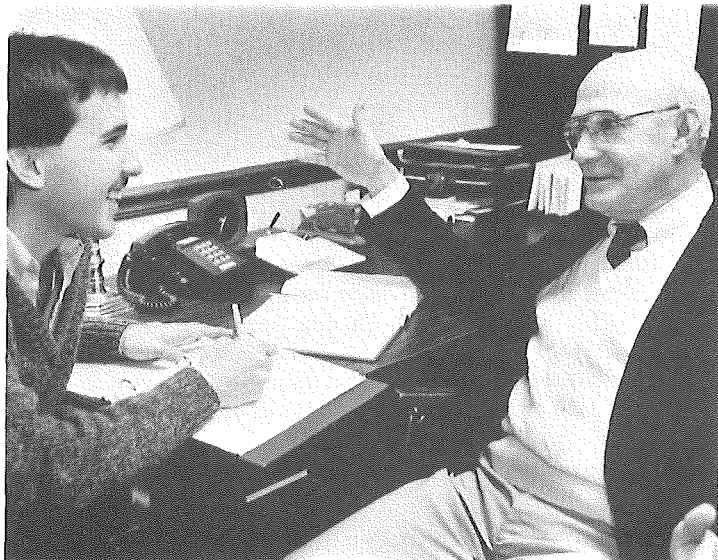
Degree Requirements

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. General 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 requirements.
2. Complete at least 192 quarter hours, 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 each quarter of full-time residence.)

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. Minors may be declared but are optional.
7. Demonstrate proficiency in the use of the English language on a standardized examination or complete freshman English with a 2.0 grade point average, or better, 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.

Faculty concern for students is a significant part of the Cedarville education, according to a recent student survey.



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 a 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.

Academic Advising

Each student is assigned to an academic counselor according to his 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 advisor not only at registration but also throughout the year whenever he encounters an academic problem or is formulating plans for changes of educational programs or procedures. 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/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.

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. Exceptions to this are laboratory sessions, applied music, and physical education.

Academic Load

A total of 192 quarter hours is required for graduation. A student should average sixteen credit hours each quarter if he wishes 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 at least twelve quarter hours of credit.

Special students are those who are not enrolled in a degree program.

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 been full time for at least one term at another institution.

Assignment to Classes

Official class membership is determined according to the following schedule:

Class	Quarter hours completed
Freshmen	1-41
Sophomores	42-89
Juniors	90-134
Seniors	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 his 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

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. The following rules apply:

1. Only juniors and seniors are eligible.
2. No 100 level courses can be completed in this way.
3. Approval of the department chairman, the faculty member teaching the class, the advisor, and the academic vice president is necessary.

Testing-Out Procedure

Qualified students are allowed to earn credit hours toward graduation by passing the appropriate examinations with a grade of "B" or better. Students interested in testing out must have department chairman approval. Tests can be taken during registration week or during the first two full calendar weeks of classes. The student will be granted hourly credit but will not be given a grade on the transcript. Students may not test out of a course they have audited and may not test out of more than twenty-seven quarter hours. A \$20 per-quarter-hour fee will be assessed if the student passes the examination.

Independent Study

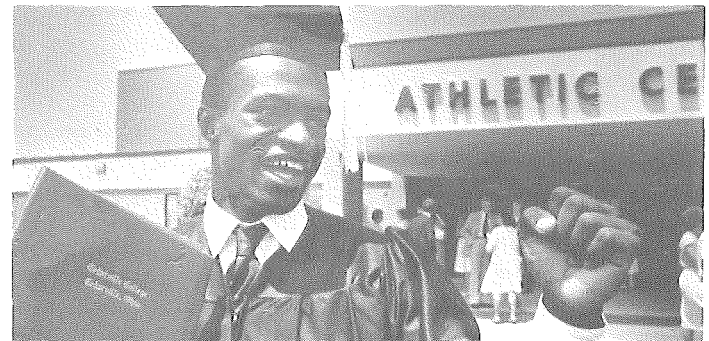
As a result of the need for college students to develop a high degree of independence in their ability to choose and investigate problems, a special program in independent study has been organized. The objectives of the program include the provision for students to explore areas not covered in normal course structure, the provision of opportunities for self-motivation, and provision of opportunities for faculty and students to work closely on specialized projects.

It is a college objective to encourage student travel to foreign countries. Credit may be earned for such experience under the Independent Study Program.

Although the individual students and faculty members are to work together on the development of criteria for successful completion of an independent study project, the following rules serve

as guiding principles in the operation of the program:

1. No student may enroll for more than one independent study project during the same term.
2. Hours granted for any one independent study shall not exceed 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 should be done 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 should not be taken outside major and minor fields without written approval of the department chairman and the academic vice president.
5. Juniors and seniors are eligible for independent study. Sophomores may be considered to be eligible if they also have the approval of the academic vice president and department chairman.
6. Grade point average shall not be a qualification for independent study, although the faculty member has the right to deny student participation for any reason the faculty member deems appropriate.
7. The grades of Credit/No Credit may be used, as well as the regular grades, at the discretion of the participating faculty member.



DeMaurice Smith, a 1985 political science graduate, now attends the University of Virginia School of Law.

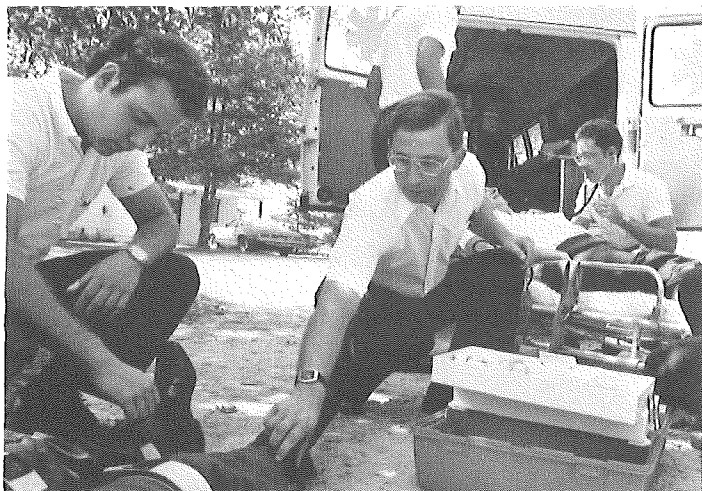
Correspondence Study

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.



Special Programs of Study

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.

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. Effective Fall Quarter, 1985, upon receipt of bonified copies of 'Department of Education' certificates of completion, the college will grant five (5) quarter hours for Emergency Medical Technician training, three (3) quarter hours for Advanced Emergency Medical Technician training, and eight (8) quarter hours for Paramedic training.

Holy Land Studies

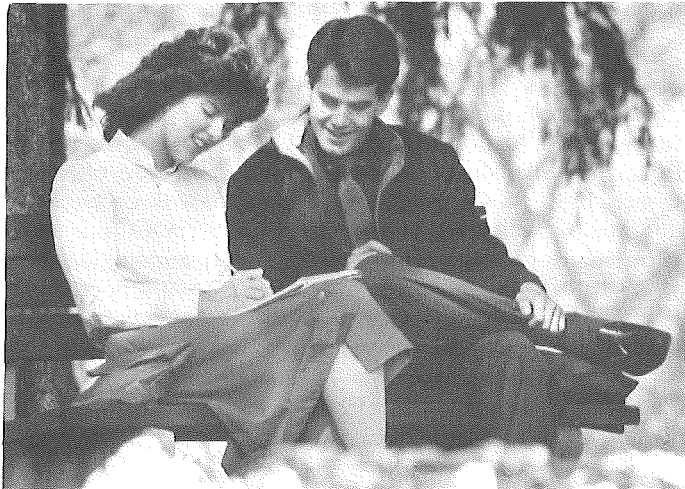
Excellent opportunities through the Institute of Holy Land Studies and the Baptists for Israel Institute are available to students who desire a special educational experience in Israel during the summer months. Information may be obtained from the chairman of the Department of Biblical Education. Credits received are applicable to the students' academic programs at Cedarville.

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.

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 the student can function as a more knowledgeable layman in his local church. This curriculum is outlined in the Biblical Education section of the catalog.



Overseas Study Program in Germany

Each summer 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). Those 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 the student into German homes and churches and to allow him to visit many historical settings along the Rhine, in Rheinland-Westfalen, in the Black Forest, and in Bavaria. Detailed information is available from the Department of Language and Literature.

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. Preprofessional 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 students 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.

Reserve Officer Training Corps

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 freshman 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 Advanced 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 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 the 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) 376-6279 or Mr. Charles Dillon, Cedarville College ROTC Representative.

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 freshman 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 freshman 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.

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.

Study Abroad Program of Christian Colleges (SAPOCC)

Students planning intensified study in languages are also encouraged to participate 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 director of admissions for details.



Over two hundred students, including several, select high school seniors enjoy the relaxed atmosphere of Summer School each year.

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. 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 Program which provides tuition-free credit during one term.

Interested students 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 Polity

Business Administration

- ECON-231 Principles of Economics
- MGMT-251 Principles of Organization and Management

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
- GSCI-180 Introduction to Mathematics

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 calendar. Preregistration periods may be designated for students in residence.

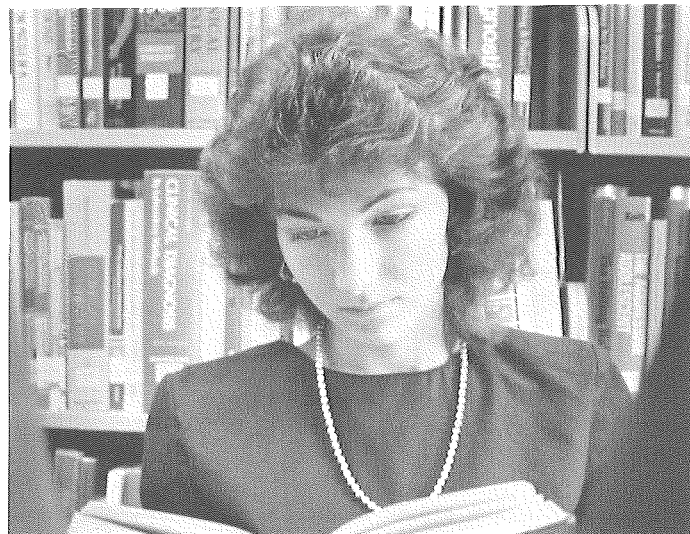
1. **Registration Materials.** Each student will receive a Class Registration Form (CRF) and schedule of classes with instructions in his post office box.
2. **Arrangement of Schedule.** Although each student has an academic advisor to help with scheduling, the student is entirely responsible for his course of study.

3. **Approval of Schedule.** Each student must have his schedule approved by his academic advisor.
4. **Payment of Fees.** Each student will receive a Student Data Sheet (SDS) in his post office box. This includes his schedule and financial statement. The fee schedule must be approved by the Business Office before registration is considered complete.
5. **Drop/Add.** Any course changes must be made by a drop/add sheet. These may be obtained in the Academic Records Office.

Students are urged to register on the days provided. Nominal charges must be paid for late registration.

Changes in the program caused by cancellation of courses will not involve financial penalty.

The catalog used when the student first matriculates is usually followed in defining graduation requirements. Therefore, he should keep that catalog as a guide in case changes are made in course or graduation requirements.



Adding and Withdrawing from a Course

In order to add or drop courses, the student must complete a form provided by the Academic Records Office. The form is to be initiated by both the course instructor and the student's academic advisor. The student will be required to make up any work he has 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.

If the student drops a course, the Academic Records Office records the action 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)
Fifth through sixth weeks	"WP" or "WF" (Withdrawn passing or Withdrawn Failing)
After sixth full calendar week	"WF"

The above 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 returned to the Academic Records Office.

Refund information is listed on page 165.

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 the college personnel listed on it. He should give the Business Office at least three days' notice of his intentions to withdraw if he expects to have any money refunded before he leaves. Any failure in following the proper with-

drawal procedures will result in an assessment of \$5 being added to the account of the withdrawing student. Transcripts of withdrawn students will be marked as follows:

Withdrawal through the fourth week – "W"

Withdrawal from the fifth through the sixth week – "WP" or "WF"

Withdrawal after the sixth week – "WF" except in cases of serious illness or certain approved circumstances

The ID card must be returned to the Academic Records Office on the student's last day on campus.

The Grading System

Grades received in courses can indicate to the student the fields for which he has the greatest aptitude. A student with low grades in a major or minor field is advised to select another field of concentration.

- 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.
- 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.
- C This is an average grade and is indicative of a satisfactory meeting of requirements.
- 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 given.
- F This is a failing grade. It indicates very unsatisfactory work, and the course must be repeated for credit.

- I** The mark “I” is given when a student has done satisfactory work in a class but has been unable to complete all the required work because of extended illness or other extenuating circumstances. Under such circumstances, the work may be made up within two full instructional weeks in the term or quarter following the end of the summer school term or quarter in which the “incomplete” was given. Required courses which have been failed must be repeated unless an extension is granted by the instructor.
- 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. These hours apply toward the total graduation requirements but are not used in the computation of grade point averages.
- NC** The mark “NC” means that no credit has been granted. These hours are not used in the computation of grade point averages.
- AU** This is given when a course is audited. A student must attend and participate in a course; however, he receives no credit.
- W** The mark “W” is used to indicate that the student withdrew from the course during the second, third, or fourth week.
- WP** The “WP” is used to indicate that the student is “passing” when he dropped the course during the fifth and sixth week.
- WF** The “WF” is used throughout the quarter if the student is “failing” at the time of withdrawal. However, after the sixth week, any withdrawal is noted as WF. A “WF” is treated in the same manner as the “F” grade when figuring the grade point average.

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 –	.7
F	0.0

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

Credit/No Credit Program

Credit/No Credit may be assigned by faculty members in such courses as student teaching, laboratories, independent studies, and one-hour courses in physical education and music.

The opportunity to take elective courses on a Credit/No Credit (CR or NC) basis offers students the occasion to develop background in new areas of study without threatening cumulative grade point averages.

The following rules govern the program:

1. Juniors and seniors shall be allowed to take elective courses on a Credit/No Credit basis. No more than one course may be taken in any one term.
2. Electives shall be those courses which will not count toward either general education, major, minor, or cognates.
3. In order to receive credit, the student must maintain at least a “C” average in the course.



4. The maximum number of courses allowed per student shall be in relation to his grade point average, as follows:
 - 2.0-2.49 – one course
 - 2.5-2.99 – two courses
 - 3.0-3.49 – four courses
 - 3.5 and above – six courses
5. Following the end of the fourth week of the quarter, the student may not change a course from the Credit/No Credit system to the regular program.
6. The student may not change a regularly scheduled class to Credit/No Credit after the first full calendar week of the quarter.
7. A student may choose to receive CR/NC or a letter grade in one quarter hour non-major physical education courses. This choice may be made at the end of the quarter.

The College's strong emphasis on both spiritual growth and academic excellence are the reasons most often cited by current students for their choice of Cedarville.

Academic Warning and Suspension

Each student is expected to maintain a 2.00 cumulative grade point average. Any student not achieving the 2.00 average will be placed on academic warning as a reminder to make a serious effort to reach the required average. The first-quarter freshman who does not meet the 2.00 average will not receive official warning, in order to provide some time for the student to make an adjustment to college life. A student who has received academic warnings for two consecutive quarters shall be suspended for at least one quarter unless the student's average indicates progress toward the required average. Consideration for continued enrollment may be made by the academic dean for documented personal illness. Any student not reaching the cumulative grade point average of 2.00 by the end of the third quarter of the sophomore year will be suspended.

A student suspended for academic reasons may make application 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 in academic difficulty should plan to utilize these personnel to help find solutions to academic problems.

Academic warning implies no particular restrictions on college activities, but should be considered as a serious warning that the student faces academic suspension unless grades improve.

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 academic achievement with his 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.

Honors and Awards

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:

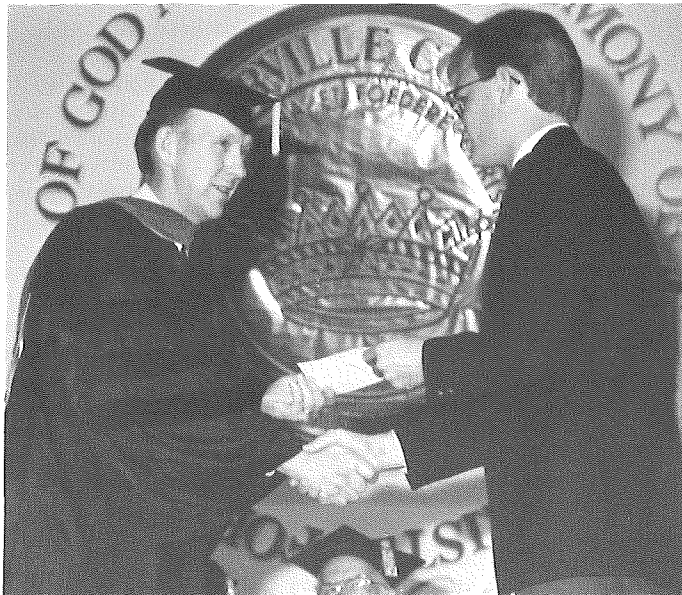
1. A student must have a 3.75 grade point average or higher.
2. A student must have no grade for the quarter lower than a "B."
3. A student must carry a minimum of 12 quarter hours, excluding "CR" hours. Exceptions are made for those enrolled in field experiences or internships granting Credit/No Credit and those who carry at least two courses.
4. A student must complete every course he is taking 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. There must be no "incomplete" in any course.

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 honors.

Alumni Scholarship and Grant Endowment Fund Awards. Supervised by the Alumni Council, an Alumni Scholarship and Grant Endowment Fund generates interest which is given as scholarships in minimum amounts of \$500 without regard to financial need. The members of the academic departments involved annually select an outstanding freshman, sophomore, or junior student (or, in rare circumstances, an outstanding applicant) enrolled in their disciplines and deemed most deserving of academic recognition.



Dr. Donald Baumann, chairman of the Department of Science and Mathematics, presents the Austin Elmore Biology Award to Scott Morgan, a senior biology major from Howard, Ohio.

The Amstutz Management-Sales Award. This endowed annual award of at least \$200 is granted to a deserving junior majoring in business administration and has been provided by Mr. and Mrs. Myron E. Amstutz. Selection is made by members of the Department of Business Administration.

The Alton R. Brown Psychology Award. This award will be given annually to two junior students majoring in psychology or behavioral science. Criteria for the award include an overall grade point average of 3.25 with a minimum of twenty-four hours completed in psychology at Cedarville College, a commitment to psychology, and evidence shown in personal, interpersonal, and spiritual development. The faculty of the Psychology Department make the selection. This award is provided by the members of the Alton R. Brown family.

The Arthur Franklin Williams Award. This annual award of \$100 is granted to a graduating senior majoring in the field of Biblical education. It is determined on the basis of scholastic ability, maturity, character, and spiritual leadership. The faculty of the Department of Biblical Education make the annual selection.

The Boyd Accounting Award. This \$100 award is presented annually on Honors Day to a deserving junior in accounting. A citation is included in the award.

The Broadcaster's Award. An annual award is presented to a deserving student majoring in broadcasting. Selection is made by the Speech Department and the manager of WCDR-FM. The award consists of a one-year subscription to *The Broadcasting Magazine*.

The Clara Monzelle Milner Award. This annual award for excellence is granted to a deserving junior majoring in teacher education. A citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of award are determined by the faculty.

CRC Press Chemistry Award. The current edition of the *Handbook of Chemistry and Physics* is presented to the student with the highest average for the year in General Chemistry.

The Creation Research Award. These awards are presented annually to outstanding seniors majoring in biology, chemistry, mathematics, and medical technology. Selection is made by the faculty of the Department of Science. The award consists of membership in the Creation Research Society, a subscription to the *Creation Research Quarterly*, and a certificate of recognition.

The Edith Hart Milner Award. This annual award for excellence is awarded to a deserving junior majoring in English literature. A citation accompanies the \$100 prize. This memorial has been provided by Dr. George S. Milner. Rules of the award are determined by the faculty.

The Edmund Burke Award. This award, a minimum of \$100, is awarded to a junior student majoring in social science with a 3.5 grade point average. The recipient is chosen by the department faculty.

The Faculty Scholarship Trophy. An annual faculty award is made 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. An annual award is given to the student having the highest average in Elementary and Intermediate Greek over five quarters. The Englishman's Greek Concordance is the award to the recipient.

The Irma M. Dodson Award. Established out of gratitude for the Lord's enablement in allowing Irma M. Dodson to serve 50 years in the field of education, this annual \$300 award is granted to a female graduating senior in the field of elementary education. The recipient is to have demonstrated consistent and outstanding ability in daily preparation and teaching excellence during her classroom field experiences and student teaching. In addition, she is to have been involved in Christian service, have demonstrated a desire to serve and honor the Lord Jesus Christ in her life, and have shown evidence of leadership qualities and scholastic ability. The Department of Education faculty make the annual selection.

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

The J. D. "Jack" Willetts Scholarship Award. In memory of this former president of the Cedarville Alumni Association and member of the Class of 1958, a scholarship of \$500 from the Alumni Scholarship and Grant Endowment Fund is awarded to a sophomore or junior who excels in preparation for the field of education. Outstanding academic performance, significant involvement in campus activities, well-rounded personality exhibiting Christian thinking in daily living, and dedication to developing the mind of Christ in others are required. The faculty of the Department of Education make final selection from among the candidates.

The Jimmy O'Quinn Evangelism Grant. This \$300 award is 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 June F. Kearney Scholar-Athlete Award. This award is given annually to the woman athlete with the highest cumulative GPA based on at least 45 credit hours at Cedarville College. It is given in honor of Dr. Kearney's 20 years of dedication and com-

mitment to both academic and athletic excellence at Cedarville College from 1962 to 1982.

The John E. Kohl Music Trophy. This annual award for excellence is granted to a deserving junior majoring in music. A citation accompanies the \$100 gift. The trophy is given in recognition of excellence in musical scholarship, musical performance, and Christian service through music. This memorial has been provided by Robert Trombley. Selection is made by the faculty of the Department of Music.

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

The Martha Louise Brown Memorial Award. This annual Christian service award is given to a deserving graduating senior showing faithfulness and leadership in the area of Christian service. Selection is made by the Christian Service Committee.

Oxford University Press Scofield Bible Award. An embossed Scofield Bible is awarded to the graduating senior in Bible having the highest cumulative grade point average.

The Pat Yoder Amstutz Nursing Award. This endowed annual award of at least \$200 is granted to a deserving junior majoring in nursing and has been provided by Mr. and Mrs. Myron E. Amstutz. Selection is made by members of the Department of Nursing.

The Patterson College Chemistry Award. The Dayton Section of the American Chemical Society sponsor an award of \$150 for an outstanding junior chemistry major. Selection is made by the chemistry faculty.

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

The Rietveld Fine Arts Award. This award, established by Mr. and Mrs. Floyd Rietveld, is 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). Criteria for selection include classroom excellence, performance abilities, leadership qualities, and evidence of a life dedicated to serving and honoring the Lord Jesus Christ. The academic vice president and respective department chairmen make the annual selection.



1987 Yellow Jacket Athletes of the Year included Rob Moore, an NAIA and NCCAA All-American in track; Beth McGillivray, an NAIA Academic All-American and NCCAA high jump champion; and Todd Dowden, a 3-time NCCAA National Champion in wrestling.

The Taylor Scholarship Award. Established in honor of Ruel B. and M. Ethel Taylor by their children and grandchildren, this scholarship award is granted to a full-time student/s pursuing a degree in nursing and having completed the junior year. Recipients shall be selected by the faculty of the Department of Nursing. The recipient shall be in the top 10% of the nursing class, should demonstrate financial need, be committed to honoring and serving the Lord and Savior Jesus Christ, and be an excellent prospect for a successful career in nursing. The scholarship amount will be credited directly to the student's account and used exclusively for normal educational expenses.

The Wall Street Journal Award. This award is made annually to an outstanding graduate in business administration.

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:

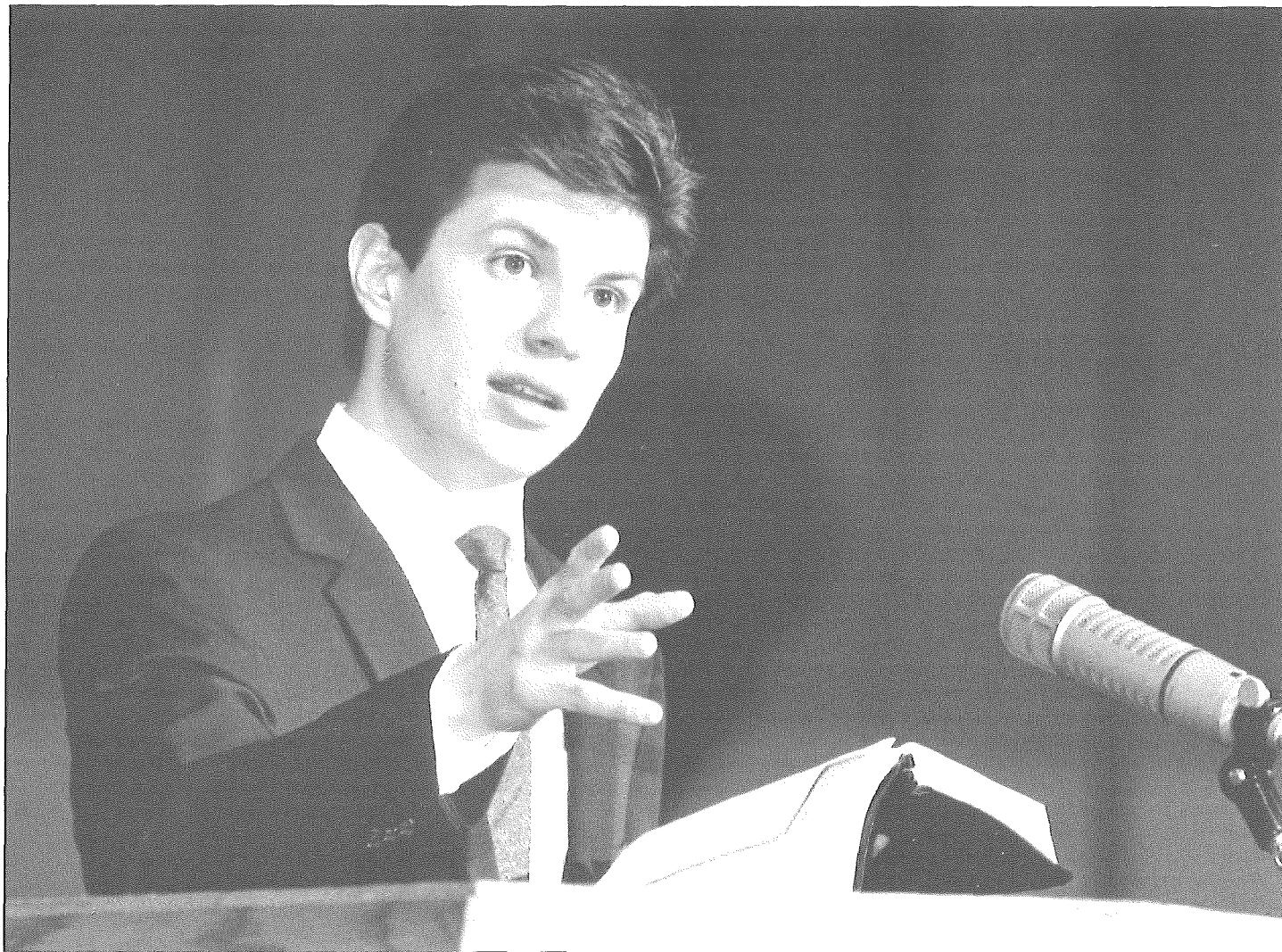
1. The first number indicates the year in which the course usually is taken. Freshmen normally take 100 level courses; sophomores, 100 level or 200 level courses; juniors, 200 level or 300 level courses; and seniors 300 level or 400 level courses. Courses beyond the student's classification should be 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.

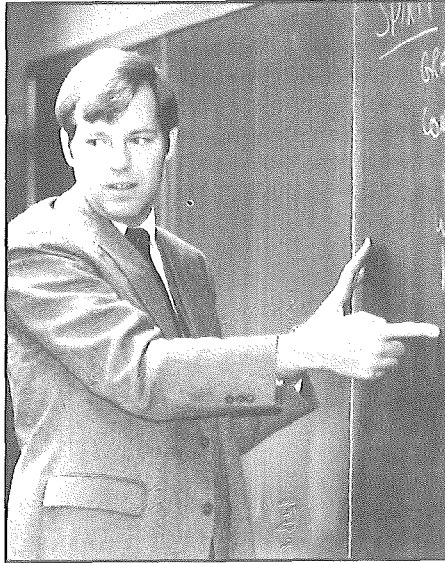
Alternate Year Courses

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: 1987-1988 is an odd year.

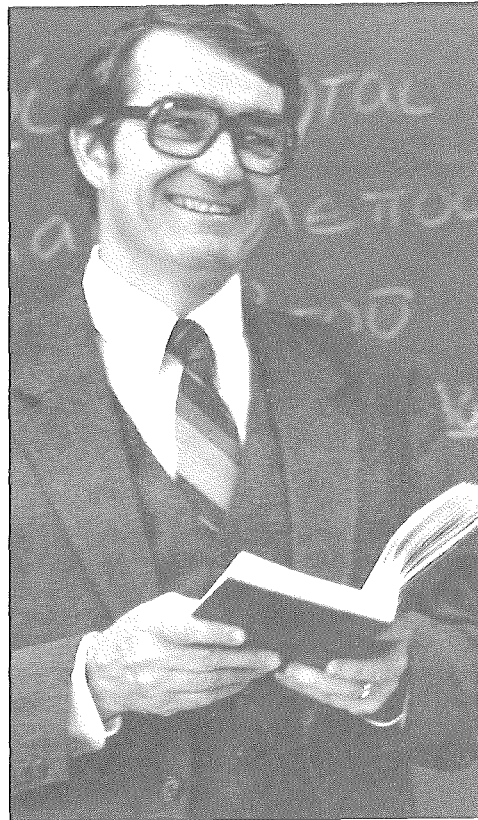


Numerous Christian ministry teams and internship opportunities provide practical experiences for students preparing for the ministry.

Biblical Education



Floyd Elmore, a former missionary in Honduras and graduate of Dallas Theological Seminary, teaches courses in missions.



Popular speaker and author of 12 books, Robert Gromacki chairs the Department of Biblical Education.

"No single experience has done more to prepare me for my 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. I tell any young people interested in a Christian education that there is no better place to go than Cedarville."

Craig Miller, 79
Assistant Pastor
First Baptist Church
San Bernardino, California

Professors: Robert G. Gromacki, *Chairman*;
Richard D. Durham, Jack R. Riggs
Associate Professors: Jean R. Fisher, Lee L. Kantenwein,
W. David Warren
Assistant Professors: Floyd S. Elmore, Daniel J. Estes,
Gary J. Percesepe
Part-time Faculty: Austin Elmore, R. Byron Shearer,
William Wheeler

The Department of Biblical Education is comprised of Biblical Studies, Philosophy and Religion, Theology, Practical Theology, Biblical Languages, and Church Education.

This department seeks to provide a Biblical foundation for a liberal arts education, presenting the great truths of the Scripture by studying correct principles of interpretation and proper application in order that the student may be an effective witness for Christ regardless of the vocation which he may be led to pursue. It also seeks to lay a good foundation for those persons called of God into full-time vocational Christian ministries.

Preseminary Bible Major

The *Preseminary Bible Major* is designed for students anticipating graduate work. 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.

Requirements for a Preseminary Major. Forty-eight quarter hours, including:

Old Testament Studies	10
New Testament Studies	10
Theology	10
Practical Theology	10
Church Education	8

Additional Requirements: BEBL-251, BEBL-252, BEBL-253 Elementary Greek; BEBL-351, BEBL-352, BEBL-353 Intermediate Greek.

Preseminary Curriculum

Preseminary major requirements	48
General Education Requirements	57
Greek	24
Electives	63
	<hr/> 192

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.

Requirements for Comprehensive Bible Major. Ninety quarter hours, including:

General Studies Emphasis

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

Pastoral Emphasis

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

Missions Emphasis

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

Church Education/Youth Emphasis

Old Testament Studies	10
New Testament Studies	8
Philosophy	5
Theology	20
Practical Theology	6
Church Education, including	41
BECE-260 The Inductive Method	4
BECE-267 CE—Preschool Children	5
BECE-269 CE—Elementary Age Children	5
BECE-361 Educational Work	4
BECE-362 CE—Youth	5
BECE-366 CE—Adults	4
BECE-463 Methods of Bible Teaching	4
BECE-470 Internship	16

Comprehensive Bible Curriculum

Comprehensive Bible major requirements	90
General Education requirements	62
Electives	40
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Requirements for a Minor in Philosophy and Religion.

Twenty-three quarter hours.

Requirements for a Minor in Greek. Twenty-four quarter hours.

Requirements for a Minor in Church Education. Twenty-three quarter hours.

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 or before he engages in a field of technical study not available in a Christian school. It is designed so that the student may function knowledgeably as a layman in his local church.

FALL

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

WINTER

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

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

DEPARTMENTAL COURSES

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 — Sp** 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, Su** 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 — W** 3 hours
A detailed study of Ephesians, Philippians, Colossians, and Philemon

- including their historical setting and doctrinal distinctives. *(Alternative, odd years)*
- BENT-213 The Thessalonian and Pastoral Epistles — Sp** 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 — W** 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.

PHILOSOPHY AND RELIGION

- BEPH-220 Introduction to Philosophy — A, Sp, 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. (Alternate, odd years)
- 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 philosophies and the implications of their views toward an analysis of contemporary culture. (Alternate, odd years)

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-232 Bible Archaeology — W** 3 hours
A specialized study of archaeology as it pertains to the historical events of both the Old and New Testaments.
- 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, Sp, 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.

PRACTICAL THEOLOGY

- BEPT-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 the many "isms" so prevalent in our modern society.
- BEPT-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. (Alternate, odd years)

BEPT-245 Contemporary World Missions — W 4 hours
A study of the development, methods, and problems of Christian missions since World War II.

BEPT-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.

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, W 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 — Sp 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.

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.

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 independent Bible study.

BECE-264 Principles of Bible Teaching — A 3 hours

A study of the Biblical principles of teaching which provide a rationale for methodology. (*Alternate, odd years*)

BECE-267 Church Education of Preschool Children — A 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 — Sp
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 — Sp 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.

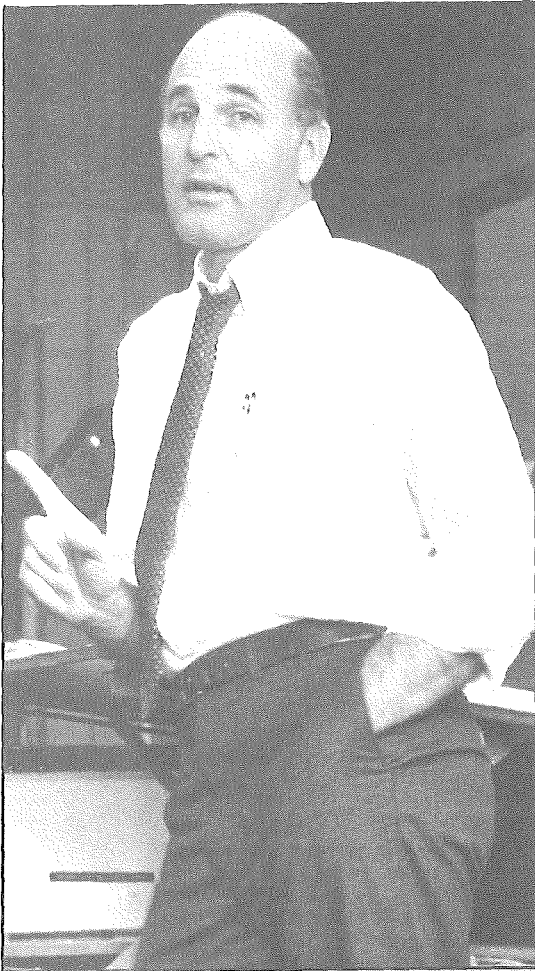


All students enjoy quality Bible instruction from Bible Department instructors through the required minor in Bible.



Marinus Hazen, instructor in finance, brings 14 years of experience in executive financial management to the classroom.

Business Administration



Ronald Walker, D.B.A., chairs the Department of Business Administration and teaches courses in quantitative methods.



An experienced accountant, Anne Rich, C.P.A., teaches advanced accounting courses and advises KEA, a student organization comprised of business majors.

"I found that my education at Cedarville fully prepared me to perform at the same level as students who graduated from major universities like Vanderbilt, Dartmouth, Ohio State, Michigan, Purdue, and Indiana, all of which have top business schools."

Craig Slater, '84
Financial Management
General Electric
Cleveland, Ohio

Professors: Clifford W. Fawcett, David C. Heinze,
 Ronald J. Walker, *Chairman*
Associate Professors: Marinus Hazen, Sarah H. Smith
Assistant Professors: Richard E. Baldwin, Jeffrey K. Fawcett,
 Martha J. Johnson, David Nicholas, Anne R. Rich,
 David L. Rotman, Galen P. Smith
Part-time Faculty: Kenneth H. St. Clair, Rodney Wyse

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 Business 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.

Programs offered within the Department of Business Administration include majors in accounting, business administration, comprehensive business education, and computer information systems; and a two-year program leading to the associate of arts degree in secretarial studies. Business administration majors may elect to concentrate in accounting, computer information sys-

tems, economics, management, marketing, finance, office technology, or special programs.

General Curriculum

General Education requirements: 86

- Biblical Education* 24
- Communication 15
- Humanities 15
- Physical Education 3
- Science and Mathematics
 including GSCI-184 Introduction to Analysis . . . 15
- Social Science 14
- Foreign language requirement** 0-15

Business Administration: 85

- Core requirements 54
- Major or area of concentration 16-26
- Business electives 0-10
- PYCH-160 General Psychology 5

General Electives 6-21
 192

*Advanced Biblical studies courses can be substituted if the student has sufficient background.

**The language requirement may be met by satisfactorily completing the third quarter of a first year foreign language at the college level, or two years of the same foreign language in high school.

Business Administration Core Requirements

Fifty-four quarter hours including:

- ACCT-101, ACCT-102 Principles of Accounting 10
- CIS-121 Introduction to Data Processing 3
- BUS-211, BUS-212 Quantitative Methods 8
- BUS-216 Business Communications 3
- ECON-231, ECON-232 Principles of Economics 8
- MGMT-251 Principles of Organization and Management . . 4
- MRKT-261 Principles of Marketing 4
- BUS-311 Business Law 4
- FIN-371 Business Finance 4

BUS-442 Business Seminar 3
 MGMT-451 Administrative Policy and Strategy 3

Requirements for a Major in Accounting

Eighty quarter hours including:

Business administration core requirements 54
 ACCT-201, ACCT-202, ACCT-203 Intermediate Accounting . . 9
 ACCT-301 Advanced Accounting 4
 ACCT-302 Federal Income Taxes 4
 ACCT-303 Cost Accounting 5
 ACCT-304 Auditing 4

Requirements for a Major in Computer Information Systems

Eighty quarter hours including:

Business administration core requirements 54
 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- CIS elective 3

Requirements for a Major in Business Administration

Eighty quarter hours including:

Business administration core requirements 54
 Area of concentration 16
 Electives in business administration 10

Areas of Concentration

Every student who chooses the major in Business Administration must select an area of concentration and meet the following requirements for that area (in addition to the Business Administration core requirements):

Accounting

Requirements include sixteen quarter hours in 200- or 300-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- or 300-level computer information systems courses.

Economics

Requirements include sixteen quarter hours in economics courses.

Finance

Requirements include sixteen quarter hours in 200-300 level finance courses or ECON-331 Money and Banking. (ACCT-201, ACCT-202, ACCT-203 Intermediate Accounting is strongly recommended as an elective.)

Management

Requirements include MGMT-253 Organizational Behavior and twelve quarter hours in 300-level management courses.

Marketing

Requirements include sixteen quarter hours in 200- or 300-level marketing management track or the sales management track.

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 the specific needs of the student.

Requirements for a Minor in Business Administration

Twenty-five quarter hours including:

ACCT-101 Principles of Accounting 5
 MGMT-251 Principles of Organization and Management . . 4
 MRKT-261 Principles of Marketing 4
 Electives in business administration 12

Requirements for a Minor in Computer Information Systems

Twenty-five quarter hours including:

ACCT-101 Principles of Accounting 5
 MGMT-251 Principles of Organization and Management . . 4
 MRKT-261 Principles of Marketing 4
 Electives chosen from 200- or 300- level courses in
 Computer Information Systems 12

Requirements for a Major in Business Education

Two options are available to students desiring to major in business education.

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

Requirements for Comprehensive Business Education Major

Eighty quarter hours including:

Core business requirements	48
ACCT-101, ACCT-102 Principles of Accounting	10
ECON-231*, ECON-232 Principles of Economics	8
BUS-211, BUS-212 Quantitative Methods	8
MGMT-251 Principles of Management	4
MRKT-261 Principles of Marketing	4
BUS-216 Business Communications	3
CIS-121 Introduction to Data Processing	3
BUS-311 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	9
OTEC-285 Records Management	3
OTEC-281, OTEC-282 Dictation and Transcription	6
OTEC-291 Word Information Processing	4
OTEC-290 Office Systems and Procedures	4
Comprehensive Business Education Curriculum:	
Business core requirements	48
Comprehensive business education requirements	32
PYCH-160 General Psychology	5
*MATH-184 Introduction to Analysis	5
General Education requirements	77
Professional Education requirements	48
(See the Education Department section of the catalog)	215

*Satisfies General Education requirements

The **bookkeeping-basic business major** provides basic preparation for teaching general business subjects at the secondary school level. 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 specialization is located in the Education Department section of the catalog.

Requirements for the Bookkeeping Basic Business Education Major

Eighty quarter hours including:

Business core requirements	48
ACCT-101, ACCT-102 Principles of Accounting	10
ECON-231*, ECON-232 Principles of Economics	8
BUS-211, BUS-212 Quantitative Methods	8
MGMT-251 Principles of Management	4
MRKT-261 Principles of Marketing	4
BUS-216 Business Communications	3
CIS-121 Introduction to Data Processing	3
BUS-311 Business Law	4
FIN-171 Personal Finance	4
or	
FIN-371 Business Finance	4
Area of specialization	16-17
(See Education Department section of the catalog)	

Bookkeeping Basic Business Education Curriculum:

Business core requirements	48
Area of specialization	16-17
PYCH-160 General Psychology	5
*MATH-184 Introduction to Analysis	5
General Education requirements	77
Professional education requirements	48
(See the Education Department section of the catalog)	199-200

Suggested Four-Year Course of Study for Accounting, and Business Administration Majors:

Freshman Year

ENG-110 Principles of Composition I	5
ENG-140 Principles of Composition II	5
COM-110 Fundamentals of Speech	5
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5
GSS-100 Foundations of Social Science	5
HUM-140 Introduction to Humanities	5
GSCI-184 Introduction to Analysis	5
PYCH-160 General Psychology	5
CIS-121 Introduction to Data Processing	3
PEF-199 Physical Activity and Christian Living	<u>1</u>
	49

Sophomore Year

BETH-230 Theology Survey	5
ACCT-101 Principles of Accounting I	5
ACCT-102 Principles of Accounting II	5
ECON-231 Principles of Economics I	4
ECON-232 Principles of Economics II	4
MGMT-251 Principles of Organization & Management	4
MRKT-261 Principles of Marketing	4
Physical Education	2
Electives (Language if necessary)	<u>15</u>
	48

Junior Year

BEPT-340 Baptist History	3
Bible elective	3
Literature elective	5
Science elective	5
History elective	5
BUS-211 Quantitative Methods I	4
BUS-212 Quantitative Methods II	4
BUS-311 Business Law I	4
FIN-371 Business Finance	4
BUS-216 Business Communications	3
Business emphasis & electives	8

Senior Year

Bible elective	3
Humanities elective	5
Science elective	5
Social Science elective	4
BUS-442 Business Seminar	3
MGMT-451 Administrative Policy and Strategy	3
Business emphasis & electives	18
Electives	<u>6</u>
	47

**DEPARTMENTAL COURSES
ACCOUNTING**

ACCT-101, ACCT-102 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-201, ACCT-202, ACCT-203 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-102 Principles of Accounting

ACCT-301 Advanced Accounting — Sp
4 hours

A study of consolidated financial statements, foreign exchange, estates and trusts, branch accounting, and related problems. *Prerequisite:* ACCT-203 Intermediate Accounting.

ACCT-302 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-102 Principles of Accounting.

ACCT-303 Cost Accounting — A
5 hours

Principles of industrial and distribution cost accounting, job order and process cost systems, and standard costs. *Prerequisite:* ACCT-102 Principles of Accounting.

ACCT-304 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-121 Introduction to Data Processing, ACCT-203 Intermediate Accounting, BUS-212 Quantitative Methods.

ACCT-305 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-102 Principles of Accounting, CIS-121 Introduction to Data Processing.

ACCT-306 Fund Accounting — Sp 4 hours

Accounting and reporting principles, standards, and procedures applicable to not-for-profit organizations. *Prerequisite:* ACCT-201 Intermediate Accounting. (Alternate, odd years)

ACCT-402 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-203 Intermediate Accounting.

ACCT-403 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-303 Cost Accounting. (Alternate, even years)

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 Introduction to Analysis.

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 Principles of Composition, I,II.

BUS-311, BUS-312 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 Introduction to Analysis.

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 stu-

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 business department.

BUS-391 International Business — A 4 hours

A study of the global perspective on all business activity. The impact of the economic, cultural, legal, and historical environments on the functional areas of business is studied. *Prerequisite:* MGMT-251 Principles of Organization and Management, MRKT-261 Principles of Marketing, ECON-231, ECON-232 Principles of Economics.

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.

ECONOMICS**ECON-231, ECON-232 Principles of Economics — A, W, Sp 4 hours each quarter**

A study of fundamental economic principles as an aid in understanding our free enterprise system. Emphasis is placed upon such economic concepts as production, consumption, exchange, and price distribution.

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 Principles of Economics. (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 Principles of Economics.

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 Principles of Economics.

(Alternate, even years)

ECON-335 Comparative Economic Systems — Sp 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 Principles of Economics.

(Alternate, odd years)

ECON-337 Labor Economics — Sp 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. *Prerequisites:* ECON-232 Principles of Economics.

(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 Principles of Economics.

(Alternate, even years)

FINANCE

FIN-171 Personal Finance — A 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.

FIN-173 Church Financial Management — W 3 hours

A study of the principles and procedures of the financial management of the local church organization. This course is designed for both business and nonbusiness majors. The topics of financial record keeping, purchasing, financing, building projects, financial reports, insurance, property management, advertising, pastor's salary, pensions, social security, housing, investment, and church organization are treated.

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. *Prerequisites:* ACCT-102 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-251 Principles of Organization and Management — A, W, S 4 hours

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

MGMT-253 Organizational Behavior — A 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-251 Principles of Organization and Management.

MGMT-351 Small Business Management — Sp 4 hours

A course dealing with the problems involved in establishing and managing a small business. Financial organization, services, and problems are analyzed. *Prerequisite:* ACCT-102 Principles of Accounting, MGMT-251 Principles of Organization and Management, and MRKT-261 Principles of Marketing.

MGMT-352 Production and Operations Management — W 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. *Prerequisite:* ACCT-102 Principles of Accounting, BUS-212 Quantitative Methods II, MGMT-251 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-251 Principles of Organization and 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-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-261 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-263 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. Attention also to the social and economic aspects of advertising.

MRKT-361 Sales Management — W 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-251 Principles of Organization and Management, MRKT-261 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-251 Principles of Organization and Management, MRKT-261 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-261 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-261 Principles of Marketing.

MRKT-367 Industrial Marketing — W 4 hours

A study of the industrial market sector which includes buying behavior, applied demand analysis, and segmentation techniques. A framework for understanding the industrial strategy development provides the student with decision-making capabilities for use in the industrial setting. *Prerequisite:* MRKT-261 Principles of Marketing.

(*Alternate, odd years*)

MRKT-368 Personal Selling — A 4 hours

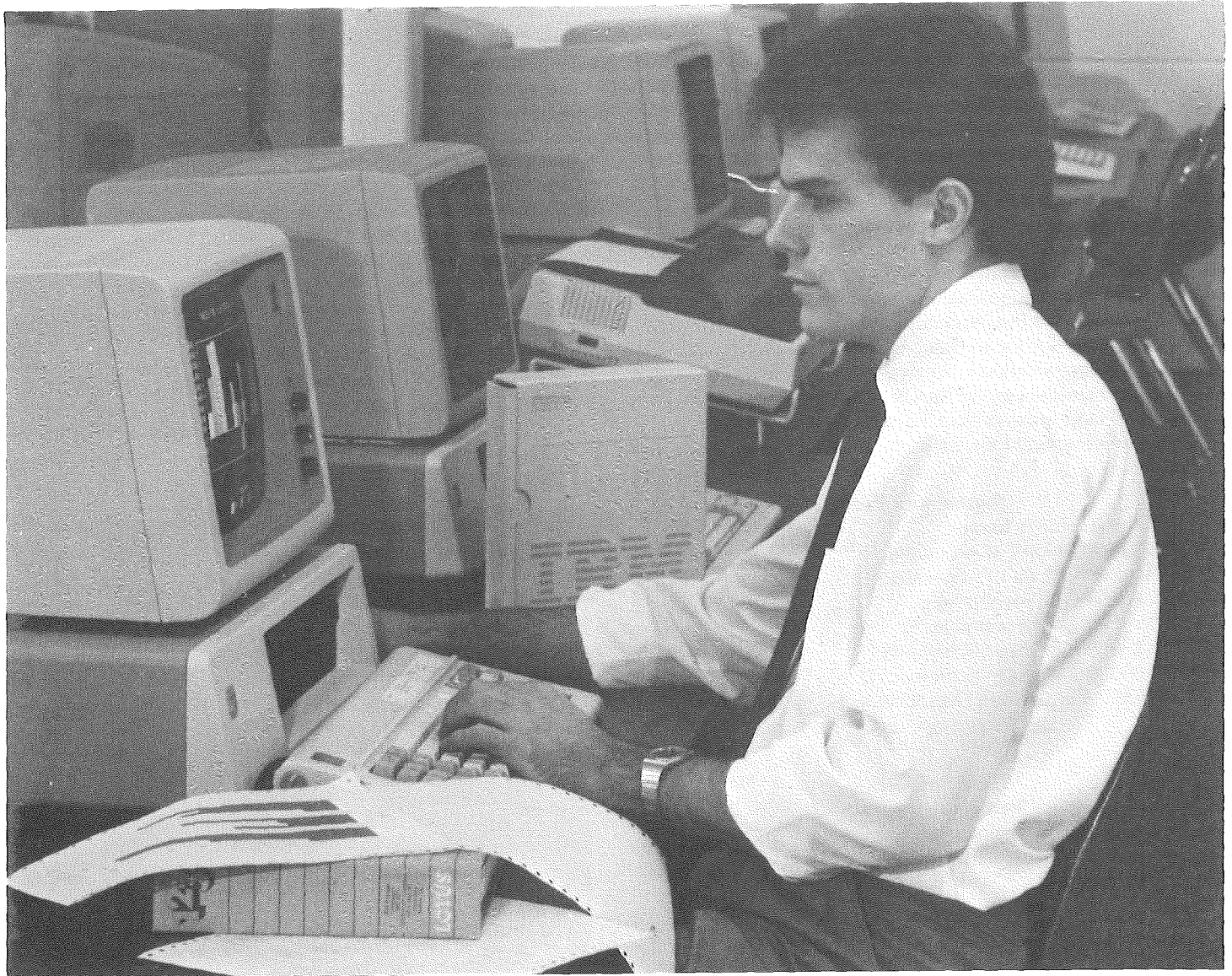
An analysis of the dynamics of selling, including prospecting, client analysis, demonstrations, visual presentations, and follow-up. *Prerequisite:* MRKT-261 Principles of Marketing.

MRKT-461 Marketing Strategy — Sp 4 hours

Case course dealing in depth with actual problems encountered by business firms in all phases of marketing management. *Prerequisites:* senior standing and sixteen hours of marketing, including MRKT-261 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. Analysis of competition and market opportunities based on current business and economic conditions; methods of penetrating international markets including exporting, licensing, joint ventures, and wholly-owned subsidiaries; examination of cultural patterns and business customs; adapting the product line to international markets; selection of channels of distribution and sources of finance; pricing strategies; assistance to exporters by the U.S. government. *Prerequisite:*



Students utilize IBM personal computers located in the microcomputer laboratory and use a variety of spreadsheet, word processing, and data base management software packages.

COMPUTER INFORMATION SYSTEMS

Suggested Four-Year Course of Study for Computer Information Systems Majors:

Freshman Year

ENG-110 Principles of Composition I	5
ENG-140 Principles of Composition II	5
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5
CIS-121 Introduction to Data Processing	3
CIS-124 Computer Programming BASIC	3
HUM-140 Introduction to Humanities	5
MATH-184 Introduction to Analysis	5
COM-110 Fundamentals of Speech	5
GSS-100 Foundations of Social Science	5
Physical Education	<u>3</u>
	49

Sophomore Year

BETH-230 Theology Survey	5
ACCT-101 Principles of Accounting I	5
ACCT-102 Principles of Accounting II	5
CIS-224 COBOL Programming I	4
CIS-225 COBOL Programming II	4
ECON-231 Principles of Economics I	4
ECON-232 Principles of Economics II	4
MGMT-251 Principles of Organization & Management	4
Electives (Language if necessary)	<u>15</u>
	50

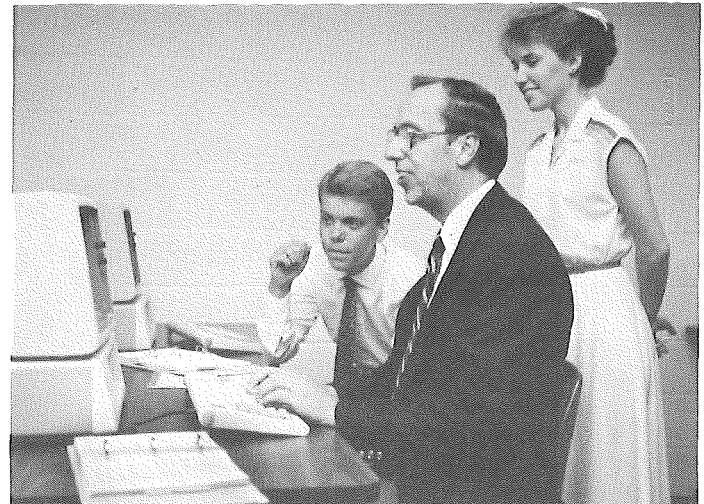
Junior Year

BEPT-340 Baptist History	3
PYCH-160 General Psychology	5
Science elective	5
BUS-211 Quantitative Methods I	4
BUS-212 Quantitative Methods II	4
BUS-216 Business Communications	3
MRKT-261 Principles of Marketing	4

BUS-311 Business Law	4
CIS-326 Systems Analysis	4
CIS-327 Systems Design	4
CIS-328 Database Developments	4
FIN-371 Business Finance	<u>4</u>
	48

Senior Year

Bible electives	6
Literature elective	5
Humanities elective	5
Science elective	5
Social Science/History electives	9
CIS-421 Software Development	3
BUS-442 Business Seminar	3
MGMT-451 Administrative Policy and Strategy	3
Electives	<u>6</u>
	45



David Rotman, instructor in computer information systems, also supervises the Academic Computer Center.

COMPUTER INFORMATION SYSTEMS

CIS-121 Introduction to Data Processing — 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.

CIS-123 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.

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.

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.

CIS-324 System Simulation — Sp 4 hours

Simulation is a problem-solving technique that has its greatest use in the study of models of real systems. The course introduces the principles of simulation and the application of a simulation language to studies of queuing systems, inventory systems, and network analysis. Each student designs and runs a computer model. *Prerequisites:* BUS-211 Quantitative Methods, CIS-221 FORTRAN Programming.

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 Program 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.

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.

CIS-422 Decision Support Systems 4 hours

An analysis of the highest level of information support systems which aid the manager in the decision-making process. *Prerequisites:* BUS-212 Quantitative Methods II, CIS-225 COBOL Programming.

Associate of Arts Degree in Secretarial Studies.

Ninety-six quarter hours including:

Bible:

BEOT-101 Old Testament Survey	5	13
or		
BENT-102 New Testament Survey	5	
BETH-230 Theology Survey	5	
BEPT-340 Baptist History	3	

General Education:

ENG-110 Principles of Composition I	5	31
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		
Science or mathematics elective	5	

Business Administration:

ACCT-101 Principles of Accounting I	5	19
CIS-121 Introduction to Data Processing	3	
BUS-216 Business Communications	3	
MGMT-251 Principles of Organization and Mgmt.	4	
MRKT-261 Principles of Marketing	4	
or		
BUS-311 Business Law	4	
or		
ECON-231 Principles of Economics	4	

Office Technology:

OTEC-183 Typing III	3	26-28
OTEC-186 Shorthand III	3	
OTEC-281 Shorthand Transcription	3	
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 9-12**OFFICE TECHNOLOGY****OTEC-180 Keyboarding — A, Sp** **1 hour**

A ten-week course to teach the touch operation of the alphabetic keyboard. The course is 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. Course credit is given as Credit/No Credit.

OTEC-182 Intermediate Typewriting — A, W **3 hours**

Instruction and practice in typing forms of office communication such as letters, memos, reports, tables, manuscripts, etc. Emphasis is placed upon developing production speed and accuracy. Composing at the typewriter along with developing proofreading skills are emphasized. *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. Minisimulations are used to expose the students to jobs in the following offices: sales, general, accounting, executive, legal, medical, government, and technical. Emphasis is placed on improving speed and accuracy. *Prerequisite:* OTEC-182 Intermediate Typewriting or 60 words per minute.

OTEC-184 Shorthand I — A **3 hours****OTEC-185 Shorthand II — W** **3 hours****OTEC-186 Shorthand III — Sp** **3 hours**

Introduction to Gregg Shorthand Series 90, emphasizing basic principles, brief forms, phrasing, and development of speed and accuracy.

OTEC-281 Shorthand Transcription — A **3 hours**

Emphasis upon mailable transcription from symbol shorthand. *Prerequisite:* OTEC-186 Shorthand III.

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. Also included are methods for storing various records with a concentration on a variety of management aspects of record control and retention.

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, operation of electronic calculators, and many other office responsibilities. *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 theory and practice of word/information processing is emphasized. 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-121 Introduction to Data Processing.

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.

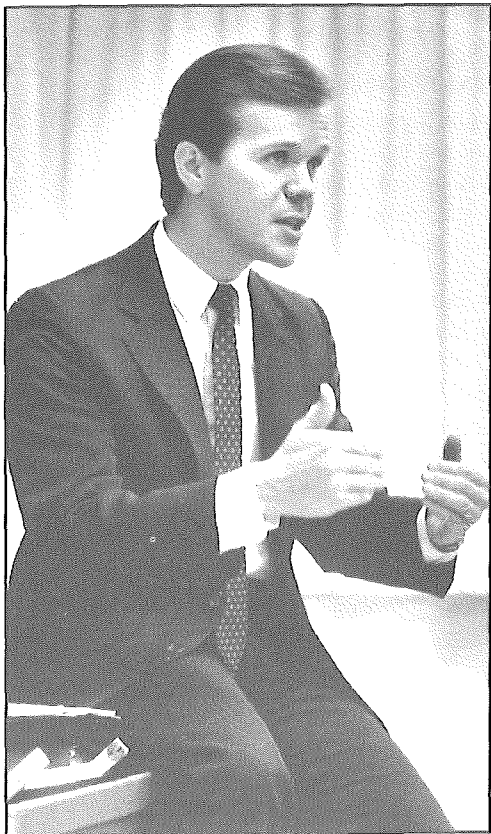


Electives in both medical office and legal office procedures are a part of the associate of arts curriculum in secretarial studies.

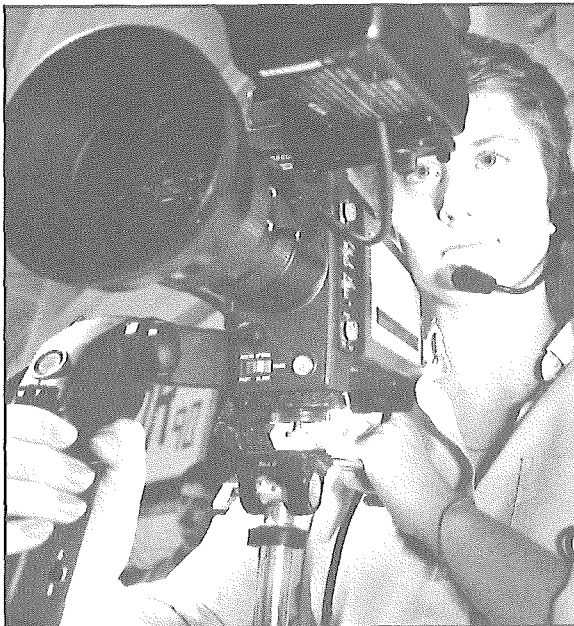


The recording studio located in the new library features the latest in video production technology.

Communication Arts



David Robey, lead actor in the award winning film COACH, directs drama productions at the College.



Students gain hands-on experience in video production through the broadcasting major.

"The practical speaking assignments of my speech courses at Cedarville, particularly in argumentation and debate, helped develop the important communications skills I use every day in my work."

Ron Phillips, '81
Lobbyist
Washington, D.C.

Professor: James R. Phipps, Chairman

Associate Professor: J. Wesley Baker

*Assistant Professors: Deborah Haffey, James O. Leightenheimer,
J. Michael Lopez, Kurt D. Moreland,
David H. Robey*

*Part-time Faculty: Rebecca Baker, Clifford W. Johnson,
Miriam B. Maddox, Associate Professor Emerita,
Marlin L. Rayburn, Associate Professor Emeritus*

The Department of Communication Arts offers five basic 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.

Communication Arts is a widely accepted major for those considering future work in public relations, personnel management, consultancy programs, media communications, and corporate executive training, as well as being a good background study for those considering law, sales, or politics as future career choices. In combination with Biblical studies, Communication Arts has been used as a basic preparation for those interested in attending seminary after graduation.

Beyond this, the Communication Arts major provides a flexible course of study for those who intend to go on to graduate training in many areas.

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

Requirements for a Major in Communication Arts. 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 include:

COM-200 Persuasive Theory	5
COM-210 Advanced Public Speaking	5
COM-222 Research in Communication	4
COM-224 Interpersonal Communication	3

COM-331 Communication in the Information Age	3
COM-411 History of Public Address	5
COM-462 or COM-463 Senior Project	6

AREAS OF SPECIALIZATION:

General Communications Specialization

COM-123 Voice and Diction	3
COM-205 Philosophy of Communications	3
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

Organizational Communications Specialization

MGMT-251 Principles of Organization and Management	4
*MGMT-252 Organizational Behavior	4
*MGMT-353 Personnel Management	4
COM-212 Argumentation and Debate	4
COM-223 Group Discussion	3
*COM-225 Interviewing	3
COM-232 Theories of Mass Media	5
*COM-323 Organizational Communications	3
COM-431 Communications Internship	1-15
COM-461 Communication Ethics	3
COM-471 through COM-476 Independent Study	1-4
PWRT-312 Professional Writing	5
PWRT-414 Report Writing and Technical Editing	5

Platform Arts Specialization

COM-123 Voice and Diction	3
COM-141 Introduction to Dramatic Arts	3
COM-212 Argumentation and Debate	4
*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
 COM-146 Dramatic Participation 1-4
 COM-471 through COM-476 Independent Study . . . 1-4

* Required for Specialization

Communication Arts Curriculum

Communication arts major requirements 55
 General Education requirements 81
 Electives 56
 192

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.

Requirements for a Major in Broadcasting. The major requires the completion of seventy quarter hours composed of 33 hours in core courses and 37 hours in an area of specialization chosen with the advice of the student’s advisor. The core courses are:

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

*Required for Specialization.

Areas of Specialization. By the end of the sophomore year, each broadcasting major should select an area of specialization from among:

Broadcast Production. Designed for the student planning “on-air” or production work in radio or television, this em-

phasis includes additional coursework in broadcasting as well as courses from the other areas of communication arts.

Required courses:

COM-123 Voice and Diction 3
 COM-205 Philosophy of Communication 3
 RTV-230 Broadcast Clinic 2 (minimum)
 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

Suggested electives:

BEPH-225 Ethics 5
 BEPH-322 Logic 5
 CIS-121 Intro. to Data Processing 3
 MATH-120 Intro. to Computer Prog. 1
 ENG-223 Advanced Composition 3
 ENG-302 Creative Writing 3
 THMU-101 Music Theory I 3
 CHMU-354 Hymnology 5
 PSYCH-160 General Psychology 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

Broadcast Management/Sales. For the student planning to enter the business aspect of broadcasting, this emphasis includes additional coursework in broadcasting and courses from the Department of Business Administration.

Required courses:

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-121 Intro. to Data Processing	3
MGMT-251 Princ. of Org. and Mgmt.	4

Suggested electives:

BEPH-225 Ethics	5
BEPH-322 Logic	5
ACCT-101, ACCT-102 Princ. of Accounting	5,5
ACCT-105 Accounting Fundamentals	3
BUS-216 Business Communications	3
BUS-211, BUS-212 Quant. Methods	4,4
MRKT-261 Princ. of Marketing	4
MRKT-361 Sales Management	4
MGMT-351 Small Business Management	4
MGMT-353 Personnel 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
COM-323 Organizational Communication	3

Broadcast Journalism. This emphasis draws from courses in several disciplines, particularly the social sciences, to give the student an understanding of the areas about which he will be writing.

Required courses:

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 Principles of Economics	4
CIS-121 Intro. to Data Processing	3
MATH-120 Intro. to Computer Prog.	1
SOC-230 Principles of Sociology	5

POLS-261 American National Govt.	5
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Suggested electives:

BEPH-225 Ethics	5
BEPH-322 Logic	5
BIO-203 Natural Resource Conservation	5
COM-212 Argumentation and Debate	4
COM-225 Interviewing	3
POLS-262 State and Local Government	5
POLS-266 International Relations	5
HIST-312 History of Recent and Contemporary America	4
POLS-361 The American Presidency	4
POLS-362 The Supreme Court	4
POLS-405 Great Power Diplomacy	5
POLS-461 Political Dynamics	3

Video Media Production. This emphasis is for students interested in the non-broadcast applications of video in business, industry, education, health careers, and the so-called "new media."

Required courses:

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 Television Production	2	
ECON-231 Principles of Economics	4	
MGMT-251 Princ. of Org. and Mgmt.	4	
PYCH-160 General Psychology	5	
EDUC-236 The Learner and the Learning Process	5	

**RTV-430 Internship	12-15
or	
RTV-474 Independent Study	4-8

Suggested electives:

BEPH-322 Logic	5
CIS-121 Intro. to Data Processing	3
BUS-216 Business Communications	3
BUS-211, BUS-212 Quant. Methods	4,4
MRKT-261 Princ. of Marketing	4

MRKT-263 Princ. of Advertising 4
 MRKT-363 Marketing Research 4
 PSYCH-260 Human Growth and Devel. . . . 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

****NOTE:** All internships are dependent upon availability and placement.

Broadcasting Curriculum

Broadcasting major requirements 70
 General Education requirements 86
 Electives 36
 192

DEPARTMENTAL COURSES

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 intercollegiate 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.

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 nonmajors. 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)

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, problems, methods, and theories are considered.

COM-205 Philosophy of Communication 3 hours

The epistemology of communication is the focus of a study of historical rhetorical theory and criticism. The course is designed as a foundational theory course in the study of speech.

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-212 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-214 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 inter-cultural understandings, attitudes, and performance skills.

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.

RTV-230 Broadcast Clinic — A, W, Sp 2 hours

An attempt to combine communication theory with practice, broadcast clinic provides the student with 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. Students should plan a minimum of six hours work in the clinic per week. *Prerequisite:* RTV-130 Introduction to Broadcasting.

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. (*Alternate, even years*)

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.

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. (*Alternate, 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. (*Alternate, odd years*)

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. The student is required to spend six hours per week working for credit at assigned tasks. *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.

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 1-2 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-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. *(Alternate, odd years)*

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.

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. Includes discussions of 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)*

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. *(Spring, 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-344 Development of Religious Productions — W 3 hours

A practical study in the creation, development, and staging of religious programs suitable for church ministry. A philosophy of Christian staged programs is developed in relation to program theme, purpose, and composition.

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-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 and the student is encouraged to develop further expertise on a particular period of his or her own choice. Analysis is made of the part rhetoric has played in the development of philosophies and nations. Required for majors.

RTV-430 Internship in Broadcasting — A, W, Sp, Su 5-15 hours**COM-431 Internship in Communications — 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

This course acquaints the student with the concerns facing the management of a broadcast station. Legal requirements of the FCC, personnel management, and implementation of programming are among the areas stressed. *Prerequisite:* RTV-231 Broadcast Research Systems.

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-456 Advanced Homiletics — Sp 4 hours

An advanced study of sermon structure, development, and effective delivery, the course is designed to give the student practice in outlining, writing, delivering and evaluating sermons for different types of preaching situations. *Prerequisite:* COM-350 Homiletics.

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**RTV-465 Religious Broadcasting**

Prerequisite: Permission of the instructor.

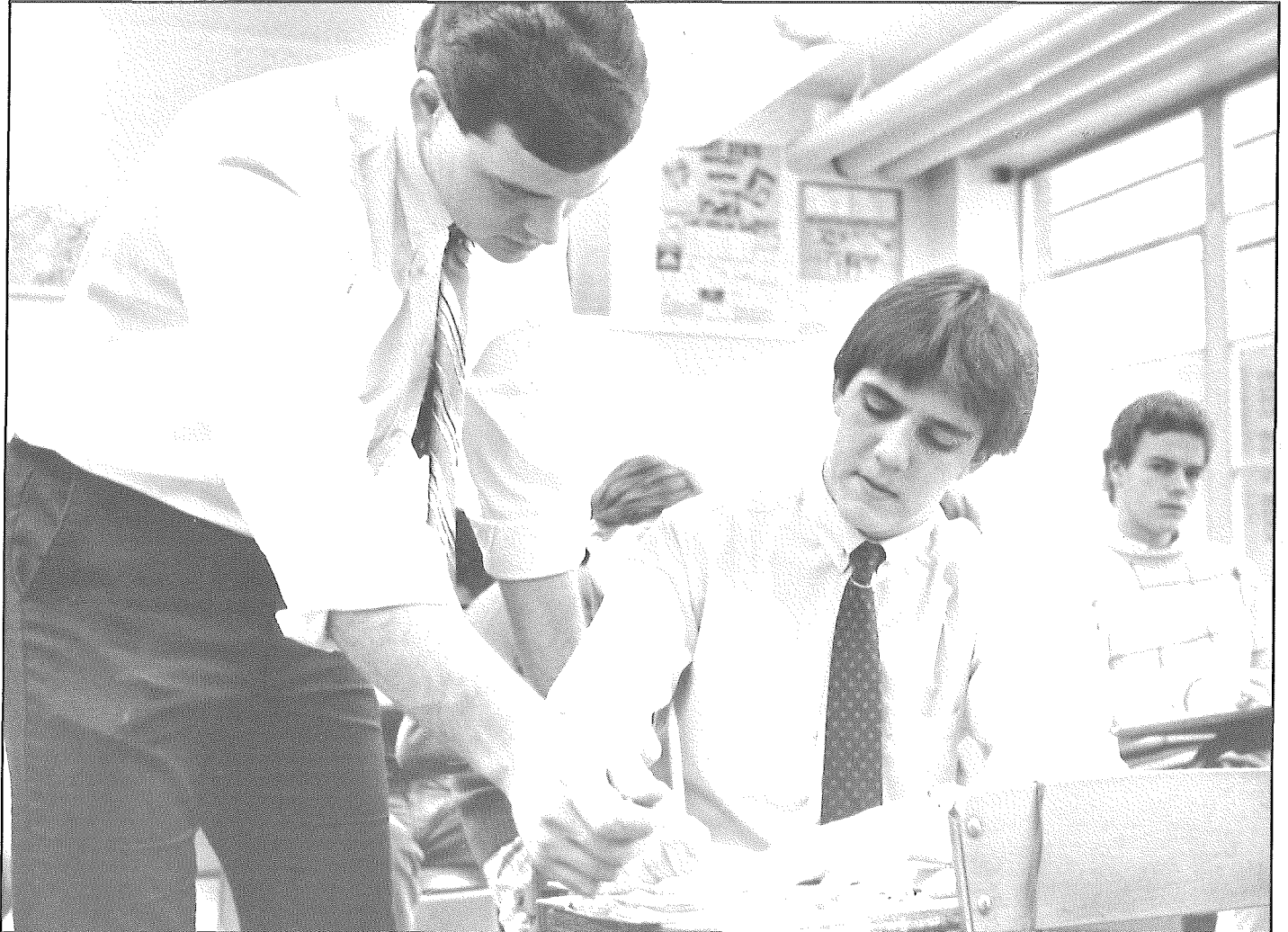
COM-471 through COM-476 Independent Study in Speech 1-4 hours

For those with special interests and capabilities, the independent studies can be taken to secure an in-depth background in one of the areas of speech communication. The course is 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-474 Broadcasting****COM-475 Drama****COM-476 Forensics**



Students gain valuable experience and enjoy a great time through "On the Air," a 1940's radio production.



As a result of the College's excellent reputation in training teachers, the Placement Office receives over 1000 requests each year for the 100 teacher education graduates.



Teaching logic to children is the focus of the doctoral study of Sharon Eimers, instructor in elementary education.

Merlin Ager, chairman of the Department of Education, brings Christian, missionary, and public school teaching and administrative experience to the classroom.



"My education at Cedarville was outstanding. My professors were not only outstanding educators who were also well-prepared for class, but they were also dedicated to the ministry of investing their lives in mine. I am now completing my doctoral work in educational administration at one of the most highly regarded colleges of education in the country. I still have not found the educational quality and personal attention to equal that which I received at Cedarville. I would highly recommend Cedarville to anyone considering a career in public or Christian education."

Ted Oakley, '67
Principal
Barrington Elementary School
Upper Arlington, Ohio

Professors: Merlin F. Ager, Dwayne I. Frank

Associate Professors: Sue H. Baker, Omer E. Bonenberger,
Sharon Eimers, Helen L. Hall, Beverly S. Monroe,
Lila C. Seaman

Part-time Faculty: Joanne DiCuirci, Charles A. Dillon,
E. Ellen Glanville, Ron Coriell

The Department of Education offers instruction with the purpose of providing distinctively Christian teachers for Christian, public, and missionary schools. The State of Ohio Department of Education has approved programs leading to the four-year Ohio teaching certificate in the following areas: (1) *Elementary Education* (grades 1-8), specialization is also available in physical education and music; (2) *Kindergarten-Elementary* (grades K-8); (3) *Early Childhood Education* (grades K-3); (4) *Secondary Education* (grades 7-12) — in biological science, bookkeeping-basic business, business education, chemistry, English, history, mathematics, music, physical education, political science, science comprehensive, Spanish, speech/communication, and social studies comprehensive, (5) special (K-12) in health education, music, and physical education, (6) endorsement in reading and typing/keyboarding.

Students completing programs leading to Ohio certification will be able to obtain certification in most states. Those planning to teach in states 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 but must apply for certification by the Association of Christian Schools International. This certification is recognized by Christian schools around the world.

Admission to and Retention in The Teacher Education Program

Students may apply for admission to the Teacher Education Program near the conclusion of their sophomore year, generally the spring quarter. 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.
3. Minimum cumulative GPA of 2.5 in professional education courses.
4. Grade of "C" or above in communication 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 Exam.
8. Satisfactory completion of foundations 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 Admission's Interview Committee and Education Department (based on resume, interview, references)

Elementary and Early Childhood Education Programs

Elementary education certification includes grades 1-8. The elementary education certificate may be validated for kindergarten upon successful completion of nine quarter hours in kindergarten methods and materials, and student teaching on the kindergarten-primary level.

Early Childhood Education (K-3)

The requirements for K-3 certification are the same as for elementary with the following exceptions: (1) nine quarter hours in Kindergarten Methods & Materials and Early Childhood Education must be completed, (2) student teaching must take place in a K-3 setting, (3) minimum GPA of 2.3, (4) a grade of "C" or above is required in professional education concentration area and communication courses.

Elementary Education Curriculum

Biblical Education

BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5

BETH-230 Theology Survey	5
BEPT-340 Baptist History	3
Electives	6
<i>Communications</i>	
ENG-110 English Composition I	5
ENG-140 English Composition II	5
COM-110 Fundamentals of Speech	5
<i>Humanities</i>	
HUM-140 Introduction to Humanities	5
Literature elective	5
EDUC-392 Children's Literature	2
EDMU-370 Music for Elementary Teachers	2
EDUC-230 Arts and Crafts	2
<i>Physical Education</i>	
PE- General Physical Education	1
PE- General Physical Education	1
PEF-199 Physical Activity and the Christian Life	1
PEO-299 Teaching Health and Physical Education	4
<i>Science</i>	
GSCI- Biological science elective	5
GSCI-160 Physical Science	5
GSCI-161 Physical Science	5
<i>Mathematics</i>	
EDUC-182 Math for Elementary	5
EDUC-183 Math for Elementary	5
<i>Social Science</i>	
GSS-100 Foundations of Social Science	5
HIST- U.S. History	5
HIST- Eastern studies elective	4
<i>Language requirement</i>	
Two years in high school or one year in college	0-15
<i>Professional Education requirements</i>	
PYCH-260 Human Growth and Development	4
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-200 Audio Visual Methods	2
EDUC-201 Preliminary Student Involvement	0
EDUC-236 The Learner and the Learning Process	4

EDUC-290 Handwriting	0
EDUC-372 Science Methods	3
EDUC-373 Social Studies Methods	3
EDUC-375 Field Experience	3
EDUC-377 Teaching Thinking Skills	2
EDUC-391 Reading Methods	7
EDUC-393 Language Arts Methods	4
EDUC-394 Field Experience	3
EDUC-321 Philosophy of Education	3
EDUC-450 Supervised Teaching	16

Each elementary and early childhood candidate must complete a concentration area of thirty (30) hours. These options will appear in the 1988-89 catalog. The broad categories include humanities, mathematics, natural sciences, social sciences.

Special Education Certification Program

In a unique arrangement, Cedarville College has joined with Shepherds, Inc. (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 Shepherds' personnel at Cedarville, and the remaining courses at Wright State University may graduate from Cedarville with certification in both elementary and special education. Complete details for the program are available in the Education Office.

Noncertification Program

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 throughout the academic year at Cedarville and during the summer at Shepherds. This program does not qualify for certification from the State of Ohio, but it is designed to develop competence in special education.

Specialization in Special Education

In addition to the courses required for an elementary education major, the student will take 36 quarter hours including:

EDUC-260 Special Education in the Church	3
EDUC-261 Psychology of Exceptional Behaviors	3

EDUC-340 Mental Retardation/Developmental Disabilities . . .	5
EDUC-341 Learning Disabilities/Behavior Disorders	5
EDUC-415 Administering Special Education in the Christian School	5
EDUC-421 Elementary Methods for Teaching the Retarded . . .	5
EDUC-430 Practicum	10

Secondary Education Program

Secondary level certification includes grades 7-12. The secondary education program provides only certification; it does *not* qualify as a major or lead to a degree. A major must also be completed.

EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	2
EDUC-200 Audio Visual Methods	1
EDUC-236 The Learner and the Learning Process	4
EDUC-201 Preliminary Student Involvement	0
EDUC-316 Principles of Teaching	4
EDUC-317 Field Experience	4
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading and Thinking in the Content Area	4
Content Methods	3
Clinical Experiences	3
EDUC-450 Student Teaching	16
Total	48

All secondary education students must receive credit for one mathematics course as a general education elective.

*ENG-352 Developmental Reading for English Majors

Secondary 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
At least 20 hours of biology electives selected from the following:	
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	
BIO-405 Environmental Biology Internship	
BIO-436 Radiation Biology	5
BIO-440 Seminar	1
CHEM-151, CHEM-152, CHEM-153 General Chemistry	12
CHEM-356 Biochemistry	5
CHEM-357 Organic Chemistry	5
MATH-184 Introduction to Analysis	5

BOOKKEEPING BASIC BUSINESS 48

ACCT-101, ACCT-102 Principles of Accounting	10
ECON-231, ECON-232 Principles of Economics	8
BUS-211, BUS-212, Quantitative Methods	8
BUS-216 Business Communications	3
MGMT-251 Principles of Organization & Management	4
MRKT-261 Principles of Marketing	4
BUS-311 Business Law	4
CIS-121 Introduction to Data Processing	3
FIN-171 Personal Finance	4
or	
FIN-371 Business Finance	4

BASIC BUSINESS 90

(includes a major in Business Education)	
ACCT-101, ACCT 102 Principles of Accounting	10
ECON-231, ECON-232 Principles of Economics	8
BUS-211, BUS-212 Quantitative Methods	8
BUS-216 Business Communications	3
MGMT-251 Principles of Organization and Management	4
MRKT-261 Principles of Marketing	4
BUS-311 Business Law	4
CIS-121 Introduction to Data Processing	3
FIN-171 Personal Finance	4
or	
FIN-371 Business Finance	4

PYCH-160 General Psychology	5		
MATH-184 Introduction to Analysis	5		
<i>Accounting Specialization</i>	16		
ACCT-201, ACCT-202, ACCT-203 Intermediate Accounting	9		
Electives selected from:	7		
ACCT-301 Advanced Accounting	4		
ACCT-302 Federal Income Tax	4		
ACCT-303 Cost Accounting	5		
ACCT-304 Auditing	4		
ACCT-305 Accounting Information Systems	3		
ACCT-306 Fund Accounting	4		
ACCT-403 Advanced Cost Accounting	4		
<i>Management Specialization</i>	16		
Electives selected from:			
MGMT-253 Organizational Behavior	4		
MGMT-351 Small Business Management	4		
MGMT-352 Production Management	4		
MGMT-353 Personnel Management	4		
MGMT-354 Management Science	4		
MGMT-391 International Business	4		
<i>Marketing Specialization</i>	16		
Electives selected from:			
MRKT-263 Principles of Advertising	4		
MRKT-361 Sales Management	4		
MRKT-362 Marketing Management	4		
MRKT-363 Marketing Research	4		
MRKT-365 Consumer Behavior	4		
MRKT-367 Industrial Marketing	4		
<i>Finance Specialization</i>	16		
Electives selected from:			
FIN-373 Investments	4		
FIN-375 Financial Institutions	4		
FIN-377 Investments Analysis	4		
FIN-379 Problems in Business Finance	4		
FIN-173 Church Financial Management	4		
		<i>Economics Specialization</i>	16
		Elective selected from:	
		ECON-313 Government and Business	4
		ECON-331 Money and Banking	4
		ECON-334 History of Economic Thought	4
		ECON-335 Comparative Economic Systems	4
		ECON-337 Labor Economics	4
		ECON-339 Public Finance	4
		<i>Computer Information Systems Specialization</i>	16
		Electives selected from:	
		CIS-123 Computer Programming - BASIC	3
		CIS-221 FORTRAN Programming	4
		CIS-224, CIS-225 Cobol Programming	8
		CIS-324 Systems Simulation	4
		CIS-326 Systems Analysis	4
		CIS-327 Systems Design	4
		CIS-328 Database Development	4
		CIS-421 Software Development	3
		<i>Secretarial Administration Specialization</i>	16
		Electives selected from:	
		OTEC-183 Typing III	3
		OTEC-186 Shorthand III	3
		OTEC-187 Word/Information Processing	4
		OTEC-284 Secretarial Procedures	4
		OTEC-285 Records Management	3
		COMPREHENSIVE BUSINESS	90
		The specific requirements are outlined in the Department of Business section of the Catalog.	

CHEMISTRY	85	ENG-332 17th Century English Literature	5
CHEM-151, CHEM-152, CHEM-153 General Chemistry	12	ENG-333 18th Century English Literature	5
CHEM-254 Quantitative Analysis	4	ENG-334 19th Century English Literature	5
CHEM-255 Analytical Chemistry	5	At least five (5) hours selected from the following modern literature courses:	
CHEM-357, CHEM-358, CHEM-359 Organic Chemistry	14	ENG-232 World Literature II	5
CHEM-451, CHEM-452, CHEM-453 Physical Chemistry	11	ENG-337 Contemporary American Literature	5
BIO-440 Seminar	1	ENG-338 Contemporary British Literature	5
At least 3 hours of chemistry electives selected from the following:		MATH-180 Introduction to Mathematics	5
CHEM-356 Biochemistry	5	HISTORY	48
CHEM-454 Advanced Inorganic Chemistry	5	HIST-111, HIST-112 United States History	10
CHEM-455 Topics in Chemistry	2-5	HIST-200 Introduction to Historiography	4
CHEM-450 Independent Study in Chemistry	1-4	HIST-201, HIST-202, HIST-203 History of Civilization	9
MATH-281, MATH-282, MATH 283 Analytical Geometry and Calculus	15	HIST-400 or HIST-401 Seminar in United States History	5
<i>Recommended course:</i>		One course selected from:	
MATH-387 Differential Equations	5	HIST-104 The British Empire and the Developing Third World	5
PHYS-271, PHYS-272, PHYS-273 General Physics	15	HIST-108 Russia and the Soviet Union in the 20th Century	4
<i>Recommended course:</i>		At least fourteen (14) hours selected from the following:	
BIO-114 Introduction to Biology	5	HIST-106 History of Modern Germany	4
ENGLISH	64	HIST-273 Social Movements	4
ENG-110 English Composition I	5	HIST-301 Renaissance Europe	4
ENG-140 English Composition II	5	HIST-302 Reformation Europe	5
ENG-223 Advanced Composition	3	HIST-311 Early American History	5
or		HIST-312 History of Recent and Contemporary America	4
ENG-302 Creative Writing	3	HIST-401 Seminar in European History	5
ENG-231 World Literature	5	HIST-404 History of Christianity: Pre-reformation	4
ENG-305 History of English Language	5	HIST-405 Great Power Diplomacy in the Modern World	5
ENG-307 Advanced Grammar	5	HIST-411 Interpretations in American History	5
ENG-335 Shakespeare	5	HIST-490 Independent Study in History	1-4
ENG-352 Developmental Reading	5	MATHEMATICS	65
ENG-422 Literary Criticism	3	MATH-281, MATH-282, MATH-283 Analytic Geometry & Calculus	15
ENG-320 Methods of Teaching Composition & Literature	3	MATH-387 Differential Equations	5
At least ten (10) hours of literature (5 hours of American literature and 5 hours of English literature) selected from the following:		At least 25 hours of mathematics electives selected from the following:	
ENG-235 American Romanticism	5	MATH-388, MATH-389 Advanced Calculus	10
ENG-236 American Realism and Naturalism	5	MATH-384 Probability and Statistics	5
ENG-242 Early English Literature	5		

MATH-394 Linear Algebra	5	SOCIAL SCIENCE COMPREHENSIVE	90
MATH-396 Modern Algebra	5	HIST-111, HIST-112 United States History	10
MATH-482 Real Variables	5	SOC-230 Principles of Sociology	5
MATH-480 Topics in Math:	5	HIST-201, HIST-202, HIST-203 History of Civilization	9
Discrete Mathematics, Complex Variables, Computer Studies		GEO-250 Introduction to Geography	2
PHYS-271, PHYS-272, PHYS-273 General Physics	15	GEO-251 World Regional Geography — Western Hemisphere	4
BIO-440 Seminar	1	POLS-261 American National Government	5
One course selected from the following:		BEPT-340 Baptist History	3
CIS-124 Computer Programming — BASIC	3	ECON-231, ECON-232 Principles of Economics	8
CIS-221 FORTRAN Programming	4	One course selected from the following:	
CIS-420 Programming Languages	4	HIST-108 Russia and the Soviet Union in the 20th Century	4
MATH-480 Topics in Math: computer related topic	5	HIST-120 Modern Chinese History	3
MUSIC	75	HIST-220 A Historical Survey of East Asia	3
The specific requirements are outlined in the Department of Music section of the catalog.		Electives selected from at least one of the following areas of study:	
POLITICAL SCIENCE	57	<i>Economics</i> : 30 hours (including the eight hours required)	
POLS-160 Introduction to Political Science	4	<i>History</i> : 45 hours (including the thirty hours required)	
POLS-262 American State and Local Government	5	<i>Political Science</i> : 30 hours (including the five hours required)	
POLS-161 Introduction to Public Administration	4	<i>Sociology</i> : 30 hours (including the five hours required)	
POLS-261 American National Government	5	A seminar must be included in the elective area selected.	
POLS-362 The Supreme Court	4	SPEECH (Communication Arts)	51
POLS-468 History of Political Thought — Ancient	3	COM-200 Persuasive Theory	5
or		COM-212 Argumentation and Debate	5
POLS-469 History of Political Thought — Modern	3	COM-222 Research in Communication	4
POLS-260 Methods of Research in Political Science	5	COM-223 Group Discussion	3
POLS-461 Political Dynamics	3	COM-224 Interpersonal Communication	3
POLS-363 The Legislative Process	4	COM-232 Theories of Mass Media	5
POLS-266 International Relations	5	COM-241 Fundamentals of Oral Interpretation	5
POLS-460 Political Science Seminar	5	COM-331 Communication in the Information Age	3
HIST-111 United States History	5	COM-343 Principles of Play Directing	4
HIST-112 United States History	5	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	48
SPAN-271, SPAN-272 Intermediate Spanish I, II	10
SPAN-361 Spanish Composition	4
SPAN-362 Spanish Conversation	4
SPAN-364 Introduction to Hispanic Literature	4
SPAN-41-372, SPAN-373 Masterpieces of Spanish Literature I, II	8
SPAN-461 Advanced Spanish Grammar	5
At least thirteen (13) hours of electives selected from:	
SPAN-363 Chicano Literature	3
SPAN-460 Topics in Spanish Culture	3
SPAN-460 Topics in Spanish American Culture	3
SPAN-462 Latin American Literature Survey I	4
SPAN-463 Latin American Literature Survey II	4
SPAN-470 Independent Study in Spanish	1-4

DEPARTMENTAL COURSES

EDUC-100 Introduction to Education **2 hours**
An introduction to the major concepts of schooling.

EDUC-101 Field Experience **2 hours**
A four-week field experience in urban schools.

EDUC-102 Education of Exceptional Children **2 hours**
This introductory course explores the implications and provisions of 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-182, EDUC-183 Mathematics for Elementary Teachers **5 hours**

A course designed to certify that the prospective elementary teacher has mastered the arithmetic 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 **1 hour**

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 hours**

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 **3 hours**

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

EDUC-236 The Learner and the Learning Process **5 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 Education **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 hours**

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

EDUC-292 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 and physical 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 or Physical Education Methods.

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, EDUC-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.

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 and Thinking in the Content Areas 4 hours

An introduction to the dimensions, strategies, and programs for learning and teaching critical and creative thinking.

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 16 hours**EDUC-363 Methods and Materials for Mathematics****EDUC-372 Science Methods****EDUC-373 Social Studies Methods****EDUC-374 Audio Visuals****EDUC-375 Field Experience****EDUC-377 Teaching Thinking Skills**

An introduction to the objectives, skills, instructional strategies, teaching aids, and resource materials for teaching mathematics, science, and social studies in the elementary schools. Specific methodology emphases include inquiry, critical thinking, and problem solving. Clinical and field experiences provide theory-driven application. *Prerequisite:* Admission to the Teacher Education Program; EDUC-182 Mathematics for the Elementary Teacher.

EDUC-380 Practicum in Reading: Diagnostic and Remediation Techniques 3 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-340 Mental Retardation and Developmental Disabilities

Elementary School Methods I 11 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.

EDUC-400 Independent Study in Education 1-5 hours

Investigation of contemporary topics in education through reading, writing, or creative projects. *Prerequisite:* 15 hours in education.

EDUC-440 Special Student Teaching 5 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 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.

SPECIAL EDUCATION COURSES**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-340 Mental Retardation and Developmental Disabilities 5 hours

An overview of the causes and effects of mental retardation and related developmental disabilities in home, school, and community settings.

EDUC-341 Learning Disabilities and Behavior Disorders 5 hours

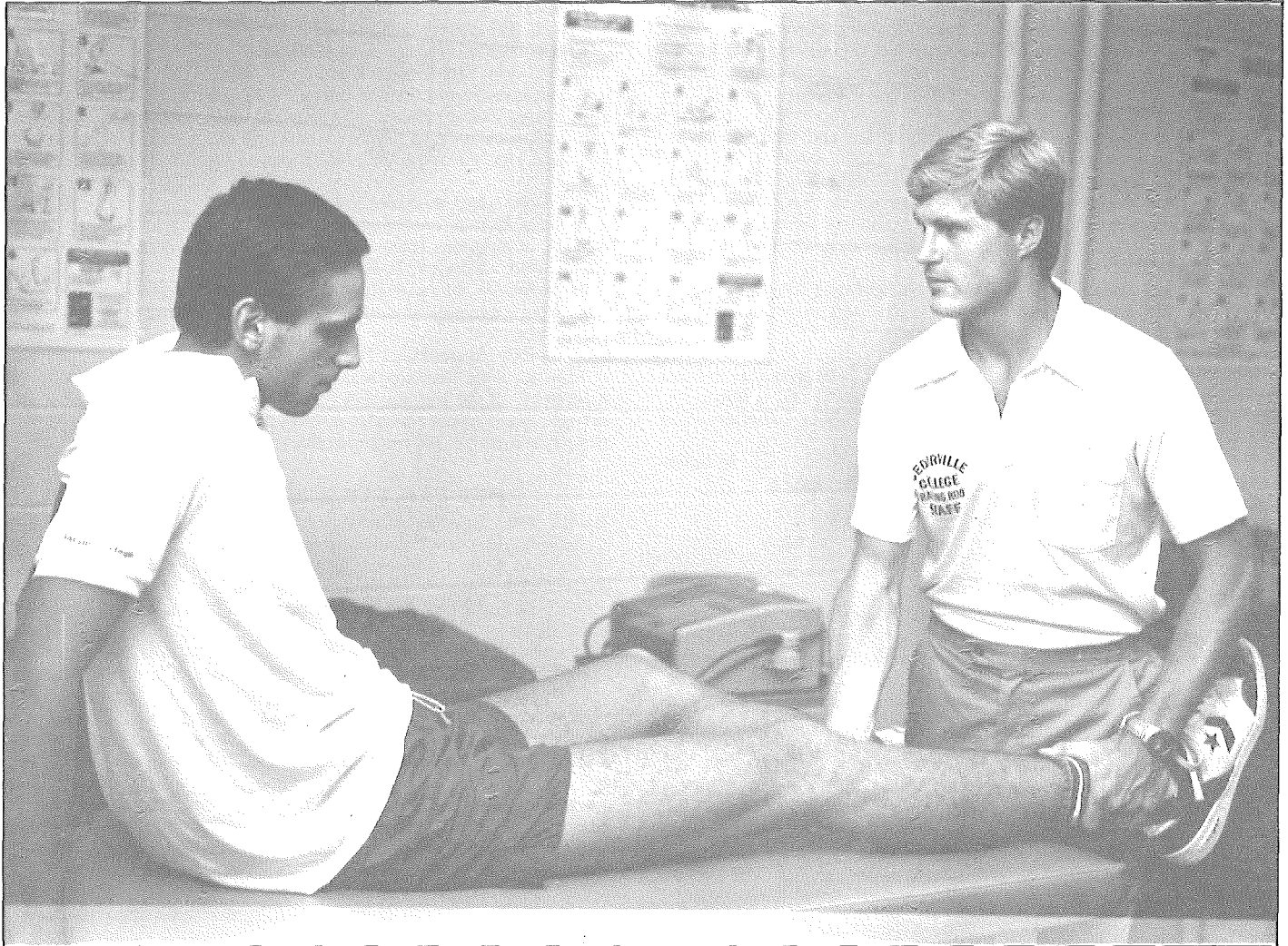
An overview of the specific problems of and major remedial approaches to children with learning disabilities and behavior disorders.

EDUC-415 Adminstrating Special Education in the Christian School 5 hours

An analysis of the administrative concerns and techniques of administering special education programs in the Christian school. Program organization, budgeting, classroom and resource needs, discipline, student placement, and interschool concerns are reviewed.

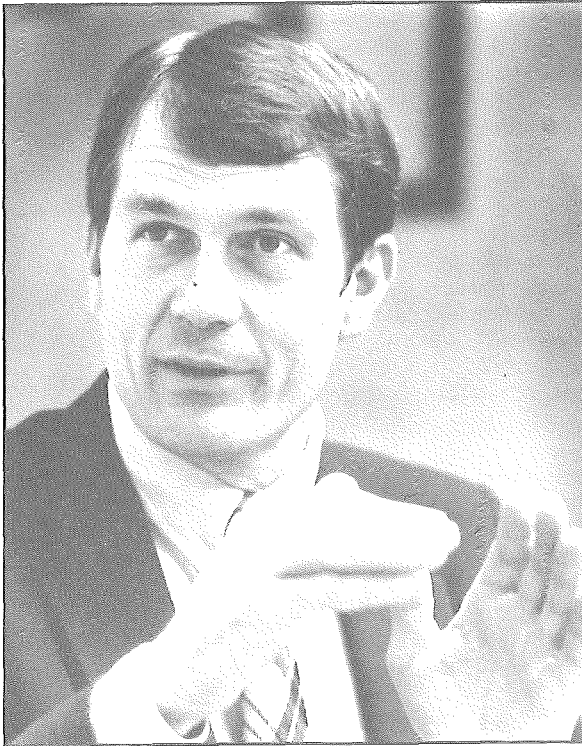
PEM-362 Adapted Physical Education 5 hours

(See the Department of Health and Physical Education section of the catalog.)



Evan Hellwig, a certified athletic trainer and licensed physical therapist, directs the athletic training program at Cedarville.

Health and Physical Education



John McGillivray, instructor in physical education and head soccer coach, recently served as president of the NAIA Soccer Coaches Association.

"My four years were important to me, both personally and professionally. The professors and coaches were very influential in my life. My education there adequately prepared me for graduate school and for the position I have now."

Kim Gall '78
Women's Athletic Director
Geneva College
Beaver Falls, Pennsylvania

The "Adapted Physical Education" course provides a unique feature: Students enhance their teaching skills through extensive contact with physically and mentally handicapped students.



Professor: Donald Callan, *Chairman*, Pamela S. Diehl
Associate Professors: Elvin R. King, John A. McGillivray
Assistant Professors: Elaine L. Brown; Evan D. Hellwig,

Part-time Faculty: David Cremean, Bob Fires, Rebecca Kuhn,
 Mark Mathews, Sandra Schlappi, Elizabeth Shearer,
 Roscoe Smith

This department seeks to provide a program of physical development and education in the fundamentals of organized play, a sense of good sportsmanship in the total development of wholesome and effective Christian character, and a course of study designed to aid those looking forward to a career in teaching health and physical education or to coaching athletics or related fields.

Theory courses, along with practical experience, are designed to prepare students for work in physical education, athletic training, various fields of camping, recreation, or to administer youth activities in churches and youth organizations.

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.

Students taking physical education for fulfillment of the general education requirement must take PEF-199 Physical Activity and the Christian Life, and any two activity courses. A variety of courses in different areas is offered and is designed to develop knowledge and skills for lifelong activity. Each course has an activity units requirement.

Requirements for a Major in Physical Education leading to a Provisional Special Certificate (Teaching Certificate for K-12)
 Seventy-six quarter hours including:

- PEI-100 through PES-213 Major Skills Classes 11 including:
- PES-170 through PES-174 Swimming(1)
- PEF-199 Physical Activity and the Christian Life
- PES-201 or PES-202 Apparatus I
- PES-203 or PES-204 Apparatus II
- PER-210 Rhythmic

PES-212 Tumbling Team Sport Team Sport Individual Sport Individual Sport Outdoor Activity Elective	
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
PEM-260 Physical Education in Elementary School	5
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
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-395 Methods of Teaching Physical Education	4
*PEM-396 Field Experience	6
PEM-480 Organization and Administration of Physical Education	3
PEM-485 Evaluation in Physical Education	1
PEI-100 through PEM-499 elective(s)	3
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-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading & Thinking in the Content Areas	4
*EDUC-450 Supervised Teaching and Seminar	16
	<u>33</u>

*Prerequisite is admission to the Teacher Education Program.
 In addition to these class requirements, students are required to assist in a physical education activity class for one quarter.

Physical Education Curriculum (for teaching K-12)

Comprehensive Teaching major in Physical Education requirements	76
Professional Education requirements	33
Electives	5
General Education requirements	78
	<u>192</u>

Major in Physical Education (for teaching K-12)

(suggested schedule by year)

First year:

PEF-199 Physical Activity and the Christian Life	1
PES-212 Tumbling	1
PES-201 or PES-202 Apparatus I	1
PES-203 or PES-204 Apparatus II	1
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
BEOT-101 Old Testament Survey	5
BENT-102 New Testament Survey	5
ENG-110 English Composition I	5
ENG-140 English Composition II	5
HUM-140 Introduction to the Humanities	5
Biology elective	5
	<u>48</u>

Second year:

Activity classes	3
PER-210 Rhythmics	1
PES-170 through PES-176 Swimming	1
*PEH-313 School Health Program	4
*PEM-363 Movement Education	3
BIO-216, *BIO-217 Human Anatomy and Physiology	10
PEM-485 Evaluation in Physical Education	1
EDUC-201 Preliminary Study Involvement	0
EDUC-236 The Learner and the Learning Process	5
BETH-230 Theology Survey	5
COM-110 Fundamentals of Speech	5
Mathematics elective	5
Social Science elective	5
	<u>48</u>

Third year:

PEM-362 Adapted Physical Education	5
PEM-390 Physiology of Exercise	4
EDUC-321 Philosophy of Education	3
PEM-395 Methods of Teaching Physical Education	4
PEM-396 Field Experience	6
EDUC-350 Reading & Thinking in the Content Areas	4
Literature elective	5
PEM-392 Kinesiology	3
BEPT-340 Baptist History	3
Literature elective	5
Physical Science elective	5
GSS-100 Foundations of Social Science	5
Coaching elective	3
*PEM-260 Physical Education in Elementary School	5
	<u>48</u>

Fourth year:

Activity classes	2
PEM-393 Principles of Physical Education	3
PEM-480 Organization and Administration	3
Elective	3
PEM-395 Methods of Teaching Physical Education	4
PEM-396 Field Experience	6
EDUC-450 Supervised Student Teaching	15
Bible electives	6-8
History elective	3
	<u>47-49</u>

*These courses are not required for a major in physical education leading to a Provisional High School Certificate. (Teaching certificate for grades seven to twelve)

Requirements for a Major in Physical Education

with a Secondary Teaching Field. Sixty hours including:

PEF-100 through PES-213 Major Skills Classes	11
including:	
PES-170 through PES-174 Swimming (1)	
PEF-199 Physical Activity and the Christian Life	
PES-201 or PES-202 Apparatus I	
PES-203 or PES-204 Apparatus II	
PER-210 Rhythmics	

PES-212 Tumbling	
Team Sport	
Team Sport	
Individual Sport	
Individual Sport	
Outdoor Activity	
Elective	
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
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-395 Methods of Teaching Physical Education	4
*PEM-396 Field Experience	6
PEM-480 Organization and Administration of Physical Education	3
PEM-485 Evaluation in Physical Education	1
PEF-100 through PEM-499 electives	8

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-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading & Thinking in the Content Area	4
*EDUC-450 Supervised Teaching Seminar	16
	33

*Prerequisite is admission to the Teacher Education Program.

In addition to these class requirements, students are required to assist in a physical education activity class for one quarter.

Secondary Teaching Major in Physical Education Curriculum	
Secondary Teaching Major in Physical Education requirements	60
Professional Education requirements	33
General Education requirements	83
Electives	16
	<u>192</u>

Requirements for a Major (Non-Teaching) in Physical Education. Sixty-seven quarter hours including:	
PEF-199 Physical Activity and the Christian Life	1
PES-212 Tumbling	1
PER-210 Rhythmics	1
PES-170 through PES-176 Swimming	1
Activity courses including	4
Team Sport	
Individual Sport	
Outdoor Activity	
PEM-235 Foundations of Physical Education	3
PEM-238 Motor Learning	2
PEM-240 First Aid and Safety Education	3
PEH-245 Health Seminars	6
Stress Management Strategies (2)	
Healthy Life Styles (2)	
Seminar elective (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	4
Psychology elective	5

Physical Education (Non-Teaching) Curriculum	
Non-Teaching Physical Education major requirements	67
General Education requirements	83
Electives	42
	<u>192</u>

Requirements for Health Education leading to a Provisional High School Certificate (teaching certificate for grades seven to twelve)

Fifty-one quarter hours including:

PEF-199 Physical Activity and the Christian Life	1
PEM-240 First Aid and Safety Education	3
PEH-245 Health Seminars (4) (a-i)	8
a. Consumer Health (2)	
b. Healthy Lifestyles (2)	
c. Stress Management Strategies (2)	
d. Nutrition for Health and Weight Control (2)	
e. Death and Dying: Education for Living (2)	
f. Mood-altering Substances (2)	
g. Gerontological Health Issues (2)	
h. Current Issues in Health (2)	
i. 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
Professional Education requirements. Forty-four hours including:	
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of the Exceptional Child	2
EDUC-201 Preliminary Student Involvement	0
EDUC-236 Learner and the Learning Process	4
EDUC-321 Philosophy of Education	3
*EDUC-350 Reading & Thinking in the Content Areas	4
*EDUC-461 Teaching Health	5
*EDUC-396 Field Experience	6
*EDUC-450 Supervised Teaching and Seminar	16

*Prerequisite is admission to the Teacher Education Program.

Note: Health Education is a teaching field, not a major.

Requirements for a Minor in Coaching. 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-355 Basic Athletic Training	3
PEC-367 Fundamentals of Coaching	3
PEC-368 Scientific Basis of Coaching	2
PEM-392 Kinesiology	3
PEC-370-PEC-376 Coaching Elective	3
PEC-495 Internship in Coaching	5

DEPARTMENTAL COURSES

PEI-100 through PEL-198 General Physical Education — 1 hour each quarter

Students may select from a variety of courses offered each quarter. Each course has an aerobics requirement and class participation as major objectives. Courses may include: basketball, racquetball, soccer, softball, volleyball, badminton, self-defense, aerobics, archery, backpacking, bowling, camping, river rafting, cycling, golf, tennis, swimastics, beginning swimming through WSI, rock climbing, and personal exercise program.

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.

PEF-200 through PES-220 Major Skills Classes — 1 hour each quarter

Skill development classes designed for those students having a curricular emphasis in physical education. The following skills classes are required: Physical Activity and the Christian Life (199), Swimming (170-174), Apparatus I (Men - 201, Women - 202); Apparatus II (Men - 203, Women - 204); Rhythmics (210); and Tumbling (212).

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

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.

- PEH-245 Health Seminars (a-i) — Sp 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-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)
- 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.
- 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.
- PEE-283 Recreational Leadership 3 hours**
A survey of the recreational aspects of play for children and adults. Practical work in planning and administering programs for playgrounds, clubs, schools, young people's gatherings, and camps.
- PEO-299 The Teaching of Health and Physical Education — A, W 4 hours**
A basic course for elementary education majors, structured to investigate current trends, methods of instruction, and curriculum designs in health education and physical education at the elementary school level.
- 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.
- PEA-355 Basic Athletic Training 3 hours**
Basic principles of athletic training are discussed such as prevention, management, and rehabilitation of sport related injuries. Adjunct topics of relevance such as nutrition, injury cycle, and psychological aspects are also considered. *Prerequisite:* PEM-240 First Aid and Safety Education.
- PEA-356 Advanced Athletic Training 3 hours**
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, BIO-216 Human Anatomy and Physiology, PEM-390 Physiology of Exercise, PEA-355 Basic Athletic Training
- 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.
- PEC-367 Fundamentals of Coaching 3 hours**
An overview of the philosophy, psychology, organization, and general responsibilities of a coach as it relates to athletics.
- PEC-368 Scientific Basis of Coaching 2 hours**
A practical study of physiological and kinesiological principles of training and their application in 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 which will involve actual coaching experience. Departmental approval is required in advance.
- 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.
- PEM-461 School Health Instruction — 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.

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 hypothesis 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**1 hour**

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.

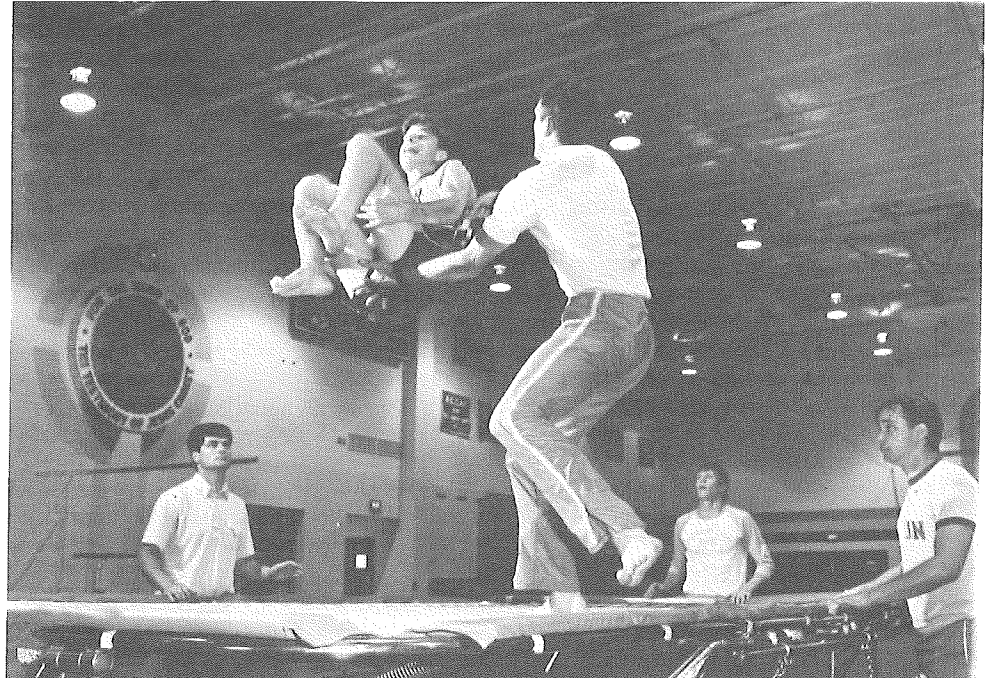
PEE-490 Independent Study in Physical Education**1-4 hours**

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.

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 of credit to be granted.

Physical education classes benefit from the spacious Athletic Center which houses five basketball courts, three racquetball courts, two tennis courts, and a one-tenth mile indoor track.

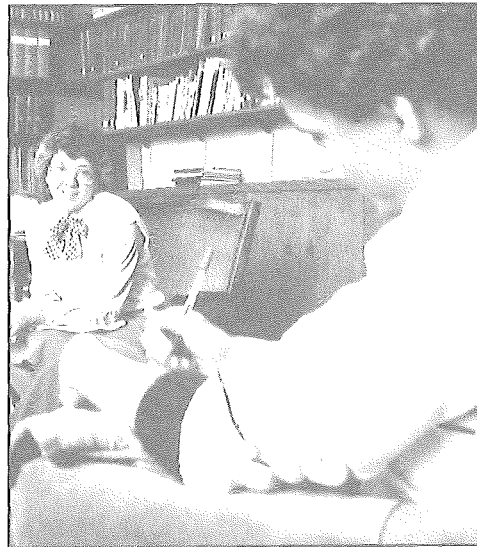
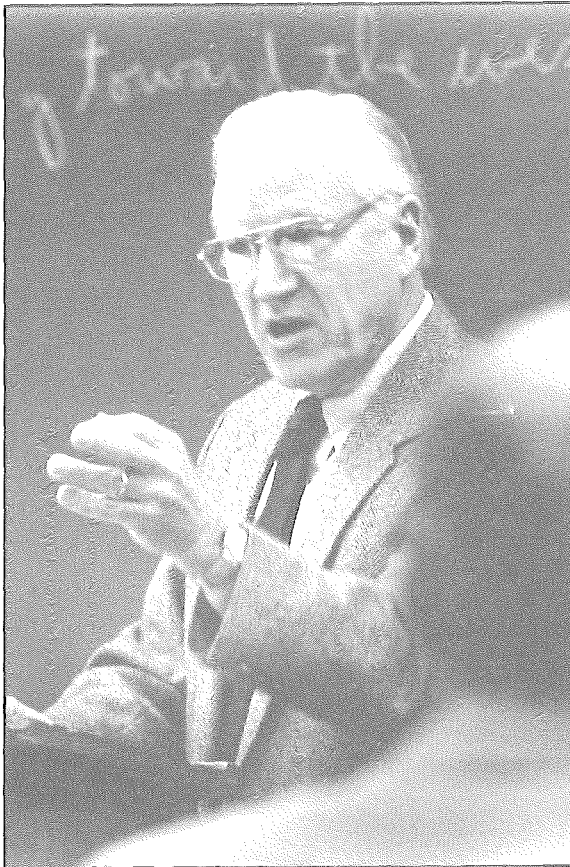




A former "Teacher of the Year" in the Tennessee public school system, Pat Dixon teaches secondary English teaching methods and freshman writing courses.

Language and Literature

Edward Greenwood, a popular freshman composition instructor, also teaches courses in British literature.



Many upper-level foreign language classes enjoy close faculty-student interaction like this one taught by Barbara Loach.

"The Language and Literature Department aims to produce writers who are evidential, readers who are analytical, and persons whose lifestyles are biblical. The curriculum, therefore, is not a mindless cloning of trendy, secular modalities but a deliberate, considered integration of the phenomena of language with the principles of the eternal Word."

Raymond Barholomew
Chair, Department of Language and Literature

Professors: Raymond E. Bartholomew, *Chairman*;

Edward L. Greenwood, Edward E. Spencer

Associate Professors: Harmon Bergen, Pat L. Dixon,
Ronald M. Grosh

Assistant Professors: Sandra Harner, Barbara L. Loach

Part-time Faculty: Lynn A. Brock, Nancy Hayes

The Language and Literature Department is comprised of English Language; World, English, and American Literature; and Spanish, German, and French language studies.

The department 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.

Students who choose English as a major are expected to acquire a high level of competency in the discipline of the English language.

Requirements for a Major in English. 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 Curriculum

English major requirements	70
General Education Requirements	66
Electives	<u>56</u>
	192

Requirements for a Major in English with an Emphasis in Secondary Education. 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

English/Secondary Education Curriculum

English major requirements	59
General Education requirements	66
Education requirements	46
Electives	<u>21</u>
	192

Requirements for a Major in English with an Emphasis in Professional Writing. Seventy quarter hours including:

<i>English:</i>	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	15
<i>*Professional Writing:</i>	20
PWRT-211 Style and Mechanics for Writers	3
PWRT-312 Professional Writing	5
PWRT-313 High Technology for Professional Writers	3
PWRT-414 Report Writing	5
PWRT-415 Advanced Professional Writing	4

*Emphasis must begin Fall Quarter of the junior year

English/Professional Writing Curriculum

English major requirements	70
General Education requirements	66
Electives	<u>56</u>
	192

Requirements for a Minor in English. Twenty-four hours including:

ENG-140 English Composition II	5
LIT-231 World Literature	5
Electives in English	14

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 intel-

ligently in a number of cultural contexts.

The general education requirement in foreign language is met 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.

Requirements for a Major in Spanish. 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 400-level Spanish literature courses	13

Spanish Curriculum

Spanish major requirements	48
General Education Requirements	81
Electives	<u>63</u>
	192

Requirements for a Minor in Spanish. Thirty-three 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

Requirements for a Minor in German. 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

DEPARTMENTAL COURSES ENGLISH LANGUAGE

ENG-110 English Composition I — A, W, Sp, Su 5 hours

Emphasis is placed on vocabulary building, 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-222 Advanced Composition for Elementary Teachers — A, W, Sp 3 hours

Designed to give the elementary teacher further practice in sentence structure and paragraphing. *Prerequisite:* ENG-140 English Composition II.

ENG-223 Advanced Composition — W, 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 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 — Sp 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
(See Speech Communications for description)
Can be applied to meet English or speech requirements, but not both fields for the same student. *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-221 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 oral and written communication with the use of effective visuals.
- PWRT-313 High Technology for Professional Writers** 3 hours
Two of the class hours per week are held in the micro-computer lab. Students use IBM PCs to prepare brochures, corporate newsletters, manuals, and other writing assignments. In addition, guest speakers lecture on The Technical Writer and engineering, electronics, and computers.
- 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
An on-the-job simulation of work for which technical writers are responsible with an emphasis on deadlines, accuracy, effective, professional communication; résumé preparation and practice in job interviews; preparation for professionalism.
- *Emphasis must begin Fall Quarter of the junior year.

SPANISH

- SPAN-171, SPAN-172, SPAN-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, SPAN-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 nonmajors or minors.

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 the purposes and objectives along with methods used in the secondary level foreign language classroom. *Prerequisite*: Admission to the Teacher Education Program.

SPAN-372, SPAN-373 Masterpieces of Spanish Literature — W, Sp
4 hours each quarter

Covers major 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-415 Topics in Foreign Language — F 3 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 six 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)

GERMAN

GER-181, GER-182, GER-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, GER-282, GER-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, FREN-192, FREN-193 Elementary French
5 hours each quarter

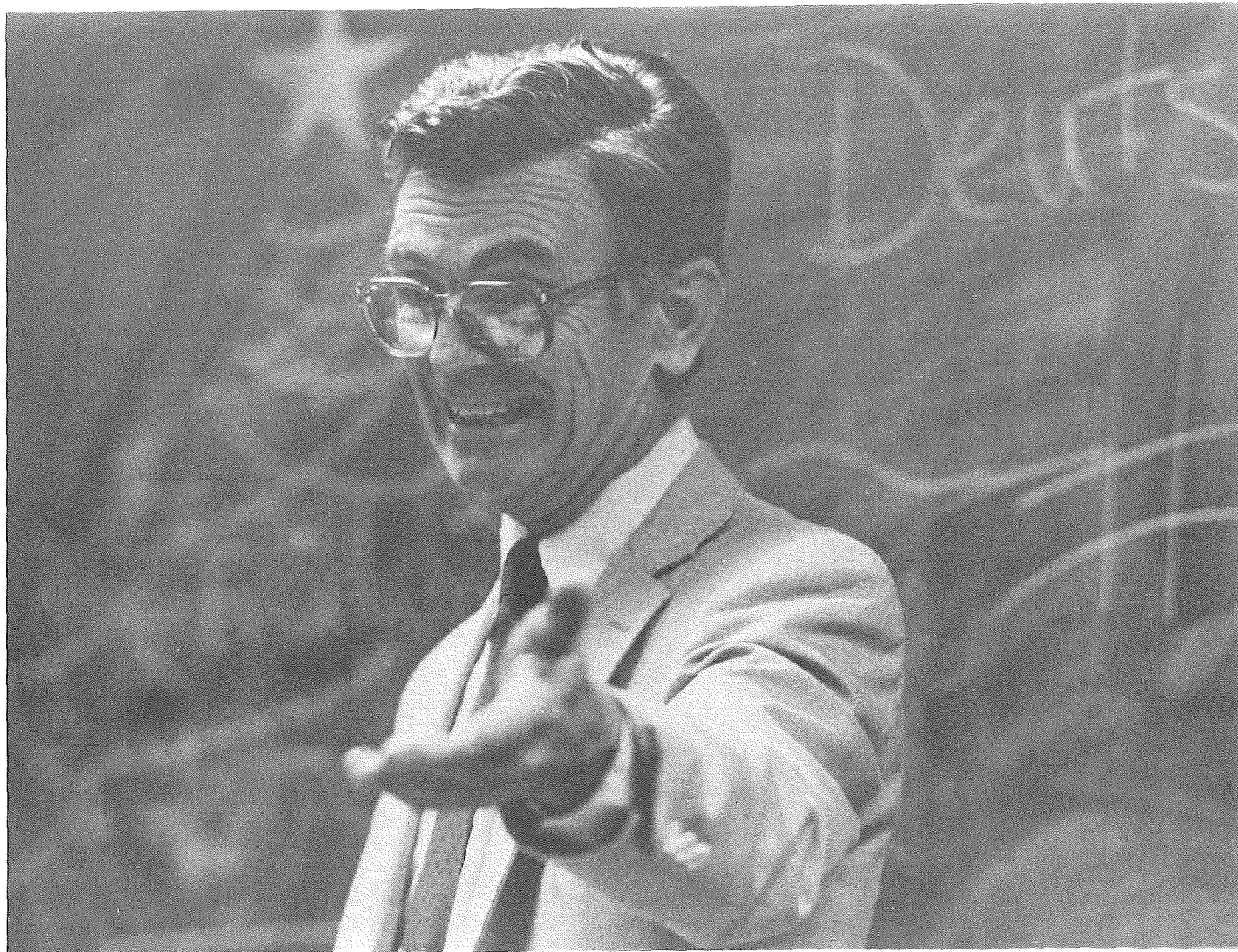
Development of basic skills in reading, writing, speaking and listening in French, along with an introduction to French culture.

SPAN-462, SPAN-463 Hispanic 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-470 Independent Study in Spanish 1-4 hours

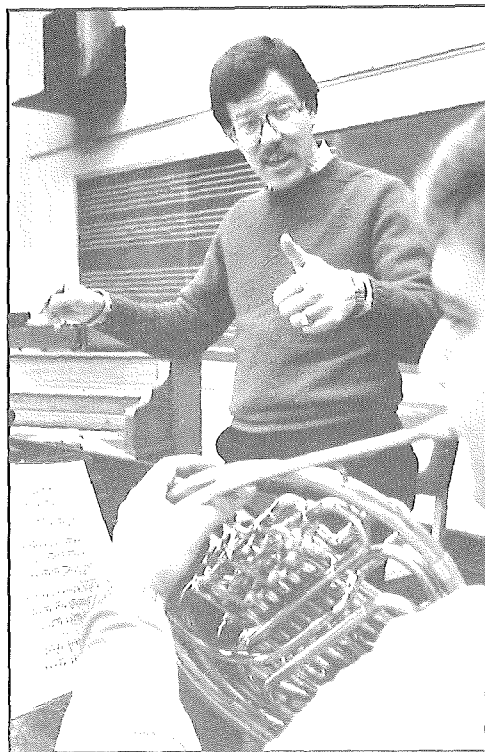
Independent and intensive study in a particular area of the Spanish language, literature, or culture for individual students who demonstrate special interests and ability.



Harmon Bergen, instructor in foreign language, initiated and coordinates the annual German language study tour of Europe each summer.



The 80-voice Centennial Choir and the Symphonic Band joined pianists Ovid Young and Stephen Nielson in presenting "A Psalm Trilogy." Mr. Young composed the piece for the occasion of the College's Centennial Charter Day, January 26, 1987.



Charles Pagnard, coordinator of instrumental studies and director of Brass Choir, also serves as principal trumpet for the Dayton Philharmonic Orchestra.

"After hearing your band perform at the 1986 CIDA national conference, I must say that you have one of the finest college bands in the country."

John W. Taylor
CIDA Midwest Regional
Representative



Computer assisted instruction helps music students master concepts in music theory.

Professors: Charles L. Ellington, David L. Matson, *Chairman*
Lyle J. Anderson

Associate Professor: Michael P. DiCuirci

Assistant Professors: Charles R. Clevenger, Philip L. McClure,
Charles M. Pagnard

Adjunct Faculty: Advanced composition studies with a composer-in-residence, together with private study with artist teachers, including some principals and members of both the Springfield (Ohio) Symphony Orchestra and the Dayton Philharmonic Orchestra, as well as other professional instrumentalists and vocalists, provide direct exposure to and encouragement for the highest level of solo performance.

Majors Offered

Music History (B.A.)

Theory/Composition (B.A.)

Performance (B.A.)

Church Music (B.A.)

Music Education (B.M.E.)

The Music Department seeks to glorify God through the development of the whole man (spiritually, academically, artistically, socially); to develop in the evangelical Christian a better appreciation and understanding of God's creation which includes all of the arts (musical, visual, literary, and dramatic); to provide a variety of musical experiences with emphasis on the study and performance of selected musical literature representative of a wide range of periods, styles, nationalities, forms, composers, and media; to help students to discover and develop aptitude and to encourage them in further study; to increase the students' understanding of the art of music and its place in contemporary life.

Auditions

Applicants for the music programs follow the standard application procedure for the college, but they are admitted to the music programs by audition. Audition requirements may be obtained by writing to the Department of Music.

Music Placement

All students who enroll in any of the various programs offered by the music department must take a Music Placement Examination to complete registration. This is administered during college week in the fall.

Sophomore Review

All majors must meet the requirements established by the department for sophomore-level performance proficiency in their recital area in order to continue in the music program. This review will be held at the end of the spring quarter of the sophomore year.

Junior Oral Exam

All majors meet before a committee comprised of music faculty members during the spring quarter of the junior year. This junior seminar requires the individual to exhibit satisfactory knowledge of content within his discipline.

Piano Proficiency

All majors and minors are expected to meet the minimum proficiency standards for piano as established by the department. This proficiency should be demonstrated by the end of the junior year. Piano proficiency standards may be obtained by writing to the Department of Music.

Senior Recital

All 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 given during the individual's senior year.

Scholarships

Scholarship assistance is available to music majors who qualify on the basis of academic record and audition. Additional academic scholarships and other types of financial aid are available to qualified individuals through the Office of Financial Aid.

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

Requirements for a Major in Music. Seventy quarter hours including core courses and emphasis.

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
CDMU-260 Conducting I	3
HLMU-331, HLMU-332, HLMU-333 Music History I, II, III	12
CDMU-362 Conducting II	3
or	
CDMU-363 Conducting III	3
Private Performance	10
Ensemble Performance	6

Plus one of the following areas of emphasis:

Emphasis: 12-20

selected from:

Music Theory

THMU-214 Functional Piano	3
THMU-310 Counterpoint	3
THMU-311 Form and Analysis	3
PFMU-413 Orchestration	3

Music History

HLMU-335 Symphonic Literature	4
GMUS-400 Music Seminar	4
GMUS-410B Independent Study in Music	4

Performance

THMU-214 Functional Piano	3
THMU-311 Form and Analysis	3
PFMU-365 Accompanying (keyboard majors)	3
EDMU-373 Vocal Methods (voice majors)	5
Additional hours in recital area	6
Second performance area	3

Requirements for a Minor in Music. 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, GMUS-333 Music History II or III	4
Private Performance	3
Ensemble Performance	2

Requirements for a Major in Church Music.

Choral Track: one hundred and three quarter hours plus eighty-six quarter hours general education 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-183 Piano Class I	1
CHMU-200 The Christian at Worship	3
CHMU-201 Church Music PSI	0
CHMU-202 Handbell Seminar	2
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-215 Piano Class II (Hymn Playing)	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	4
HLMU-333 Music History III	4
HLMU-350 History and Administration of Church Music	5
EDMU-353 Music Methods and Materials for Children and Youth	3
CDMU-363 Conducting III	3
PFMU-365 Chorale Repertoire and Practicum	3
EDMU-373 Vocal Methods	5
Private Performance	10
Ensemble Performance	6
PFMU-490 Senior Recital	0
CHMU-499 Church Music Internship	15

Instrumental Track: one hundred and four quarter hours plus eighty-six quarter hours of general education 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	THMU-212 Theory V	4
CLMU-183 Piano Class I	1	THMU-214 Functional Piano	3
CLMU-185 Voice Class I	1	CHMU-250 Hymnology	3
CLMU-186 Voice Class II	2	CHMU-253 Songleading	2
CHMU-200 The Christian at Worship	3	CDMU-260 Conducting I	3
CHMU-201 Church Music PSI	0	HLMU-332 Music History II	4
CHMU-202 Handbell Seminar	2	HLMU-333 Music History III	4
CHMU-204 Instrumental Ensemble in the Church	2	HLMU-350 History and Administration of Church Music	5
CHMU-205 Audio Resources for the Church	2	EDMU-353 Music Methods and Materials for Children and Youth	3
THMU-214 Functional Piano	3	PFMU-365 Choral Repertoire and Practicum	3
CHMU-250 Hymnology	3	EDMU-373 Vocal Methods	5
CHMU-253 Song Leading	2	Private Performance	10
CDMU-260 Conducting I	3	Ensemble Performance	6
HLMU-332 Music History II	4	PFMU-490 Senior Recital	0
HLMU-333 Music History III	4	CHMU-499 Church Music Internship	15
HLMU-350 History and Administration of Church Music	5		
EDMU-353 Music Methods and Materials for Children and Youth	3		
CDMU-362 Conducting II	3		
CDMU-363 Conducting III	3		
PFMU-365 Choral Repertoire and Practicum	3		
EDMU-373 Vocal Methods	5		
Private Performance	10		
Ensemble Performance	6		
PFMU-413 Orchestration	3		
PFMU-490 Senior Recital	0		
CHMU-499 Church Music Internship	15		

Keyboard Track: one hundred quarter hours plus eighty-six quarter hours of general education 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-202 Handbell Seminar	2
CHMU-204 Instrumental Ensemble in the Church	2
CHMU-205 Audio Resources for the Church	2
EDMU-210 Piano Seminar (Advanced Hymn Playing)	2

Requirements for a Minor in Church Music. Twenty-four quarter hours including:

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-205 Audio Resources for the Church	2
CHMU-250 Hymnology	3
CHMU-253 Song Leading	2
CHMU-260 Conducting I	3
HLMU-350 History and Administration of Church Music	5
EDMU-353 Music Materials and Methods for Children and Youth	3

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.

Requirements for a second teaching field in Secondary Music Education. (This program does not fulfill the requirements for a major in secondary music education.) 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-185 Voice Class I (non-majors)	1	THMU-111, THMU-112, THMU-113 Theory II, III, IV	9
CDMU-260 Conducting I	3	THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6
EDMU-273 Wind and Percussion Methods	3	CLMU-185 Voice Class (non-major)	1
Private Performance	3	CLMU-186 Voice Class	2
Ensemble Performance	3	Five courses from:	
EDMU-372 Music for the Secondary Teacher	4	EDMU-187 High Brass Methods	2
EDMU-374 Music for the Middle School	3	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

Requirements for a Bachelor of Arts: Secondary Music Education.

Choral Track: one hundred and ten quarter hours including Methods and Education Department requirements:

GMUS-100 Orientation	1	THMU-214 Functional Piano	3
GMUS-103 Recital and Program Attendance (each quarter)	0	CDMU-260 Conducting I	3
THMU-111, THMU-112, THMU-113 Theory II, III, IV	9	EDMU-273 Wind and Percussion Methods	3
THMU-114, THMU-115, THMU-116 Aural Skills II, III, IV	6	HLMU-331, EDMU-332, EDMU-333 Music History I, II, III	12
THMU-212, EDMU-213 Theory V, VI	8	CDMU-363 Conducting III	3
THMU-214 Functional Piano	3	EDMU-372 Music for Secondary Teachers	4
CDMU-260 Conducting I	3	EDMU-373 Vocal Methods	5
EDMU-273 Wind and Percussion Methods	3	Private Performance	10
HLMU-331, EDMU-332, EDMU-333 Music History I, II, III	12	Ensemble Performance	6
CDMU-363 Conducting III	3	EDUC-100 Introduction to Education	2
EDMU-372 Music for Secondary Teachers	4	EDUC-101 Field Experience	2
EDMU-373 Vocal Methods	5	EDUC-102 Education of Exceptional Children	2
Private Performance	10	EDUC-201 Preliminary Student Involvement	0
Ensemble Performance	6	EDUC-236 The Learner and the Learning Process	5
EDUC-100 Introduction to Education	2	*EDUC-305 Junior Practicum	5
EDUC-101 Field Experience	2	*EDUC-321 Philosophy of Education	3
EDUC-102 Education of Exceptional Children	2	*EDUC-350 Reading in the Content Areas	3
EDUC-201 Preliminary Student Involvement	0	*EDUC-450 Supervised Student Teaching and Seminar	15
EDUC-236 The Learner and the Learning Process	5	*Requires admission to Teacher Education Program	
*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		

Instrumental Track: one hundred and eighteen quarter hours including Methods and Education Department requirements:

GMUS-100 Orientation	1
GMUS-103 Recital and Program Attendance (each quarter)	0

Bachelor of Music Education

The following courses are required for the Bachelor of Music Education degree and also for the Special Music Certificate which enables one to teach vocal, instrumental, or general music in the schools in grades kindergarten through twelve. A student may elect either a choral or an instrumental track of study.

Choral Track: one hundred and nineteen quarter hours including Methods and Education Department requirements:

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
EDMU-193 High String 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
Private Performance	10
Ensemble Performance	6
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	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

*Requires admission to Teacher Education Program

Instrumental Track: one hundred and twenty-eight quarter hours including Methods and Education Department requirements:

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 (non-major)	1
CLMU-186 Voice Class	2

Five courses from:

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-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 The Instrumental Teacher	3
PFMU-413 Orchestration	3
Private Performance	10
Ensemble Performance	6
EDUC-100 Introduction to Education	2
EDUC-101 Field Experience	2
EDUC-102 Education of Exceptional Children	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

*Requires admission to Teacher Education Program

DEPARTMENTAL COURSES

- GMUS-100 Orientation — A** **1 hour**
A basic introduction to the department of music, its philosophy, programs, and procedures. Required of all freshman music majors and minors.
- GMUS-103 Program and Recital Attendance — A, W, Sp** **0 hours**
Credit is received by music majors and minors who attend the required number of artist series programs, general recitals, senior recitals, and faculty recitals each quarter.
- HUM-140 Introduction to the Humanities — A, W, Sp, Su** **5 hours**
Consideration of the relationship of music, art, and literature to the dominant cultural, religious, and philosophical trends and their relationship to Christian theism.

- CHMU-200 The Christian at Worship — Sp** 3 hours
A study of worship as recorded in the Old and New Testaments with primary emphasis upon individual and corporate worship in the contemporary fundamental church.
- 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, choral arranging, band arranging, performance practices. Others as interest demands. *Prerequisite:* Permission of the Music Department.
- GMUS-410 Independent Study in Music — A, W, Sp** 1-4 hours
Registration may be repeated. *Prerequisite:* Permission of the Music Department.
- | | |
|---------------------------|--------------------|
| A. Theory and Composition | D. Music Education |
| B. History and Literature | E. Applied Music |
| C. Church Music | |
- PFMU-490 Senior Recital — A, W, Sp** 0 hours
A senior recital is required of all music majors as partial fulfillment of degree requirements. The date for the recital and the repertoire will be determined by the performance instructor. A recital fee of \$70 is charged the quarter the recital is to be performed.

CHURCH MUSIC

- CHMU-201 Preliminary Student Involvement — A, W, Sp, Su** 0 hours
Each student 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-202 Seminar — Handbells — Sp** 2 hours
An introduction to handbells, their use in the church, school and community, the choice and maintenance of equipment, and the development of effective ringing technique. (even years)
- CHMU-203 Seminar — Instrumental Ensembles in the Church — A** 2 hours
An introduction to the importance of instrumental music in the church. The study of the development of small wind and brass ensembles, large ensembles, repertoire, and the function of ensembles in worship and Christian education. (odd years)

- CHMU-204 Seminar — 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. (even years)
- CHMU-210 Piano Seminar — Sp** 2 hours
A seminar for advanced church keyboard musicians. Half of the class sessions are devoted to student demonstrations and analysis of individual hymn-playing styles. Subsequent sessions will deal with a wide range of topics which include hymnals, hymn-arranging, working with publishers, advanced modulation and improvisation techniques, and philosophies of keyboard worship. *Prerequisite:* Piano Class II or Diagnostic test-out. (odd years)
- CHMU-250 Hymnology — W** 3 hours
A 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
Hymn conducting, duties of a song leader, and an evaluation of Protestant church music. 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 music program of the church. A biblical foundation of church music. (odd years)
- CHMU-353 Music Methods and Materials for Children and Youth — Sp** 3 hours
The establishment of the graded music ministry in the local church, particularly the grades choir system 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:* HLMU-350 History and Administration of Church Music. (odd years)
- CHMU-499 Church Music Internship — A, W, Sp, Su** 5-15 hours
Senior church music majors and minors engage in church music activity in a local church under the supervision of one faculty member of the Department of Music. The department determines the number of credit hours that will be given. *Prerequisite:* Completion of all courses in the Church Music program and senior classification.

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.

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.

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.

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-310 Counterpoint — A 3 hours

A survey of polyphonic music of the 18th century including analysis and experimental writing of species counterpoint, canons, two-part inventions, fugal expositions, and trio sonata movements. *Prerequisite:* THMU-212, THMU-213 Theory V, VI. (odd years)

THMU-311 Form and Analysis — A 3 hours

A study of the structure of music approached through analysis of representative works. *Prerequisite:* THMU-212, THMU-213 Theory V, VI. (even years)

THMU-413 Orchestration — A 3 hours

A development of skills in scoring for various instrumental groups. *Prerequisite:* THMU-212, THMU-213 Theory V, VI.

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 study of the music of western civilization traced from the time of Beethoven to the present.

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)

MUSIC EDUCATION

EDMU-187 High Brass Methods — A 2 hours

Historical background, pedagogical and performance techniques of trumpet and French horn. (odd years)

EDMU-188 Low Brass Methods — A 2 hours

Historical background, pedagogical and performance techniques of trombone, baritone, and tuba. (even years)

EDMU-191 Woodwind Methods (Single Reed) — W 2 hours
Historical background, pedagogical and performance techniques of clarinet, saxophone, and flute. (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. (odd years)

EDMU-194 Low String Methods — Sp 2 hours
Concentration on the methods and techniques used in playing the cello and string bass. (even years)

EDMU-195 Percussion Methods — A 2 hours
Concentration in snare drum techniques and an introduction to tympani and tuned percussion methods. (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. (even years)

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.

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.

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.

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. (odd years)

EDMU-377 The Instrumental Teacher — A 3 hours
Philosophy, learning processes, organizational problems, and field experience in instrumental teaching throughout the school system. *Prerequisite:* Permission of the instructor. (even years)

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. *Prerequisite:* CDMU-260 Conducting I. (odd years)

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-281 Organ — A, W, Sp	1 or 2 hours each quarter
PLMU-283 Piano — A, W, Sp	1 or 2 hours each quarter
PLMU-285 Voice — A, W, Sp	1 or 2 hours each quarter
PLMU-287 Brass — A, W, Sp	1 or 2 hours each quarter
PLMU-291 Woodwind — A, W, Sp	1 or 2 hours each quarter

- PLMU-293 String — A, W, Sp 1 or 2 hours each quarter
 PLMU-295 Percussion — A, W, Sp 1 or 2 hours each quarter

Class Study

- CLMU-183 Piano Class I — A, W, Sp 1 hour

Group instruction in piano fundamentals including reading of the grand staff, development of keyboard motor skills, counting, ensemble playing, elementary transposition, reading easy hymn-arrangements, and playing from the hymnal. Repeatable.

- CLMU-184 Piano class II — W 1 hour

Group instruction in essential hymn playing and accompanying skills including congregational style improvisation, accompanying from the hymnal, sightreading, and transposition.

- CLMU-185 Voice Class — A, W, Sp 1 hour

Majors

Designed for the entering freshman level music major who anticipates using voice as his major or proficiency performance area. The class meets for two hours each week during the autumn quarter, one hour of class together with private instruction the winter and spring quarter. Instruction is devoted to basic vocal technique and beginning repertoire. Repeatable. *Prerequisite:* Audition.

Non-majors

Intended for the general student who wishes to learn the basic essentials of vocal production and to apply them to his own instrument toward greater facility of vocal expression through singing.

- CLMU-186 Voice Class — W 2 hours

Continued vocal instruction with an emphasis upon pedagogical techniques developed through laboratory experience. This course is designed for the instrumental major pursuing either secondary music education or the BME degree as well as for non-majors desiring further vocal study. *Prerequisite:* CLMU-185 Voice Class.

Ensembles

- 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 consists 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 per-

formed 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.

Small 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. Opportunities may include:

- 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

- PFMU-397 Symphonic Band — A, W, Sp 0-1 hour

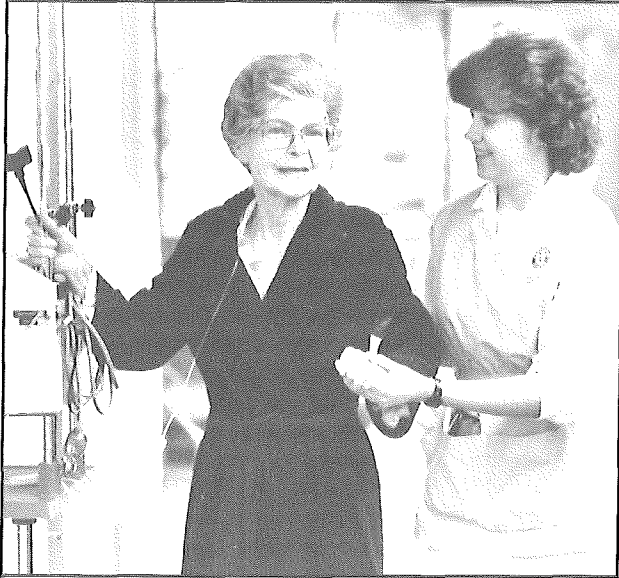


Lyle Anderson, experienced soloist and popular church musician, directs the Concert Chorale and coordinates the church music program.



On-site clinical instruction is provided by Cedarville nursing faculty like Mark Klimek, a specialist in medical surgical nursing.

Nursing



Over a dozen medical facilities serve as sites for nursing clinical instruction.



Bringing short-term missions and several years of teaching experience to the classroom, Maureen Salladay teaches courses in community health nursing.

"When you study nursing at Cedarville College you have the opportunity to study nursing from a Christian perspective. We teach you decision making and critical thinking, and then encourage you, not just to be a nurse who can do, but to be a nurse who can BE."

Irene Alyn, Ph.D.
Chair, Department of Nursing

Professor: Irene B. Alynn, *Chairman*
Assistant Professors: Lois K. Baker, Janet A. Bauer,
Charlotte M. Crawford, Mark R. Klimek,
Maureen O. Salladay, Ruth E. Slocum
Part-time Faculty: Sharon A. Stanley

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.

Department of Nursing Philosophy

The philosophy of the faculty of the Department of Nursing is consistent with the mission of Cedarville College and the profession of nursing. Thus, the faculty are committed to continuing their own and their students' learning and to the belief that the individual has intrinsic value because each person is created in the image of God. Faculty believe that nursing is an expression of the God-like attributes of compassion, nurturing, and giving. We believe that a lifestyle which affirms the sovereignty of God in life's events facilitates adaptation and influences health.

People are continually changing and adapting as they interact with their internal and external environments. Preservation of an individual's health implies concern for one's being – spiritual, mental, physical, and social. Application of beliefs about people, health, societal systems, adaptation, and critical thinking provides a framework for nursing care of individuals, families, and communities.

Health is a dynamic state along a Wellness-Illness Continuum. The level of health is determined by the ability to adapt to alterations in or to influence the environment. The health care system is one component of the society or setting in which people live, learn, and work. All individuals should have access to quality health care and recognize their corresponding responsibility to maintain their own health. The goal of health care is to assist

people to achieve optimal levels of health in a rapidly changing, multidimensional society.

Baccalaureate nursing prepares liberally educated persons to function as professional nurses in a variety of nursing roles and health care settings. These nurses consistently and systematically apply knowledge and theories to assist individuals of all ages, families, and communities to attain, maintain, and/or regain optimal health. Functions assumed by baccalaureate nurses are health screening, health supervision, caregiving, teaching, counseling, and management/leadership. Implementation of these roles requires a holistic approach involving communication skills, therapeutic use of self, psychomotor skills, and critical thinking. Nurses should assume leadership both independently and interdependently with other health providers in improving health care and in planning to meet future health needs.

Teaching strategies in baccalaureate nursing education are organized to involve the student in a reciprocal teaching-learning process that permits and stimulates constant and continuous growth as a person. The baccalaureate degree program provides a base for graduate education. Faculty facilitate learning by serving as scholar-role models in clinical practice and classroom settings, as resource persons for validation of content and procedures, and as providers of a variety of learning experiences. Faculty attempt to be persons whose professional and personal conduct reflect behaviors that scholarly students and health professionals view as worthy of emulation.

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 examina-

tion 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.

General Information

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 plan 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 information given at orientation sessions.

National Student Nurses Association. A local chapter of the National Student Nurses Association was formed in 1983. Membership is open to all nursing students.

Admission to the Department of Nursing Clinical Courses

Students apply to the Department of Nursing clinical courses during the **Winter Quarter of their sophomore year of college.** Currently, faculty and clinical facilities necessary for effective clinical activities are available to permit the admission of all qualified students who apply to the program. Students are accepted for admission to the Department of Nursing following evaluation of:

1. Grades in the following courses:
BEOT-101 Old Testament Survey
BENT-102 New Testament Survey
BETH-230 Theology Survey
ENG-110 English Composition I
ENG-140 English Composition II
HUM-140 Introduction to the Humanities
PSYCH-160 General Psychology
PSYCH-260 Human Growth and Development
BIO-114 Introduction to Biology
CHEM-154 Principles of Chemistry
BIO-216, BIO-217 Human Anatomy and Physiology
BIO-238 Introductory Microbiology
CHEM-356 Biochemistry
COM-110 Fundamentals of Speech
SOC-272 Family and Society
2. Cumulative grade point average (minimum GPA = 2.5).
3. Scholastic Aptitude Test of the College Entrance Examination Board (SAT) or the American College Testing Program Examination (ACT). (Prefer an ACT composite score of 20 or higher.)
4. Written statement of career goals.
5. Recommendation of academic advisor.
6. Report of physical examination including laboratory analysis.
7. Payment of an application fee (\$25 nonrefundable).

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 will be 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.

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 of 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.

General Education Requirements

Nursing students, as all other students in the college, are required to complete General Education Requirements (see page 29). Many of these may be satisfied by nursing support cognates. The following nursing support cognates are required:

Support Cognate Requirements

PSYCHOLOGY

PYCH-160 General Psychology	5
PYCH-260 Human Growth and Development	5
PYCH-261 Psychological Statistics	5

SCIENCE

BIO-114 Introduction to Biology	5
CHEM-154 Principles of Chemistry	5
BIO-216, BIO-217 Human Anatomy and Physiology	10
BIO-238 Introductory Microbiology	5
CHEM-356 Biochemistry	5

SOCIAL SCIENCES AND HISTORY

SOC-272 Family and Society	5
SOC-273 Social Movements	4

Nursing Department Requirements

Major (77 hours) hours

NSG-101 Introduction to Nursing	1
NSG-201, NSG-202 Theoretical and Technical Foundations of Nursing Practice	
Lecture	2
Lab	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 Intra- and Interpersonal 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

Optional Course of Study in Missionary Nursing

Students who are interested in missionary nursing are advised concerning missions courses and additional nursing experiences that help them attain their goal. A Missions Emphasis program is listed in the Biblical Education section of the catalog. A complete list of electives which may be helpful in preparing for missions is available in the Department of Nursing.

DEPARTMENTAL COURSES

NSG-101 Introduction to Nursing — A 1 hour
Lecturers introduce aspects of nursing education, practice, and research. Presentations include discussion of professional ethics and factors which motivate and influence Christian nurses. Students learn nursing skills essential to facilitation of patient comfort

NSG-201, NSG-202 Theoretical and Technical Foundations of Nursing — A 3 hours
Lecture in this course includes 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.

Content 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:* Admission to the Department of Nursing; clinical courses.

NSG-301, NSG-302 Maternal and Family Health Nursing — A 9 hours

Course content and clinical experiences provide the student with a basis for assessing mother, newborn, and family members relative to normal physiological and psychological functioning in childbearing and minor disruptions. In addition, the course provides guidance in appropriate nursing interventions bases on a study of the reciprocal influences on childbearing of political, economic, social, religious, and health care issues and systems. The student interacts to facilitate adaptation of family members to changing roles. *Prerequisites:* NSG-201, NSG-202 Theoretical and Technical Foundations of Nursing.

NSG-303, NSG-304 Community Health Nursing — W 9 hours

The focus of this course is on health promotion and maintenance for communities and the impact of community on individual, family, and group health. Study 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, NSG-202 Theoretical and Technical Foundations of Nursing.

NSG-305, NSG-306 Nursing To Maintain Healthy Intra- and Interpersonal Relationships — Sp 9 hours

Content includes assessment of normal intrapersonal and interpersonal relationships throughout the life span. Discussion focuses 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-303, NSG-304 Community Health Nursing.

NSG-311 Pharmacology — Sp 4 hours

This course focuses on the major drug categories, emphasizing the pharmacokinetics, pharmacodynamics, major side effects and nursing implications. The usual and idiosyncratic impact of drug therapy upon various physiological states across the life span are studied. *Prerequisites:* Prenursing sciences.

NSG-313 Patient Education — W 3 hours

Principles of teaching are applied to the relationship between professional care-giver 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, NSG-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 are studied in this course. Metabolism of food and nutrient utilization are described in a health promotion framework. Modern modes of nutritional therapy are discussed.

NSG-401, NSG-402 Nursing Care of Children and Adults: Acute Physiological Imbalances — 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. Content is organized around the following concepts: health, cellular responses, fluid and electrolyte dynamics, metabolism, oxygenation, perception, and coordination. Recurrent themes throughout the concepts include the aspects of transport and regulation. Assessment, planning, interventions, and evaluation components are emphasized as the nursing process is applied in hospital settings. *Prerequisites:* NSG-201, NSG-202 Theoretical and Technical Foundations of Nursing; NSG-311 Pharmacology, NSG-315 Nutrition of Individuals and Families, NSG-413 Health Assessment.

NSG-403, NSG-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances — W 10 hours

An indepth analysis is presented of the common intermittent-permanent physiological imbalances of children and adults and the health care delivery system (including nursing, pharmacological, and medical resources) needed to restore a health balance. Study includes response patterns of children, families, and adults to chronic illness and physical disability and the unique resources needed by each to maintain or improve current health. The ethical, political, economic, spiritual, and social factors of caring for persons with intermittent, permanent, or terminal illnesses are discussed. Planning, intervention and evaluation components are emphasized as the nursing process is applied in a variety of settings. *Prerequisites:* NSG-401, NSG-402 Nursing Care of Children and Adults: Acute Physiological Imbalances.

NSG-405, NSG-406 Management and Advanced Clinical Nursing — Sp 10 hours

Health care organizations and the leadership/management skills required in various nursing care delivery systems are explored in this course. Content areas include theories and strategies used by managerial leaders, communication, decision making, change, evaluation, and conflict management. Additional content focuses on the nursing management of clients with complex clinical and psychosocial needs.

Clinical practice 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. This experience

focuses on the observation and development of leadership/managerial skills within an organization as well as advanced experience in the management of patient care for a group of patients or patients with multisystem problems. *Prerequisites:* NSG-403, NSG-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances.

NSG-413 Health Assessment — W, Su 3 hours

This course focuses on development of systematic approaches to assessing the health status of individuals. Content includes obtaining a health history, performing a physical examination and normal physical and developmental responses throughout the life-span.

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, NSG-202 Theoretical and Technical Foundations of Nursing or consent of instructor.

NSG-480 Independent Study in Nursing — A, W, Sp, Su 1-4 hours

Students may engage in independent learning opportunities to secure an indepth background in a specialized area of nursing. The course 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

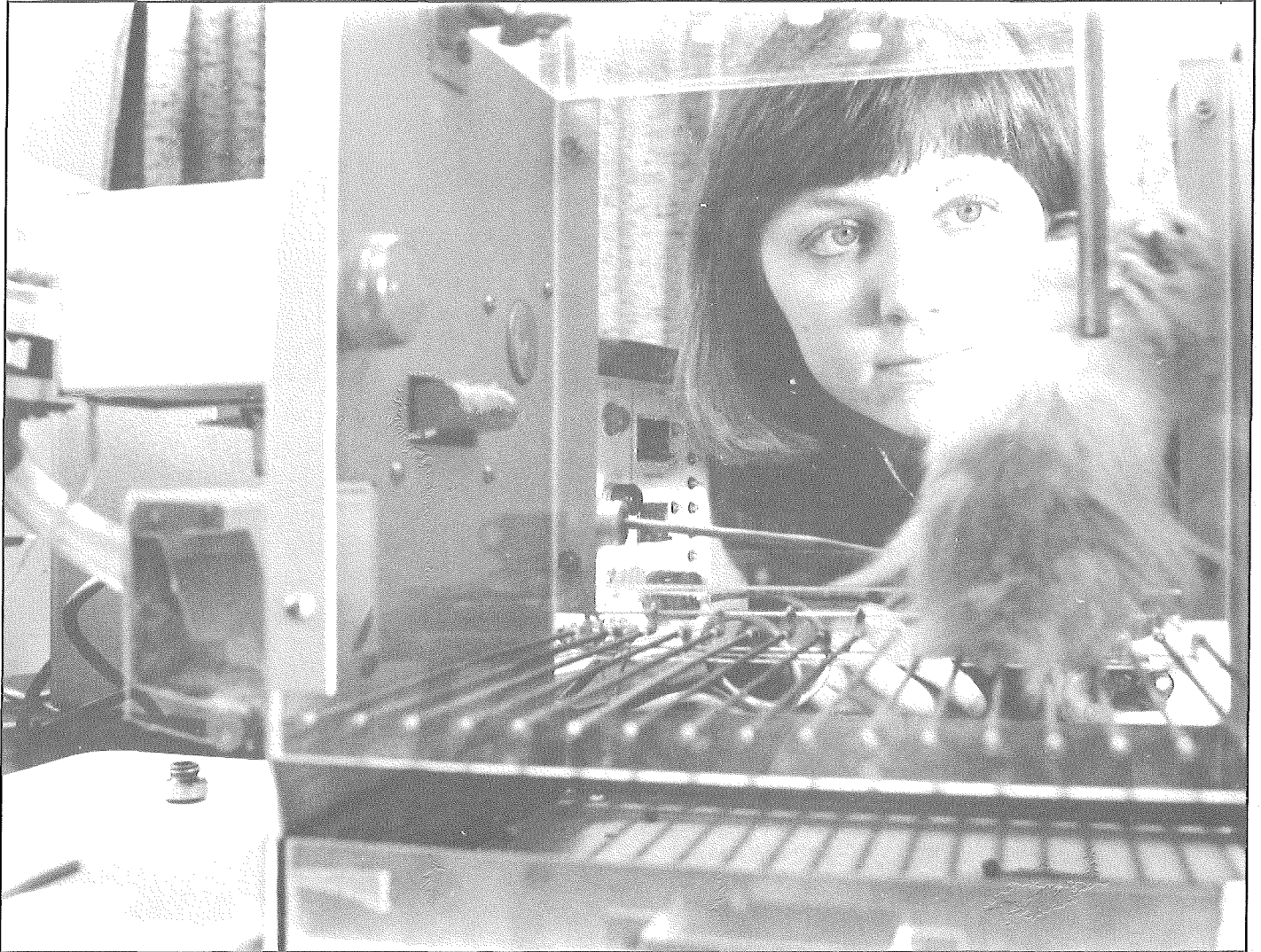
The research process applied to clinical nursing problems is discussed. Content focus is on statement of problem, development of conceptual framework, research method selection, data analysis, and discussion of the findings. Discussion of the ethics of research and constraints in obtaining a sample are included. *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 are discussed in this course. *Prerequisites:* NSG-403, NSG-404 Nursing Care of Children and Adults: Intermittent-Permanent Physiological Imbalances.



As a result of Cedarville nurses' excellent reputation for professional and caring service, graduates from the BSN program have been in high demand among area employers.



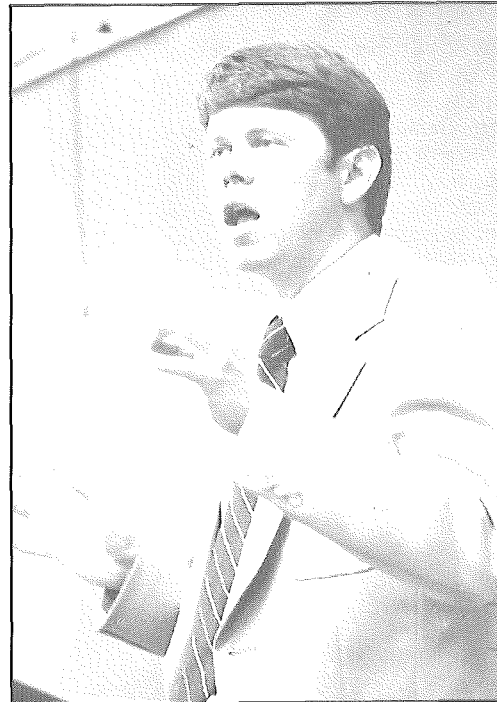
Laboratory facilities enable students to perform a number of behavior-related experiments.

Psychology



Robert Abbas, a licensed psychologist and experienced counselor, has a special interest in child development and teaches the course "Human Growth and Development."

A contributor to the recently published BAKER'S ENCYCLOPEDIA OF PSYCHOLOGY, Charles Dolph conducts seminars on stress management in addition to teaching courses in the Department of Psychology.



"At Cedarville we feel that one must have an adequate knowledge of the facts in what can be called 'hard core psychology' in order to be able to develop balanced integration. Integration requires knowing the facts *and* interpreting them from a biblical perspective."

Stanley Ballard, Ph.D.
Chair, Department of
Psychology

Professors: Stanley N. Ballard, *Chairman*; Robert D. Abbas
Associate Professor: Charles D. Dolph

The objectives of the Department of Psychology are:

1. To develop understanding of Biblical content which has psychological impact and to investigate all psychological concepts in light of Scriptural truth.
2. To provide an analysis of the person from the physical, emotional, rational, and spiritual levels, while recognizing the value of the scientific methodology in arriving at some of the data of psychology, the framework for understanding these data is provided by Biblical truth.
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 outpatient 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.

Requirements for a Major in Psychology. Fifty-five quarter hours including:

PYCH-160 General Psychology	5
PYCH-261 Psychological Statistics	5
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
Additional hours in psychology	12

Majors in psychology are encouraged to take a broad spectrum of courses in their undergraduate education. Course work in biology, mathematics, and philosophy is highly desirable.

MATH-120, BIO-216, BIO-203, BIO-306, GSCI-184, GSCI-185, MATH-281, MATH-282, MATH-283, MATH-384, and BEPH-220 and BEPH-322 are courses that are especially relevant to the psychology major.

Psychology Curriculum

Psychology major requirements	55
General Education requirements	86
Electives	<u>51</u>
	192

Requirements for a Minor in Psychology. Twenty-four quarter hours in psychology including PYCH-160 General Psychology and PYCH-264 Psychology of Abnormal Behavior.

Requirements for a Major in Behavioral Science. A major 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. Eighty quarter hours including:

PYCH-160 General Psychology	5
PYCH-264 Psychology of Abnormal Behavior	5
PYCH-365 Psychology of Learning	4
PYCH-366 Fundamentals of Counseling	5
PYCH-373 Psychological Research, Methods	3
PYCH-374 Psychological Research, Practice	3
SOC-230 Principles of Sociology	5
SOC-431 Introduction to Social Work	5
SOC-432 Social Casework	5
PYCH-261 Psychological Statistics	5
or	
SOC-440 Social Science Seminar	5
PYCH-499 Psychology Internship	5-16
MATH-120 Introduction to Computer Programming	1
Additional hours in psychology and/or sociology	18-29

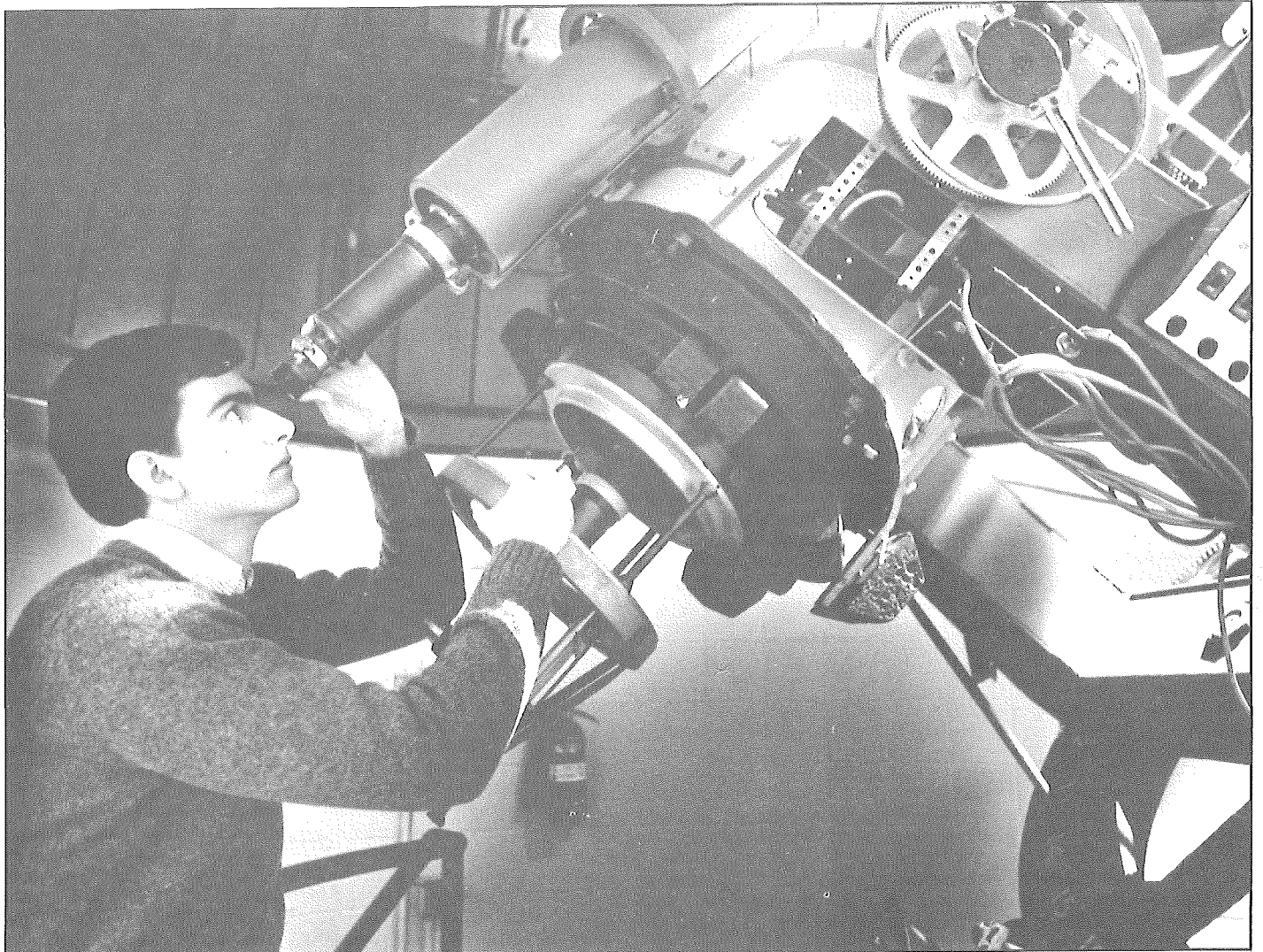
Behavioral Science Curriculum

Behavioral Science major requirements	80
General Education requirements	81
Electives	<u>31</u>
	192

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.
- PYCH-260 Human Development** — A, W, Sp, Su 4 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.
- 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. (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.

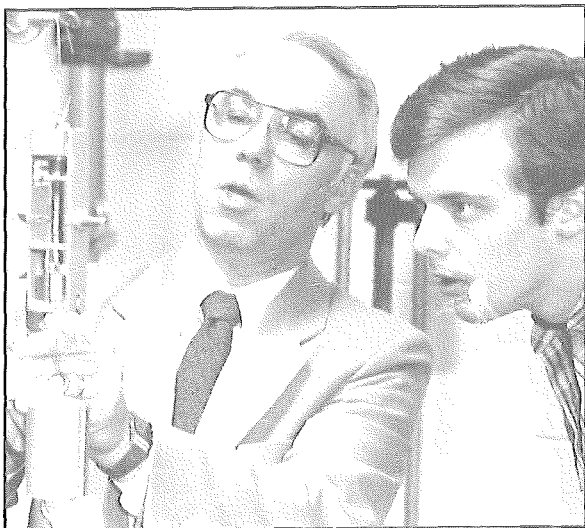
- PYCH-367 Group Dynamics** — A 5 hours
Group processes in a variety of group settings are the focus as this course explores the interaction of individuals and groups. Each student participates in a growth group as a part of the course. *Prerequisite:* PYCH-160 General Psychology. (odd years)
- PYCH-369 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.
- 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 résumé 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**
- PYCH-467 Seminar in Cognition and Perception**
- 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 for from 5 to 16 hours credit. One member of the psychology department will supervise the student's internship. The psychology department will determine the number of credit hours that will be given for individual work experience.



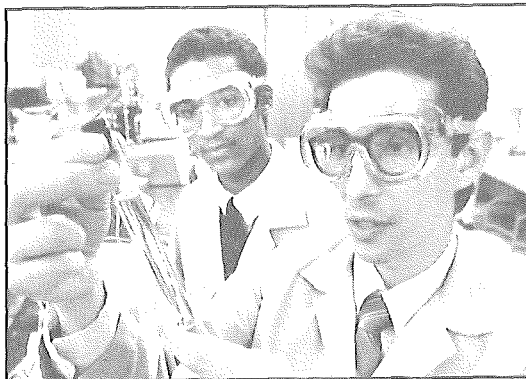
Astronomy students utilize the 16-inch reflecting telescope housed in the Science Center.

Science and Mathematics

Daniel Wetzel, instructor in mathematics and physics, coordinates the preengineering program.



A demonstrator for the Institute for Chemical Education and summer researcher in electrochemistry, Dennis Flentge teaches general and physical chemistry courses.



"I felt extremely well-prepared for my first year of medical school compared to other students in my class. I received a great deal of background material, developed good study habits, and learned to think critically at Cedarville. I also learned to depend on the Lord. In medical school there is a lot of opportunity to worry and panic; through my education at Cedarville I learned not to panic when the hard times came."

Rick Smith, '80
Physician
Dayton, Ohio

Professors: Donald P. Baumann, *Chairman*; L. E. Eimers,
Larry S. Helmick, John E. Silvius, Daniel E. Wetzel
Associate Professors: Edwin S. Braithwaite, Dennis R. Flentge,
Lawrence N. Killian, Terry L. Phipps
Assistant Professor: Douglas J. Miller
Part-Time Faculty: Austin D. Elmore, *Professor Emeritus*,
Linda Comfort

The Department of Science and Mathematics is comprised of biology, chemistry, physics, and mathematics.

This department aims to acquaint the student with the field of science and to aid him in developing clear and orderly thinking processes through the use of the techniques of science and mathematics. The department seeks to help the student to appreciate the facts of creation as studied in the physical and natural sciences.

The department has as objectives: to prepare students for graduate study or for further professional study in the health sciences; to prepare secondary teachers of science with a Biblical perspective of science; to serve in other types of employment. Experience has shown a major in mathematics to be unique preparation for seminary.

Requirements for Major in Biology. Seventy-three quarter hours including:

BIO-114 Introduction to Biology	5
BIO-115 General Zoology	5
BIO-134 General Botany	5
CHEM-151, CHEM-152, CHEM-153 General Chemistry	12
GSCI-184 Introduction to Analysis (or equivalent)	5
BIO-200 Environmental Biology	5
BIO-306 Genetics	5
CHEM-357 Organic Chemistry	5
CHEM-356 Biochemistry	5
BIO-440 Seminar	1
Electives in biology	20

Students choosing an *environmental biology emphasis* should complete the required courses for the biology major and should enroll in BIO-340 Topics in Environmental Biology, representing

course work provided at the AuSable Institute in northern Michigan which is licensed to grant certificates for (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 in a *preprofessional and health science program* should include:

CHEM-358, CHEM-359 Organic Chemistry; at least four calculus and physics courses from PHYS-271, PHYS-272, PHYS-273 General Physics, MATH-281, MATH-282, MATH-283 Analytic Geometry and Calculus.

Students preparing for *graduate study* are encouraged to include: PHYS-271, PHYS-272, PHYS-273 General Physics, CHEM-352, CHEM-353 Organic Chemistry, MATH-281, MATH-282, MATH-283 Analytic Geometry and Calculus.

Biology Curriculum

Biology major requirements	73
General Education requirements	71
Electives	48
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Requirements for a Major in Chemistry. Seventy-nine quarter hours including:

CHEM-151, CHEM-152, CHEM-153 General Chemistry	12
CHEM-254 Quantitative Analysis	4
CHEM-255 Analytical Chemistry	4
PHYS-271, PHYS-272, PHYS-273 General Physics	15
MATH-281, MATH-282, MATH-283 Analytic Geometry and Calculus	15
CHEM-357, CHEM-358, CHEM-359 Organic Chemistry	14
BIO-440 Seminar	1
CHEM-451, CHEM-452, CHEM-453 Physical Chemistry	11
Electives in chemistry	3

Students preparing for *graduate study* are encouraged to include: PHYS-378, PHYS-379 Modern Physics and MATH-387 Differential Equations.

Students in a *premedical or pre dental program* should include: BIO-213 Vertebrate Zoology and BIO-311 Vertebrate Embryology. Additional biology electives from BIO-216, BIO-217

Human Anatomy and Physiology, BIO-238 Introductory Microbiology, BIO-306 Genetics are recommended. BIO-436 Radiation Biology or PHYS-378, PHYS-379 Modern Physics may be substituted for CHEM-453 Physical Chemistry.

Chemistry Curriculum

Chemistry major requirements	79
General Education requirements	76
Electives	37
	<u>192</u>

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.

Requirements for the comprehensive science major. 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, CHEM-152 General Chemistry	8
CHEM-357 Organic Chemistry	5
PHYS-271, PHYS-272, PHYS-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, GEO-252 World Regional Geography	8

Students are also required to complete the professional secondary education requirements for certification listed in the Education Department section of the catalog.

Comprehensive Science Curriculum

Comprehensive Science major requirement	96
General Education requirements	71
Education requirements	44-46
	<u>211-213</u>

Requirements for a Major in Mathematics. Sixty-one quarter hours including:

MATH-281, MATH-282, MATH-283 Analytic Geometry and Calculus	15
MATH-387 Differential Equations	5
Electives from 300 and 400 level courses in mathematics	25
PHYS-271, PHYS-272, PHYS-273 General Physics	15
BIO-440 Seminar	1

Students working toward secondary certification 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 Curriculum

Mathematics major requirements	61
General Education requirements	76
Electives	55
	<u>192</u>

Students are encouraged to include additional courses in astronomy, physics, or chemistry as electives.

Requirements for a Minor in Biology. Twenty-four quarter hours of biology including BIO-115 General Zoology and BIO-134 General Botany.

Requirements for a Minor in Chemistry. Twenty-four quarter hours of chemistry including CHEM-151, CHEM-152, CHEM-153 General Chemistry, CHEM-254 Quantitative Analysis, and CHEM-357 Organic Chemistry.

Requirements for a Minor in Mathematics. Twenty-five quarter hours of mathematics courses including MATH-281, MATH-282, MATH-283 Analytical Geometry and Calculus and at least two 300 or 400 level courses.

Requirements for a Minor in Physics. Twenty-five quarter hours of physics from PHYS-271, PHYS-272, PHYS-273 General Physics, PHYS-376 Electricity and Magnetism, and PHYS-378, PHYS-379 Modern Physics.

Preprofessional and Health Science Programs

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.

Requirements for Preagriculture

Core Requirements

BIO-114 Biology	4
CHEM-151, CHEM-152 General Chemistry	8
GSCI-185 Introduction to Analysis	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

Elective Courses

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 and (b) the specific agricultural program he wishes to enter. Such programs include the following:

AGRICULTURE SCIENCE — preparation for careers including agronomy, animal science, food science, and horticulture.

BIO-115 General Zoology	5
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BIO-134 General Botany	5
Biological science elective	5
MATH-282 Analytic Geometry and Calculus	5
CHEM-357, CHEM-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

AGRICULTURE BUSINESS — preparation for careers in the industry-business phases of agriculture.

Select from:

BIO-115 General Zoology, BIO-134 General Botany, BIO-200 Environmental Biology, BIO-238 Introductory Microbiology, or BIO-306 Genetics	10
ACCT-101 Principles of Accounting	5
CIS-121 Introduction to Data Processing	3
BUS-211 Quantitative Methods	4
ECON-231, ECON-232 Principles of Economics	8
MGMT-251 Principles of Organization and Management	4
Humanities electives	10
Social science electives	5

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 and trigonometry in high school should not expect to complete the program in two years.

Requirements for Preengineering Program

First Year

PHY-171 Engineering Graphics	3
PHYS-271, PHYS-272 General Physics	10
PHYS-281, PHYS-282, PHYS-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
	58-61

Second Year

CHEM-151, CHEM-152, CHEM-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, MATH-389 Advanced Calculus	10
CIS-221 FORTRAN Programming	4
Bible electives	6
Humanities or social science electives *	5-7
	57-59

*9 hours of humanities/social science electives must be in 300 or 400 level courses.

PREDENTAL, PREMEDICAL, PREOPTOMETRIC, PREOSTEOPATHIC, or 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, MATH-282, MATH-283 Analytic Geometry and Calculus
- PHYS-271, PHYS-272, PHYS-273 General Physics
- CHEM-357, CHEM-358, CHEM-359 Organic Chemistry

CHEM-356 Biochemistry
At least one year of biology, including BIO-311 Vertebrate Embryology and BIO-213 Vertebrate Zoology.

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.

PREPHARMACY

The student should select the pharmacy college he plans to attend as early as possible so that specific requirements for admission can be met. As many of the following courses as possible should be taken in the one or two years the student attends Cedarville College:

- ENG-110 English Composition I
- ENG-140 English Composition II
- BIO-115 General Zoology
- CHEM-151, CHEM-152, CHEM-153 General Chemistry
- BIO-213 Vertebrate Zoology
- MATH-281 Analytic Geometry and Calculus
- CHEM-357, CHEM-358, CHEM-359 Organic Chemistry
- COM-110 Fundamentals of Speech
- GSS-100 Foundations of Social Science

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.

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, 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, GSCI-185 Introduction to Analysis . 5 hours each quarter

A general introduction to modern methods of analysis, including topics from algebra and trigonometry. The course is designed for students with inadequate preparation for calculus. *Prerequisite:* Two years of high school mathematics or permission of instructor

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 lec-

tures per week, laboratory by arrangement including field observations at the college observatory. *Prerequisite:* High school geometry or permission of instructor.

DEPARTMENTAL COURSES

MATH-120 Introduction to Computer Programming 1 hour

An introduction to the computing capabilities on campus, and an introduction to the fundamentals of computer programming in BASIC as implemented on a microcomputer as well as on a time-sharing system.

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.

BIO-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 study of basic functions and structures of plants beginning with the algae and fungi and finishing with the flowering plants. The methodology and techniques of plant science are emphasized. Four lectures and one 3-hour laboratory per week. *Prerequisite:* BIO-114 Introduction to Biology.

BIO-200 Environmental Biology — Sp **5 hours**

A study of the interrelationships between living organisms and environment with emphasis upon environmental physiology, ecosystem and community ecology, and a scriptural-ecological basis for stewardship of the Creation. Laboratories feature field studies of representative aquatic and terrestrial ecosystems. Three (or four) lectures and one 2-hour (or 3-hour) lab, totaling 6 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 principal 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**

The study includes the classification of the flowering plant, with some time given to the history of classification and the various systems by which the angiosperms have been catalogued. Each student makes a collection of plants. Three lectures and two 3-hour laboratories 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 Environmental Biology, 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 Analytic 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.

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)

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.

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, GSCI-185 Introduction to Analysis 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)

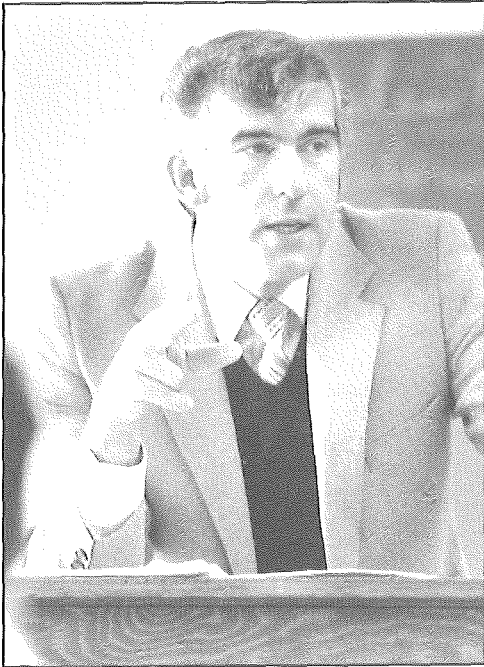
MATH-396 Modern Algebra 5 hours

Introduction of sets and logic, and the development of algebraic systems, groups, rings, integral domains, and fields. *Prerequisite:* MATH-282 Analytic Geometry and Calculus. (even years)

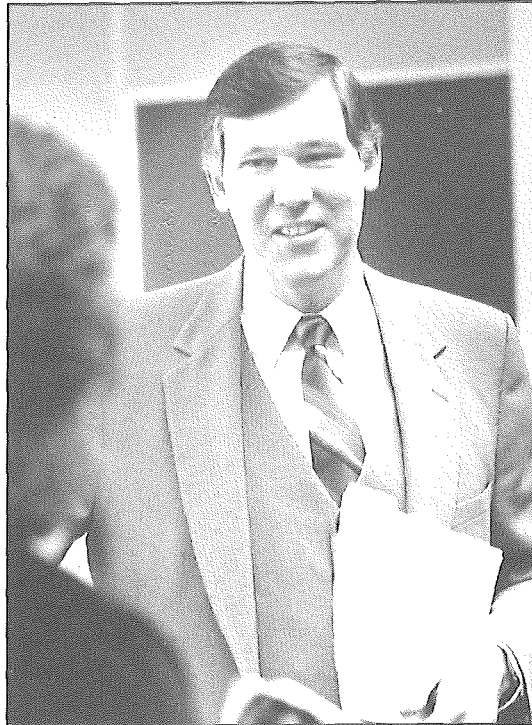


An experienced international traveler and social scientist, Allen Monroe is best known as the instructor of the popular freshman course "Foundations of Social Science."

Social Sciences and History



A popular lecturer and advisor of the Prelaw Society, Joseph Halsey teaches courses in government and international relations.



A doctoral graduate from the top-rated sociology program of The Ohio State University, Robert Parr coordinates the criminal justice program.

"Law school is a process where one learns how to think as a lawyer. I believe Cedarville prepared me for law school and the practice of law by providing the foundation for a proper Christian legal mind-set. It provided the tools for analyzing right vs. wrong, ethical vs. unethical, and wise vs. unwise, choices confronting a lawyer in today's society."

John Hart, '81
Legal Assistant to the President
University of Dayton
Dayton, Ohio

Professors: James E. McGoldrick, Allen L. Monroe,
J. Murray Murdoch, *Chairman*
Associate Professor: Joseph G. Halsey
Assistant Professors: Robert G. Parr, Rex M. Rogers
Part-time Faculty: Patricia Bates, David Haffey,
Donald W. Rickard

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 present to the student the origin and development of ideas and institutions; to 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; to provide the student with the prerequisites for responsible civic participation; to expose the student to the complexities of the public sector in modern life and the possibilities of careers in local, state, and national government; acquaint the student with a practical appreciation of the methods and tools of original research; to provide the student with an opportunity to formulate and express the results of investigation and study; and to 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.

Requirements for a Major in American Studies. Sixty-two quarter hours including:

American Studies core requirements	35
Interdisciplinary electives	<u>27</u>
Total	62

American Studies core requirements. Thirty-five quarter hours including:

HIST-111, HIST-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 Seminar in History	5
LIT-337 Contemporary American Literature	5
	<u>35</u>

American Studies interdisciplinary electives. Twenty-seven quarter hours selected from two of the following discipline areas:

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, ECON-232 Principles of Economics	8
MRKT-261 Principles of Marketing	4
MRKT-263 Principles of Advertising	4
BUS-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
ENG-322 Advanced Journalism	3
LIT-234 Early American Literature	5
LIT-235 American Romanticism	5
LIT-236 American Realism and Naturalism	5
LIT-342 American Novel	5

Music

HLMU-333 Music History III – Romantic and Modern	4
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Psychology

PSYCH-160 General Psychology	5
PSYCH-369 Social Psychology	5

Social Sciences and History

All courses which stress an American context.

These electives should be chosen in consultation with the American Studies advisor and should reflect the particular interest of the student.

American Studies Curriculum

American Studies major requirements 62
 General Education requirements 49-76
 Electives 54-81
 192

Requirements for a Major in Behavioral Science. A major 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. See the requirements for the behavioral science major in the Department of Psychology section of the catalog.

Requirements for a Major in Criminal Justice. 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-270 Methods of Research in Sociology 5
 POLS-331 Juvenile Delinquency 4
 POLS-332 Criminology 4
 POLS-362 The Supreme Court 4
 SOC-431 Introduction to Social Work 5
 SOC-432 Social Casework 5
 POLS-433 Contemporary Issues in Criminal Justice 5
 POLS-463 American Constitutional Law 5
 SOC-440 Seminar in Sociology
 or
 POLS-460 Seminar in Political Science 5
 SOC-499 Social Science Internship 5-15

REQUIRED COGNATES

* BEPH-220 Introduction to Philosophy 5

BEPH-225 Ethics 5
 PSYCH-160 General Psychology 5
 PSYCH-264 Psychology of Abnormal Behavior 5
 *Satisfies humanities elective of the General Education requirements.

Criminal Justice Curriculum

Criminal justice major requirements (including cognates) . 81
 General Education requirements 76
 Electives 35
 192

Requirements for a Major in History. Forty-eight quarter hours including:

HIST-111, HIST-112 United States History 10
 HIST-200 Introduction to Historiography 4
 HIST-201, HIST-202, HIST-203 History of Civilization . 12
 HIST-400, HIST-401 Research in History 5
 Elective hours in history including one non-Western course . 21

History Curriculum

History major requirements 48
 General Education requirements 76
 Electives 68
 192

Requirements for a Major in History and Political Science.

Sixty-eight quarter hours including:

HIST-111, HIST-112 United States History 10
 POLS-161 Introduction to Public Administration 4
 HIST-200 Introduction to Historiography 4
 or
 POLS-260 Methods of Research in Political Science 5
 HIST-201, HIST-202, HIST-203 History of Civilization . . 12
 Nonwestern history 3-4

Choice of:

HIST-104 The British Empire and the
 Developing Third World 4
 HIST-220 History of East Asia 3
 HIST-208 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	
or	
POLS-460 Seminar in Political Science	5
Three additional courses to be taken in political science	9-13

History-Political Science Curriculum

History-Political Science major requirements	70
General Education requirements	76
Electives	46
	<u>192</u>

Requirements for a Major in Political Science. 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

REQUIRED COGNATE:

HIST-111, HIST-112 United States History	10
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Political Science Curriculum

Political Science major requirements	58
General Education requirements	76
Electives	58
	<u>192</u>

Requirements for a Major in Prelaw. Seventy-three to seventy-five quarter hours including:

HIST-111, HIST-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-101, ACCT-102 Principles of Accounting	10
ECON-231 Principles of Economics	4
BEPH-321 Logic	5
PYCH-160 General Psychology	5

One course from each of the following categories:

Communication Arts:

COM-210 Advanced Public Speaking	5
COM-212 Argumentation and Debate	4

Language and Literature:

ENG-223 Advanced Composition	3
PWRT-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

REQUIRED COGNATES: (These will also meet General Education Requirements.)

BEPH-220 Introduction to Philosophy	5
MATH-184 Introduction to Analysis	5
HIST-201, HIST-202, HIST-203 History of Civilization	12

Prelaw Curriculum

Prelaw major requirements (including cognates)	95-97
General Education requirements	67
Electives	28-30
	<u>192</u>

Requirements for a Major in Public Administration. Sixty quarter hours including:

Public Administration core requirements	37
Business Administration requirements	<u>23</u>
	60

Public administration core requirements. Thirty-seven 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-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	<u>5</u>
	37

Business Administration requirements. Twenty-three quarter hours including:

CIS-121 Introduction to Data Processing	3
ECON-231 Principles of Economics	4
MGMT-251 Principles of Organization and Management	4
BUS-313 Government and Business	4
FIN-339 Public Finance	4
MGMT-353 Personnel Management	<u>4</u>
	23

Students are encouraged to choose electives from among the following courses:

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-212 Argumentation and Debate	4
COM-225 Interviewing	3
COM-323 Organizational Communication	3

Public Administration Curriculum

Public Administration major requirements	60
General Education Requirements	81
Electives	<u>51</u>
	192

Requirements for a Major in Social Science. Seventy quarter hours including:

GSS-100 Foundations of Social Science	5
HIST-111, HIST-112 United States History	10
HIST-201, HIST-202, HIST-203 History of Civilization	12
SOC-230 Principles of Sociology	5
POLS-261 American National Government	5
ECON-231, ECON-232 Principles of 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 quarter 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

Social Science major requirements	70
General Education Requirements	72
Electives	<u>50</u>
	192

Requirements for a Major in Sociology. Forty-eight quarter hours including:

ANTH-180 Cultural Anthropology	5
SOC-230 Principles of Sociology	5
SOC-270 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	15

REQUIRED COGNATES:

PYCH-160 General Psychology	5
PYCH-369 Social Psychology	5

Sociology Curriculum

Sociology major requirements	58
General Education Requirements	81
Electives	<u>53</u>
	192

Requirements for a Minor in History. Twenty-six quarter hours including HIST-111, HIST-112 United States History, HIST-201, HIST-202, HIST-203 History of Civilization, and four hours of electives in history.

Requirements for a Minor in Political Science. Twenty-four quarter hours including POLS-261 American National Government and nineteen hours of electives in political science.

Requirements for a Minor in Public Administration. 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
FIN-339 Public Finance	4
MGMT-353 Personnel Management	4

Requirements for a Minor in Sociology. Twenty-four quarter hours including SOC-230 Principles of Sociology and nineteen hours of electives in sociology.

Requirements for a Minor in Urban Studies. 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 hour 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 1-4 hours

Prerequisite: Permission of the instructor

HIST-490 History	
SOC-491 Sociology	
GEO-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 of culture 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 Australasia. (*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-108 Russia and the Soviet Union in the Twentieth Century — W, Sp 4 hours

An in-depth analysis of the Soviet Union and its impact upon the contemporary world. The nature of Russian Communism is examined in detail. (*Alternate years*)

HIST-111, HIST-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-200 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 sophomore year.

HIST-201, HIST-202, HIST-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-220 A History of East Asia — W 3 hours

A general survey of the political, social, economic, and religious history of China, India, Japan, and Southeast Asia in the twentieth century.

HIST-301 Renaissance Europe — W 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, the 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 — Su

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 of the Congress of the United States as shown by the current literature and exemplified by present members. *(Alternate years)*

POLS-364 Urban Studies — A 5 hours

An examination of the structures, functions, and powers of municipal governments along with an indepth discussion of major socio-economic and political issues associated with local government in America.

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)*

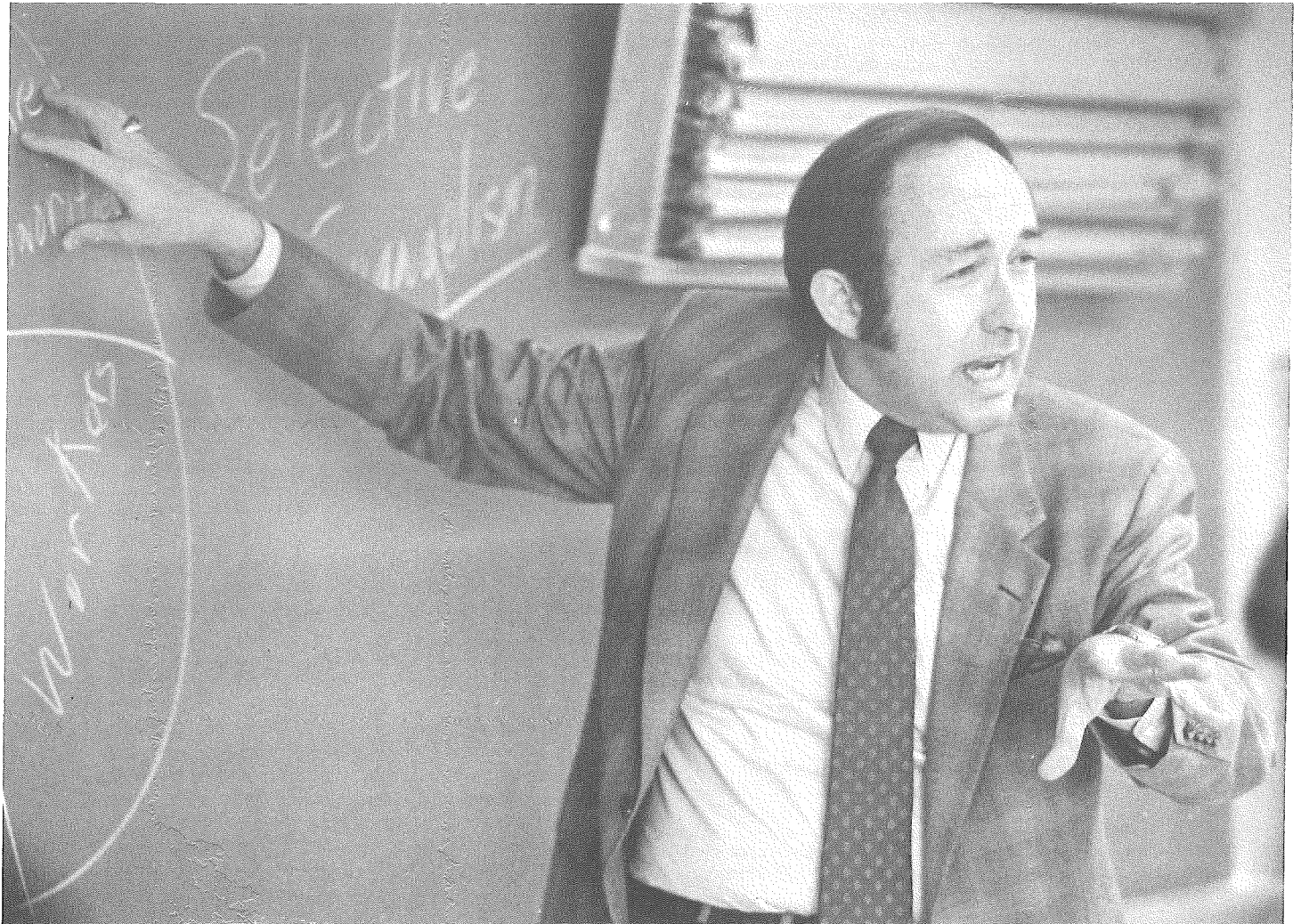
POLS-469 History of Political Thought—Modern — Sp 3 hours

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-270 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 — W** 3 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 of crime 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. *(Alternate years)*
- 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-431 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-432 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 monograph.



Popular lecturer, successful tennis coach, and chairman of the Department of Social Sciences and History, J. Murray Murdoch recently wrote a centennial history of Cedarville College.

Financial Information

EXPENSES.

Tuition.—First term, 13 weeks,	\$8 00
Tuition.—Second term, 11 weeks,	7 00
Tuition.—Third term, 11 weeks,	7 00
Incidental expenses (\$1.50 per term) per annum, .	4 50
Boarding, from \$2.00 to \$3.00 per week.	
Rooms, from 50 cents to \$1.00 per week.	
Books, \$6.00 per year.	

SUMMARY OF MONEY EXPENSES FOR YEAR.

Boarding, 35 weeks, \$2 to \$3 per week, .	\$70 00	\$105 00
Room rent, " 50 cts. to \$1 per week, 17	50	35 00
Tuition for the year,	22 00	22 00
Contingent expenses for the year,	4 50	4 50
Books,	6 00	6 00
Totals,	\$117 00	\$172 50

The above is for board and rooms in private families. Students who board themselves or join boarding clubs can reduce the cost much lower.

This page, extracted from the first College Catalog, shows what it cost to attend during the 1895-96 school year. Those who took music lessons paid an additional \$15 a year for lessons and \$1 a month for instrument rental.

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	\$ 84.00
Audit Tuition—per quarter hour	20.00

Fees

Application Fee	15.00
Readmission Fee—after one year	10.00
Board per quarter	495.00
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. 61.00
Sickness Insurance (if not waived)	
Single student	est. 33.00
Married student and spouse	est. 48.00
Married student, spouse, and family	est. 70.00
Late Payment Fee	10.00
Late Registration Fee	25.00
Lost Room Key	25.00

New Student Orientation

Resident student – fall	\$ 47.00
Resident student – winter, spring	26.00
Commuting student – fall	26.00
Commuting student – winter, spring	13.00

Reservation Deposit

(Due by July 15 for continuing students. Due by May 1 for new and returning students entering fall quarter; November 15 and February 15 for new and returning students entering winter or spring quarters. Returning students are those who have been out one or more quarters. 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)	435.00
Student Services Fee—per quarter	55.00
Commuting students taking less than 12 hours	24.00
Test-out Fee—per quarter hour	20.00
Transcript Fee	2.00

Course Fees

Broadcast Labs	30.00
Business Fees	
CIS-121 Introduction to Data Processing	20.00
CIS-123 Microcomputer Applications	30.00
CIS-124 BASIC	40.00
CIS-221 FORTRAN	40.00
CIS-224, CIS-225 COBOL I,II	40.00
CIS-324 Systems Simulation	30.00
CIS-328 Data Base	30.00
CIS-421 Software Development	30.00
OTEC-180 Keyboarding	10.00
OTEC-183 Typing	30.00
OTEC-288 Word/Information Processing	30.00
Education Fees	
Teacher Education Application Fee	35.00
EDUC-394 Elementary School Methods I	30.00
EDUC-375 Elementary School Methods II	30.00

EDUC-100 Introduction to Education	\$ 45.00
EDUC-317 Methods of Teaching	50.00
EDUC-450 Student Teaching Fee	120.00
(\$50 due with student teaching application—non-refundable)	
Language and Literature Fee	
41-352 Developmental Reading	30.00
Music Fees	
Instrument Rental—per quarter	15.00
Music Fee (GMUS-100, THMU-101, THMU-111, THMU-112)	15.00
Music Education Fees (EDMU-187, EDMU-188, EDMU-191, EDMU-193, EDMU-194, EDMU-195, EDMU-370, EDMU-371, EDMU-372, EDMU-374)	15.00
Practice Room Fee—per quarter	15.00
Senior Recital	70.00
Nursing Fees	
Application, Department of Nursing (Sophomore year)	25.00
Professional Liability Insurance (Required for juniors and seniors)	35.00
Clinical Fees	
(NSG-202, NSG-302, NSG-304, NSG-306, NSG-402, NSG-404, NSG-406)	30.00
Physical Education Fees	
PEL-142 Backpacking	25.00
PEI-146 Bowling	15.00
PEI-154 Golf	15.00
PEL-161 Rock Climbing	25.00
Swimming, PES-170 through PES-175	15.00
PEM-240 First Aid and Safety Education	5.00
PEA-355 Basic Athletic Training	10.00
PEA-356 Advanced Athletic Training	10.00
PEM-396 Field Experience	30.00
PEM-499 Physical Education Internship	30.00
Psychology Fees	
PYCH-160 General Psychology	5.00
PYCH-373 Psychological Research	5.00
PYCH-363 Psychological Measurement	20.00
PYCH-466 Seminar in Biofeedback	20.00
PYCH-467 Seminar in Cognition and Perception	15.00

Science Fees (excluding mathematics)	
MATH-120 Introduction to Computer Programming	\$ 15.00
Independent Study—per hour	5.00
Laboratory courses	30.00

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 provides for the following: college newspaper, yearbook, admission to college-sponsored athletic events, artist-lecture programs, intramurals, Student Senate, Christian Service activities, 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 1987-88 (excluding transportation, personal expenses, books, and laboratory fees):

	Quarter	Year
Tuition (based on 16 quarter hours)	\$1344	\$4032
College fees (approximate)	146	438
Board (21 meals per week)	495	1485
Room	435	1305
Room deposit (new resident students)	30	30
New student fee	47	47
TOTAL	\$2497	\$7337

Other yearly expenses may be estimated as follows: books and supplies, \$384; 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 Cedarville College's Financial Aid Office.)

Financial Registration Policy

It is the policy of the college that each student's bill is due in full at the beginning of each quarter or period of instruction. To enable each student to pay his/her college bill, financial registration is held the first two days students are required to be on campus. To complete registration, a student must choose one of the following methods of payment:

Payment of College Bill

1. **Payment in Full** either prior to or during financial registration. Prompt payment admits the student to classes, the cafeteria, and permits the use of the library. A student registering after the close of financial registration will receive a \$25 late registration charge.
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 1½% 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 1½% per month will be made on the unpaid balance.

Third (final) Payment: The remaining balance owed by the student is due within eight weeks following financial registration. A late payment charge of \$10 will be assessed on all students with a balance remaining on their accounts after this deadline. An interest charge of 1½ percent per month will be made on the unpaid balance.

Payment Responsibility

A student's registration for classes is his/her obligation and commitment to pay for related charges as stated in the college

catalog. 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.

If acceptable payment arrangements are not completed within a reasonable time, the student will be denied access to the cafeteria and library until such arrangements are made.

The testimony of Cedarville College is dependent upon the power and grace of our Lord Jesus Christ and upon all those committed to the college. This includes financial obligations as well as spiritual commitments.

No student will be allowed to begin the next quarter, receive grade reports or transcripts, or graduate with an unpaid balance at the college. An interest charge of 1½% monthly will be assessed on all unpaid balances due.

3. **Prepayment-Incentive Credit Plan (PIC-PLAN)** makes it possible for students to prepay their college costs and earn a prepayment credit on their accounts. This is optional for any accepted or currently enrolled student. Prepayments can be made monthly, quarterly, or annually. All prepayments are immediately credited to the student's account.

To qualify for PIC-PLAN credit, a student must maintain a credit balance of \$500.00 or more for 30 days or more on his/her student account. The current rate is 8% annually; the monthly credit earned is .667%. Credit is allocated monthly to create a compounding effect. This percentage rate is subject of change each year.

Students may make cash withdrawals up to \$25 anytime from a credit balance on their account. Bookstore purchases can be charged against a credit balance. Any credit balance will be refunded upon request. The student's monthly statement will show the amount of prepayment credit earned that month and the total amount of prepayment to date.

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 11/5
 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 1½% 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.

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 two days of the quarter 100%
- First full calendar week or less 90%
- 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.

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 en-

dowment funds in varying amounts. These funds have been contributed by individual donors. They are gift awards and are awarded based on need and the 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.

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.

Ohio Choice Grant

A program of tuition assistance for students attending Ohio's private four year colleges and universities. Recipients must be Ohio residents, attending full time, and enrolled in a program leading to a bachelor's degree. There are no financial need requirements.

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.

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).

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 War Orphans Scholarship

This scholarship is awarded to students who are the 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.

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.

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 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. **Alumni Scholarship and Grant Endowment Fund**

The alumni of Cedarville College established this fund to generate interest which is awarded as scholarships to Cedarville College students without regard to demonstrated financial need.

2. **Mead C. Armstrong Endowed Memorial Scholarship Fund**

Established by Mary Armstrong, wife, and their children, in memory of Mead Armstrong, a Christian educator and teacher. Awards will be made to students pursuing any major in Biblical education and will be based on demonstrated need as determined by the financial aid office.

3. **Rudy Bedford Endowed Memorial Scholarship Fund**

Established by the trustees of Cedarville College in memory of Rudy Bedford, trustee emeritus, for the many years of service to his Lord and to Cedarville College.

4. **John W. Bickett Endowed Heritage Fund**

Established by the Heritage Alumni and named for Reverend John Wilson Bickett who was the first member of the first graduating class in 1897 to receive his diploma. It is the desire of alumni to remember the early graduates who helped lay the foundation of the college. The fund is designed to assist junior or senior students preparing for pastoral or missionary service and planning to further their education in seminary or language studies.

5. **William J. and Nora J. Bolthouse Endowed Scholarship Fund**

It is the desire of William and Nora Bolthouse to provide non-repayable assistance first to students from the Ensley Baptist Church of Sand Lake, Michigan, and to students of employees of William Bolthouse Farms, Inc. Other students may be eligible when the above priority has been satisfied. All aid awards will be based upon demonstrated financial need as determined by the financial aid office.

6. **Ruby E. Booher Bontrager Memorial Endowed Grant Fund**

Established in memory of Ruby B. Bontrager specifically to assist worthy students with financial need.

7. **Minor and Bernice Cross Endowed Scholarship Fund**

Income earned shall be used for scholarships to be awarded to Cedarville College students based on demonstrated financial need and donor stipulations.

8. **The First Baptist Church of Findlay, Ohio, Scholarship Fund**

Established to assist students of this church to attend Cedarville College. Others may be considered for this award should no qualified students from the church enroll.

9. **Peter F. and Anne E. Guenther Endowed Scholarship Fund**

Established in memory of Peter F. Guenther. Funds are available for eligible students who are preparing for full-time service in the Baptist ministry and who have demonstrated financial need.

10. **Helping-Hand Endowed Fund**

Established by Miss Mabel Irvin Walker. Its purpose is to use the interest income for scholarships to be given to deserving and needy students.

11. **William and Cora Norman Henry Endowed Memorial Scholarship Fund**

Established by Geraldine Henry in memory of her mother and father. This is an endowed fund for the purpose of aiding full-time students who can demonstrate financial need and meet donor stipulations.

12. **Harold P. "Howdy" House Endowed Memorial Scholarship Fund**

The income from this fund shall be used as a scholarship awarded annually to a full-time Cedarville College student

who can demonstrate financial need and meet donor stipulations.

13. **Robert L. Hutchinson Endowed Memorial Fellowship Fund**

Established in memory of Robert L. Hutchinson. Its purpose is to provide an annual scholarship to a student preparing for full-time foreign missionary service and who has demonstrated financial need.

14. **Ruby Jeremiah Scholarship Fund**

Established by the faculty women of Cedarville College in appreciation of the years of loyal and devoted service which the Jeremiahs have given to the college, its students, faculty, and staff. Its purpose is to provide an annual scholarship of \$1000 to an eligible woman student selected by the scholarship committee.

15. **William M. Junk and Frances Smith Junk Endowed Grant**

Established by Mr. and Mrs. William M. Junk for the purpose of providing a one-time grant to a freshman student who has sufficient ability to be enrolled and to maintain academic progress according to the standards of Cedarville College. The student must demonstrate exceptional financial need.

16. **Dr. and Mrs. R. G. Kennedy Endowed Scholarship Fund**

Established out of concern for enlarging Christian service opportunities. An annual grant will be awarded to one or more students preparing for areas of Christian service and who have demonstrated financial need.

17. **Kimberly Kerr Endowed Scholarship Fund**

Established in memory of Kimberly Kerr, class of 1975. This endowed fund provides scholarships to junior or senior nursing students based on demonstrated financial need and scholastic achievement.

18. **George H. and Dena F. Louys Endowed Grant Fund**

Established in memory of Edna F. Louys to assist in the training of pastors and missionaries.

19. **Nursing Endowed Scholarship Fund**

Established by Christian nurse friends of Cedarville College. Recipients will be selected by the nursing faculty based on need, academic progress, and potential for Christian leadership in nursing.

20. **The Pleasant View Baptist Church of Wren, Ohio, Endowed Scholarship Fund**

Established to assist students from this local church. Should

no students from the church be enrolled or otherwise not qualified, others may be considered.

21. **Rife Endowed Scholarship Fund**

Established by Mrs. Ralph Rife and children as an endowed fund of which the income is to be awarded to deserving students based on demonstrated financial need and donor stipulations.

22. **The Jean Scott Endowed Memorial Scholarship Fund**

Established by O. B. Scott in loving memory of his wife of 32 years. Awards will be made to continuing students who are pursuing a course of study with the intent of becoming missionaries. Minimum G.P.A. required for consideration is 2.5.

23. **Andrew Smith Endowed Memorial Scholarship Fund**

Established in honor of Andrew Smith, the son of Mr. and Mrs. Roger Smith. Its purpose is to help handicapped students, wards of institutions such as the Baptist Children's Home in Valparaiso, Indiana, and orphans.

24. **The David W. Stahl Endowed Memorial Scholarship Fund**

Will be given annually to a student with a sophomore ranking who is pursuing a music major. Minimum G.P.A. to be considered for this award is 3.0.

25. **Esther Stone Endowed Trust Fund**

Proceeds from this fund are used for scholarships to pre-ministerial or ministerial students. Awards will be based on moral character, academic potential, and demonstrated financial need.

26. **Stuck Memorial Endowed Grant Fund**

Established in memory of Jim Stuck, Teacher and Educator until retirement. His desire was to help students finance their education.

27. **Student Body Loan and Grant Fund**

Established by the student body to give assistance to qualified students with financial need.

28. **Wickerham Memorial Endowed Grant Fund**

Established in memory of Donald S. Wickerham (husband), class of 1924, and Donna H. Burns (sister of Mrs. Wickerham), class of 1917, to assist worthy students with financial need.

29. **Rev. and Mrs. Earl V. Willetts Endowed Grant Fund**

Established by family and friends of the Willetts in honor of their fiftieth wedding anniversary and their many years of

service to Cedarville College. Interest from the fund generates scholarships in their honor for students in good standing and with financial need.

30. **Lewis P. Gallagher Scholarship Fund**

Established by Lewis P. Gallagher Family Foundation in honor of Lewis P. and Clara Custer Gallagher. Their desire is to enable qualified candidates from the state of Maine to pursue a Christian college education.

Student Employment

College Work Study

This program is designed to provide work opportunities available to college students. It is a federally-funded program. Students in this program may qualify for up to ten (10) 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.

Although not able to guarantee employment, Cedarville College assists needy students by recommending them for part-time employment, both on the campus and in surrounding communities. 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.

Loan Funds

Federally Insured Student Loans

Loans are available to Cedarville College students through the United Student Aid Funds, Inc., and most state-guaranteed loan programs. These loan programs are arranged through local banks, savings and loan associations, credit unions, pension funds, and insurance companies for nominal, specified interest rates and are

repayable beginning the seventh month after graduation. The listing of Cedarville College in the Directory of Higher Education published by the United States Department of Education makes available the payment of interest by the federal government on eligible loans secured through the lending institutions listed above under the various state, federal, or private loan programs.

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. Farm 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 principal.

No payments are required for up to three years while one is serving in the Armed Forces, Peace Corps, Vista, or other areas of 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.

Cedarville College Student Loans

1. **The Bancroft Loan Fund** was established to assist missionary students. Loans are available without interest to eligible students who are planning to serve in some aspect of missionary service.
2. **The James Bucholtz Memorial Loan Fund** was established by the parents in memory of their son. The maximum loan available is \$1000 to eligible students.
3. **The Jo Anne Buschmann Memorial Loan Fund** was established by the parents in memory of their daughter. The maximum loan available is \$1000 to eligible students who demonstrate academic achievement, special need, and dedicated Christian service.
4. **The Jonathan Edward Clater Memorial Loan Fund** was established by the direction of Mr. Clater. This fund is for eligible students whose education would be interrupted because of special financial crisis.
5. **The Fullerton Music Student Loan Fund** is for eligible music majors chosen by the music department and the financial aid office. No interest is charged during the loan period.
6. **The Gale Memorial Loan Fund** was established by Mr. Ralph B. Gale, a former faculty member in honor of his wife. Its purpose is to help eligible, needy students on a short term basis.
7. **The Kemp Loan Fund** was established by a former financial aid office secretary. The funds are available on request for eligible students over a period of 15-30 days.
8. **The M.K. Loan and Grant Fund** has been 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** is for students who are unable to obtain funds through other sources. The maximum loan available to eligible students is \$500.
10. **The Frances McChesney Memorial Loan Fund** was established by the Cedarville College alumni prior to 1952. Funds are loaned to any eligible, deserving Greene County student attending Cedarville College.
11. **The Miter Loan Fund** was established by a donor friend of Cedarville College who is interested in helping eligible, needy students.
12. **The Science Loan Fund** was established by the science department to provide aid to eligible science majors who demonstrate financial aid.
13. **The Student Body Loan and Grant Fund** was established by the Class of 1972. This unique loan fund has two purposes: first, to provide loan funds to eligible, needy students at a nominal interest rate; and second, to allocate all earned interest to a grant program available to students who meet the qualifying criteria.
14. **The Student Emergency Fund** was established for the express purpose of providing help to students who are faced with emergencies that were not anticipated, i.e., illness or death in the immediate family, etc. All assistance is on a short term loan basis.

Information on all loan opportunities may be obtained from the financial aid office.

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) The 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

Eligibility for full benefits of federal, Title IV funds, undergraduate recipients of financial aid must enroll for a minimum of twelve (12) credit hours of classes during each quarter that aid is received.

All students are required to have a cumulative grade point average of 2.00 in order to be graduated from Cedarville College. The following cumulative grade point averages would be appropriate in achieving this goal and fulfilling the term “carrying to completion” the required hours per academic year. Aid recipients, after completing thirty-six (36) credit hours, should have a minimum cumulative grade point average of 1.75; after completing seventy-two (72) credit hours a minimum cumulative grade point average of 2.00 is required to continue in good standing, and be considered to be making satisfactory academic progress toward graduation. Aid recipients who fail to complete the above academic progress

criterion would be subject to having their federal aid discontinued unless there are mitigating circumstances.

Student who withdraw from all courses during any quarter will be required to confer with the Financial Aid Office and other appropriate offices. If permitted to continue, students who withdraw from all courses during each quarter for two consecutive quarters will be considered as not making satisfactory academic progress and will be discontinued from institutionally controlled financial aid programs and the Pell Grant.

In conjunction with school policy the grading marks F, I, NC, AU, W, WP, and WF will not be considered as successful completion of courses attempted. Incomplete (I) grades can be considered when completed according to the provisions in the college catalog. Courses that are repeated will count in the calculation of hours attempted and completed hours earned if the student receives a passing grade; however, all grades received for the course will be included in the grade point calculation.

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:

Transfers (students) who have never attended Cedarville College will be allowed up to three quarters or until they have completed ninety (90) quarter hours to provide evidence of academic satisfactory progress. Those students who have completed ninety (90) quarter hours (Junior classification) may be allowed additional time if extenuating circumstances are evident. Progress will be evaluated on the total number of credit hours completed and the grade point average earned at Cedarville College. Credit hours accepted for transfer will determine the classification used to evaluate academic progress, i.e. 1.75 after 36 credit hours and 2.00 after 72 credit hours.

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

1. You have the right to know what financial aid programs are available at your school.
2. You have the right to know the deadlines for submitting applications for each of the financial aid programs available.
3. 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.
4. 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.
5. 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.
6. You have the right to know how much of your financial need as determined by the institution has been met.
7. You have the right to request an explanation of the various programs in your student aid package.
8. 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.

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 28:19; 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 1:4-11.

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 liaisons 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.



Teaching is the focus of the Cedarville faculty. A graduate of the Cincinnati Conservatory of Music, Charles Clevenger offers instruction in piano.

Faculty

Since 1953, the trustees and administrators of Cedarville College have sought to define realistic goals where substantial emphasis is placed upon the Word of God and the Testimony of Jesus Christ. Divine guidance has been sought as instructors have been invited to join the faculty and carry out its defined purposes and objectives.

Cedarville has a full-time faculty of eighty-seven members with an average of over ten years of teaching experience. Such experience contributes substantially to the success of this Christian liberal arts college. All faculty members are committed Christians who teach the course content in the light of Scriptural truth. All of them have a sincere desire to assist young people in preparation for their chosen vocation. Twenty are currently working toward advanced degrees; forty-eight percent now hold earned doctorates.

PAUL H. DIXON, Ed.D., D.D., LL.D.

President 1978-
B.A., Tennessee Temple University, 1961; M.Div., Temple Baptist Theological Seminary, 1964; D.D., Tennessee Temple University, 1978; LL.D., Liberty University, 1984; Ed.D., The University of Cincinnati, 1986.

JAMES T. JEREMIAH, D.D., Litt.D.

Chancellor 1953-
Graduate, Baptist Bible Seminary, 1936; B.A., Central State College, 1960; M.A., Winona Lake School of Theology, 1968; D.D., Central State College, 1961; Litt.D., Cedarville College, 1973.

ROBERT ABBAS, Ph.D.

Professor of Psychology 1971-
B.M., Northwestern College, 1959; B.A. Wartburg College, 1962; M.A., University of Northern Colorado, 1965; Ph.D., University of Missouri, Columbia, 1972.

MERLIN F. AGER, Ph.D.

Professor of Education 1964-75; 1978-
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.

IRENE B. ALYN, R.N., Ph.D.

Professor of Nursing 1981-
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.

LYLE J. ANDERSON, Ph.D.

Professor of Music 1970-
B.M.E., Cedarville College, 1970; M.A., The Ohio State University, 1971; Ph.D., The Ohio State University, 1977.

J. WESLEY BAKER, M.A.

Associate Professor of Communication Arts 1977-
B.A., Bob Jones University, 1972; M.A., University of South Carolina, 1980; graduate study, The Ohio State University, 1984-.

LOIS K. BAKER, R.N., M.S.N.

Assistant Professor of Nursing 1984-
Diploma, Blodgett 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.

SUE H. BAKER, M.Ed.

Associate Professor of Education 1978-
B.S., Kent State University, 1968; M.Ed., Kent State University, 1972; all work completed for Ph.D. except dissertation, The University of Cincinnati, 1985.

RICHARD E. BALDWIN, M.B.A.

Assistant Professor of Business 1975-
B.S.E.E., Iowa State University, 1955; M.B.A., University of Dayton, 1968; L.L.B., LaSalle Correspondence University, 1973; all work completed for Ph.D. except dissertation, The Ohio State University, 1986; President's Fellow, American Graduate College of International Management, Winter, 1987.

STANLEY N. BALLARD, Ph.D.

Professor of Psychology 1965-
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.

RAYMOND E. BARTHOLOMEW, Ph.D.

Professor of English 1959-1966; 1983-
B.A., Cedarville College, 1957; M.A., Case Western Reserve

- University, 1959; Ph.D., Case Western Reserve University, 1964.
- PATRICIA BATES, M.S.
Dean of Women 1974-
 B.S., Ouachita University, 1968; M.S., Xavier University, 1971.
- JANET A. BAUER, M.S.
Assistant Professor of Nursing 1982-
 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; all work completed for Ph.D. except dissertation, University of Texas, 1987.
- DONALD P. BAUMANN, Ph.D.
Professor of Biology and Chemistry 1964-
 B.S., Iowa State University, 1960; M.S., Iowa State University, 1962; Ph.D., Iowa State University, 1964.
- HARMON BERGEN, M.A.
Associate Professor of Foreign Languages 1958-
 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.
- OMER E. BONENBERGER, D.Ed.
Associate Professor of Education 1981-
 B.A., Bob Jones University, 1960; M.A., Arizona State University, 1968; D.Ed., University of Maine, 1981.
- JANICE M. BOSMA, M.L.S.
Assistant Library Director of Collection Development 1982-
 B.A., Grand Rapids Baptist College, 1975; M.L.S., Western Michigan University, 1978.
- TIMOTHY L. BOSWORTH, M.A.
Dean of Men 1984-
 B.A., Cedarville College, 1971; M.A., The Ohio State University, 1978.
- EDWIN S. BRAITHWAITE, Ph.D.
Associate Professor of Mathematics 1976-
 B.A., Western Washington University, 1966; M.A., Western Washington University, 1968; Ph.D., University of Illinois - Urbana-Champaign, 1975.
- LYNN A. BROCK, M.L.S.
Director of Library Services 1969-
 B.A., Cedarville College, 1968; M.L.S., Indiana University, 1969.
- ELAINE L. BROWN, M.Ed.
Assistant Professor of Physical Education 1982-
 B.S., Cedarville College, 1977; M.Ed., University of Dayton, 1982; graduate study, The Ohio State University, 1983-.
- STEPHEN P. BROWN, M.L.S.
Associate Library Director for Library Systems 1968-
 B.S., Cedarville College, 1967; M.L.S., Indiana University, 1968.
- DONALD CALLAN, Ph.D.
Professor of Physical Education 1960-
 B.S., Taylor University, 1955; M.A., Ball State Teachers College, 1960; Ph.D., The Ohio State University, 1968.
- MARTIN E. CLARK, Ed.D.
Vice President for Development 1974-
 B.A., Bob Jones University, 1967; M.A., Bob Jones University, 1968; Ed.D., Virginia Polytechnic Institute and State University, 1974.
- CHARLES R. CLEVINGER, D.M.A.
Assistant Professor of Music 1982-
 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.
- CHARLOTTE CRAWFORD, M.S.N.
Assistant Professor of Nursing 1985-
 B.S., University of Michigan, 1957; B.A., Taylor University, 1958; M.S.N., Wayne State University, 1985.
- MICHAEL P. DICUIRCI, M.M.
Associate Professor of Music 1979-
 B.M., University of Michigan, 1971; Euphonium/Trombone Student of Fred Snyder, Abe Torchinsky, and Glenn Smith; M.M., University of Michigan, 1977.
- PAMELA S. DIEHL, Ph.D.
Professor of Physical Education 1974-
 B.S., University of Dayton, 1970; M.A., The Ohio State University, 1971; Ph.D., Ohio State University, 1974.
- CHARLES A. DILLON, M.S.
Assistant Library Director for Media Services 1982-
 B.S., Embry-Riddle Aeronautical University, 1973; M.S., West Chester State College, 1978.

- PAT LANDERS DIXON, M.Ed.
Associate Professor of English 1971-
 B.A., Tennessee Temple University, 1963; M.Ed., University of Tennessee, 1970; TESOL (Teaching English as a Second Language), Wright State University, 1985.
- CHARLES D. DOLPH, Ph.D.
Associate Professor of Psychology 1979-
 B.A., Cedarville College, 1974; M.Ed., Georgia State University, 1976; Ph.D., Georgia State University, 1982.
- RICHARD D. DURHAM, Th.D.
Professor of Bible and Greek 1976-
 A.B., Wheaton College, 1950; B.D., Faith Theological Seminary, 1953; S.T.M., Faith Theological Seminary, 1960; Th.D., Grace Theological Seminary, 1981.
- LEROY E. EIMERS, Ph.D.
Professor of Physics and Mathematics 1981
 B.S., Hobart College, 1963; M.S., Syracuse University, 1966; Ph.D., Syracuse University, 1970.
- SHARON EIMERS, M.Sp.Ed.
Associate Professor of Education 1981-
 B.S., Tennessee Temple University, 1975; M.Sp.Ed., University of Tennessee, 1981; all work completed for D.Ed. except dissertation, The University of Cincinnati, 1985.
- CHARLES L. ELLINGTON, Ph.D.
Professor of Music 1975-
 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.
- FLOYD S. ELMORE, Th.M.
Assistant Professor of Bible 1985-
 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.
- SANDRA G. ENTNER, M.S.
Director of Counseling 1985-
 B.A., Cedarville College, 1959; M.S., University of Dayton, 1982.
- DANIEL J. ESTES, Th.M.
Assistant Professor of Bible 1984-
 B.A., Cedarville College, 1974; Th.M. Dallas Theological Seminary, 1978; graduate Study, Cambridge University, England, 1986-.
- CLIFFORD W. FAWCETT, D.B.A.
Professor of Management 1983-
 B.S.E.E., University of Maryland, 1958; M.B.A., American University, 1970; D.B.A., George Washington University, 1976.
- JEFFREY K. FAWCETT, M.B.A.
Assistant Professor of Business Administration 1987-
 B.A., Cedarville College, 1982; M.B.A., University of Baltimore, 1986.
- JEAN R. FISHER, M.A.
Associate Professor of Christian Education 1956-
 B.R.E., Baptist Bible Seminary, 1956; M.A., Wheaton College, 1961; graduate study, Southwestern Baptist Theological Seminary, summer, 1965.
- DENNIS R. FLENTGE, Ph.D.
Associate Professor of Chemistry 1980-
 B.S., Texas Lutheran College, 1969; Ph.D., Texas A. & M. University, 1974; Post-doctoral Research Fellow, University of Florida, 1974-75, Texas A & M University, 1976; Summer Faculty Research Fellow, Wright-Patterson Air Force Base, 1981, 1982, 1984; graduate study, University of Wisconsin, summer, 1984.
- DWAYNE I. FRANK, Ed.D.
Professor of Education 1968-
 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.
- E. ELLEN GLANVILLE, M.S.Ed.
Visiting Assistant Professor of Special Education 1981-
 B.R.E., Baptist Bible Seminary, 1959; M.S.Ed., State University of New York, 1964; Certification in special education, T.M.R., E.M.R., University of Wisconsin, 1974.
- HAROLD R. GREEN, Th.B.
Vice President for Christian Ministries 1970-
 Th.B., Baptist Bible Seminary, 1953.
- EDWARD L. GREENWOOD, D.A.
Professor of English 1963-
 Baptist Bible Institute, Cleveland, 1946-47; B.A., Bryan College, 1951; M.Div., Conservative Baptist Theological Semi-

- nary, 1955; graduate study, Marshall University, 1958; M.A., University of Dayton, 1966; D.A., Middle Tennessee State University, 1976.
- ROBERT G. GROMACKI, Th.D. 1960-
Professor of Bible and Greek
Th.B., Baptist Bible Seminary, 1956; Th.M., Dallas Theological Seminary, 1960; Th.D., Grace Theological Seminary, 1966; postdoctoral study, Institute of Holy Land Studies, Jerusalem, Israel, Summer, 1982.
- RONALD M. GROSH, Ph.D. 1968-
Associate Professor of English
B.A., Cedarville College, 1967; M.A.T., Kent State University, 1968; Ph.D., The Ohio State University, 1980; postdoctoral study, Princeton Theological Seminary, 1983; Regents Park College, Oxford, 1986.
- DEBORAH B. HAFLEY, M.A. 1986-
Assistant Professor of Communication Arts
B.A., Cedarville College, 1968; M.A., The Ohio State University, 1969.
- JOSEPH G. HALSEY, M.Ed. 1970-
Associate Professor of Political Science
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.
- SANDRA HARNER, M.A. 1981-
Assistant Professor of English
B.A., Cedarville College, 1964; M.A., University of Dayton, 1981.
- MARINUS HAZEN, M.B.A., C.P.A. 1983-
Associate Professor of Finance
B.B.A., Ohio University, 1963; M.B.A., Ohio University, 1964; C.P.A., State of Ohio, 1965.
- DAVID C. HEINZE, Ph.D. 1988-
Professor of Business
B.S., Arizona State University, 1963; M.S., University of Wisconsin, 1964; Ph.D., Arizona State University, 1969.
- EVAN V. HELLWIG, A.T.C., L.P.T. 1986-
Assistant Professor of Physical Education
B.S., Mankato State University, 1984; Certificate in Physical Therapy, University of Iowa, 1986.
- LARRY S. HELMICK, Ph.D. 1968-
Professor of Chemistry
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.
- CLIFFORD W. JOHNSON, D.Ed. 1962-
Assistant to the President
B.Ed., Western Washington University, 1949; M.Ed., Western Washington University, 1953; D.Ed., University of Washington, 1962.
- JUDY A. JOHNSON, M.L.S. 1980-
Assistant Library Director for Reader Services
B.A., Cedarville College, 1973; M.L.S., Kent State University, 1985.
- MARTHA J. JOHNSON, M.A., C.P.S. 1983-
Assistant Professor of Secretarial Science
B.A., University of Northern Iowa, 1975; M.A., University of Northern Iowa, 1978.
- LEE L. KANTENWEIN, Th.D. 1986-
Associate Professor of Bible
Th.B., Baptist Bible Seminary, 1958; B.D., Grace Theological Seminary, 1968; Th.M., Grace Theological Seminary, 1971; Institute of Holy Land Studies, Jerusalem, 1974; Th.D., Grace Theological Seminary, 1979.
- LAWRENCE N. KILLIAN, M.S. 1968-
Associate Professor of Biology
B.S., Cedarville College, 1964; B.S., Central State University, 1965; M.S., Syracuse University, 1968; graduate study, Wright State University, 1968, 1980-.
- ELVIN R. KING, M.Ed. 1969-
Associate Professor of Physical Education
B.S., Kent State University, 1964; M.Ed., Bowling Green State University, 1967.
- MARK R. KLIMEK, M.S.N. 1983-
Assistant Professor of Nursing
B.S.N., University of Virginia, 1977; M.S.N., Wayne State University, 1979.

- JAMES O. LEIGHTENHEIMER, B.A.
Assistant Professor of Broadcasting 1982-
 B.A., Cedarville College, 1980; graduate study, Ohio University, 1983-.
- BARBARA L. LOACH, M.A.
Assistant Professor of Spanish 1978-
 B.A., Cedarville College, 1977; M.A., Bowling Green University, 1978; graduate study, The Ohio State University, 1981-.
- J. MICHAEL LOPEZ, Ph.D.
Assistant Professor of Communication Arts 1984-
 B.A., Bob Jones University, 1972; M.A., Bob Jones University, 1975; Ph.D., The Ohio State University, 1985.
- DAVID L. MATSON, Ph.D.
Professor of Music 1965-
 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.
- PHILIP L. McCLURE, M.M.
Assistant Professor of Music 1974-
 B.M., University of Southern California, 1972; M.M., University of Southern California, 1974.
- JOHN A. MCGILLIVRAY, M.S.
Associate Professor of Physical Education 1974-
 B.S., Cedarville College, 1970; graduate study, Wright State University, 1972-74; M.S., University of Dayton, 1976.
- JAMES E. MCGOLDRICK, Ph.D.
Professor of History 1973-
 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.
- DOUGLAS J. MILLER, Ph.D.
Assistant Professor of Chemistry 1984-
 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.
- ALLEN L. MONROE, Ph.D.
Professor of Social Science 1965-
 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.
- BEVERLY S. MONROE, Ph.D.
Associate Professor of Education 1977-
 B.A., Shelton College, 1957; M.A., Wright State University, 1971; Ph.D., Miami University, 1985.
- KURT D. MORELAND, M.A.
Assistant Professor of Communication Arts 1981-
 B.A., Cedarville College, 1976; M.A., West Virginia University, 1978; all work completed for Ph.D. except dissertation, Purdue University.
- J. MURRAY MURDOCH, Ph.D.
Professor of History 1965-
 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.
- DAVID P. NICHOLAS, M.A.
Assistant Professor of Computer Information Systems 1986-
 B.A., Cedarville College, 1974; M.A., University of Northern Iowa, 1981.
- DAVID ORMSBEE, B.A.
Director of Admissions 1980-
 B.A., Cedarville College, 1978; graduate study, Syracuse University, 1985-.
- CHARLES M. PAGNARD, M.M.
Assistant Professor of Music 1977-
 B.M., Bowling Green State University, 1970; trumpet student of Sidney Mear, Richard Jones, Edwin Betts, and Ettore Chiodioni; M.M., Eastman School of Music, 1976; graduate study, University of Cincinnati College-Conservatory of Music, 1984-.
- ROBERT G. PARR, Ph.D.
Assistant Professor of Sociology 1980-
 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.

- GARY J. PERCESEPE, Ph.D.
Assistant Professor of Philosophy 1983-
 B.A., Cedarville College, 1975; M.A., University of Denver,
 1978; M.A. Conservative Baptist Theological Seminary,
 1978; Ph.D., St. Louis University, 1986.
- JAMES R. PHIPPS, Ph.D.
Professor of Communication Arts 1968-
 B.A., Cedarville College, 1968; M.A., The Ohio State Uni-
 versity, 1970; Ph.D., The Ohio State University, 1975.
- TERRY L. PHIPPS, Ph.D.
Associate Professor of Biology 1978-
 B.S., Cedarville College, 1970; M.S., Wright State Univer-
 sity, 1974; Ph.D., The Ohio State University, 1987.
- ANNE R. RICH, M.S., C.P.A.
Assistant Professor in Accounting 1981-
 B.A., Cedarville College, 1976; M.S., University of Central
 Florida, 1978; C.P.A., State of Florida, 1977.
- DONALD W. RICKARD, M.A.
Vice-President for Student Services 1970-
 B.A., Central State College, 1963; M.A., Eastern Michigan
 University, 1968.
- JACK R. RIGGS, Th.D.
Professor of Bible 1967-
 B.A., Taylor University, 1956; B.D., Grace Theological
 Seminary, 1959; Th.M., Grace Theological Seminary, 1963;
 Th.D., Dallas Theological Seminary, 1968.
- DAVID H. ROBEY, M.A.
Assistant Professor of Communication Arts 1981-
 B.A., Pillsbury Bible College, 1970; M.A., Bob Jones Uni-
 versity, 1972, graduate study, Tennessee Temple University,
 1974-.
- REX M. ROGERS, Ph.D.
Assistant Professor of Political Science 1982-
 B.A., Cedarville College, 1974; M.A., University of Akron,
 1978; Ph.D., University of Cincinnati, 1982.
- DAVID L. ROTMAN, M.A.T., C.D.P.
Director of Computer Services 1984-
 B.S., Taylor University, 1968; M.A.T., Indiana University,
 1972; C.D.P., Institute for Certification of Computer Profes-
 sionals, 1980.
- KENNETH H. ST. CLAIR, M.S., C.P.A.
Vice President for Business 1959-
 B.S., University of Illinois, 1956; C.P.A., State of Ohio,
 1962; M.S., University of Illinois, 1963; graduate study, Uni-
 versity of Nebraska, 1964-65; special studies: Wharton School
 of Finance, University of Pennsylvania, 1977; Stanford Uni-
 versity, 1979.
- MAUREEN O. SALLADAY, R.N., M.P.H.
Assistant Professor of Nursing 1984-
 Diploma, West Suburban Hospital School of Nursing, 1965;
 B.S., Wheaton College, 1967; M.P.H., University of Min-
 nesota, 1980.
- LILA C. SEAMAN, Ph.D.
Associate Professor of Education 1972-76; 1980-
 B.R.E., Baptist Bible Seminary, 1964; M.S., State University
 of New York, 1968; Ph.D., The Ohio State University, 1977.
- JOHN E. SILVIUS, Ph.D.
Professor of Biology 1979-
 B.A., Malone College, 1969; Graduate study, Western Michi-
 gan University, 1970; Ph.D., West Virginia University, 1974;
 postdoctoral study, University of Illinois, 1974-76.
- RUTH E. SLOCUM, M.N.
Assistant Professor of Nursing 1983-
 B.A., Wheaton College, 1955; B.S.N., Case Western Re-
 serve University, 1959; M.N., University of Mississippi,
 1972; Certified Nurse-Midwife, American College of Nurse-
 Midwives, 1972.
- GALEN P. SMITH, M.S.
Assistant Professor of Economics 1981-
 B.A., Washburn University, 1966; M.S., Kansas State Uni-
 versity, 1968; M.Div., Grace Theological Seminary, 1978.
- LARRY D. SMITH, M.Div.
Assistant Professor of Spanish 1986-
 B.S., Cedarville College, 1960; B.D., Grand Rapids Baptist
 Seminary, 1964; M.Div., Grand Rapids Baptist Seminary,
 1964.
- SARAH H. SMITH, Ph.D.
Associate Professor of Accounting 1980-
 B.A., Cedarville College, 1975; M.A., Virginia Polytechnic
 Institute and State University, 1976; Ph.D., Virginia
 Polytechnic Institute and State University, 1982.
- EDWARD E. SPENCER, M.A.
Professor of English 1962-
 B.A., Ashland College, 1947; M.Th., Faith Seminary, 1951;

- M.A., University of Dayton, 1968; graduate study, Bowling Green State University, 1969-.
- RONALD J. WALKER, D.B.A.
Professor of Management Science 1978-
 B.S., Bowling Green State University, 1965; M.S., University of Michigan, 1966; D.B.A., Kent State University, 1986.
- W. DAVID WARREN, Th.M.
Associate Professor of Bible 1980-
 B.A., Cedarville College, 1964; Th.M., Dallas Theological Seminary, 1968.
- DANIEL E. WETZEL, Ph.D.
Professor of Physics and Mathematics 1963-
 B.S., Morehead State College, 1955; M.S., University of Cincinnati, 1963; Ph.D., The Ohio State University, 1971.
- DUANE R. WOOD, D.B.A.
Academic Vice President 1987-
 B.S.E.E., Rose-Hulman Institute of Technology, 1964; M.B.A., Butler University, 1968; D.B.A., Indiana University, 1974.
- RETIRED FACULTY**
- ALBERTA L. CHAFFE, M.A.
Director of Library Services 1960-75
 B.A., Cedarville College, 1960; M.A., Indiana University, 1963. Address: P.O. Box 601, Cedarville, OH 45314
- IRMA M. DODSON, M.A.
Professor Emerita of Education 1968-78
 Graduate, Junior College Curriculum, Illinois State University, 1933; B.S., Indiana State University, 1952; graduate study, Ball State University, 1962-63; M.A., Indiana State University, 1964. Address: P.O. Box 601, Cedarville, OH 45314.
- AUSTIN D. ELMORE, M.A.T.
Professor Emeritus of Biology 1961-77
 B.A., Wabash College, 1932; special study, Butler University, 1946; M.A.T., Indiana University, 1966. Address: P.O. Box 601, Cedarville, OH 45314
- L. BERT FRYE, M.A.T.
Associate Professor Emeritus of Physical Science 1961-81
 B.S., University of Missouri, 1940; graduate study, Faith Seminary, 1947-48; B.D., Grand Rapids Baptist Seminary, 1953; graduate study, Michigan State University, 1958, 1959, and summer of 1961; University of California (Berkeley), summer of 1960; M.A.T., Miami University, 1964; University of Arizona, summer, 1969; State University of New York (Stony Brook), summer, 1970. Address: P.O. Box 601, Cedarville, Ohio 45314
- RALPH B. GALE, M.A.
Associate Professor Emeritus of History 1961-73
 Graduate, Moody Bible Institute, 1937; Th.B., Northern Baptist Theological Seminary, 1943; M.A., Loyola University, 1961; graduate study, Loyola University, 1960-61; Miami University, 1962. Address: Spurgeon Baptist Bible College, P.O. Box 1015, Mulberry FL 33860.
- C. B. HURST, M.A.
Director of Admissions and Registrar Emeritus 1966-73
 B.E., University of Akron, 1933; M.A., Western Reserve University, 1938. Address: 92 Jeanette Avenue, Centerville, OH 45459.
- CLEVELAND McDONALD, Ph.D.
Professor Emeritus of Sociology 1957-76
 Graduate, Moody Bible Institute, 1945; B.A., James Millikin University, 1948; graduate study in linguistics, Oklahoma State University, 1948; M.Litt, University of Pittsburgh, 1956; Ph.D., The Ohio State University, 1966. Address: P.O. Box 601, Cedarville, OH 45314.
- MIRIAM B. MADDOX, B.A.
Associate Professor Emerita of Speech 1959-74
 B.A., John Fletcher College, 1928; graduate study, Columbia University, 1929; graduate study, Northwestern University, 1930; Graduate, Moody Bible Institute, 1931. Address: 921 Pine Needles Drive, Centerville, OH 45459.
- MARLIN L. RAYBURN, M.A.
Associate Professor Emeritus of Communication Arts 1971-
 B.A., Wheaton College, 1947; M.A., Wayne State University, 1960. Address: Box 601, Cedarville, OH 45314.

Statistical Information Fall Quarter, 1986

By Class – Men and Women

	Men	Women	Totals
Freshmen	243	351	594
Sophomores	201	246	447
Juniors	135	205	340
Seniors	184	238	422
Adult Studies	<u>6</u>	<u>12</u>	<u>18</u>
Totals	769	1,052	1,821

By State – Men and Women

	Men	Women	Totals
Alabama	0	1	1
Alaska	2	7	9
Arizona	1	2	3
Arkansas	0	1	1
California	10	15	25
Colorado	3	5	8
Connecticut	2	11	13
Delaware	1	2	3
Florida	13	15	28
Georgia	5	3	8
Hawaii	1	0	1
Idaho	2	2	4
Illinois	29	38	67
Indiana	52	55	107
Iowa	18	32	50
Kansas	2	1	3
Kentucky	0	8	8
Louisiana	0	2	2
Maine	4	14	18
Maryland	13	21	34
Massachusetts	4	5	9
Michigan	84	107	191
Minnesota	6	9	15
Missouri	1	3	4
Montana	0	4	4
Nebraska	2	2	4
New Hampshire	6	8	14
New Jersey	18	39	57
New Mexico	1	0	1
New York	57	89	146
North Carolina	7	4	11

Ohio	289	344	633
Oregon	2	1	3
Pennsylvania	69	97	166
South Carolina	3	6	9
Tennessee	1	3	4
Texas	2	3	5
Utah	0	1	1
Vermont	2	2	4
Virginia	14	17	31
Washington	7	9	16
Wisconsin	17	21	38
West Virginia	<u>13</u>	<u>19</u>	<u>32</u>
Totals	764	1,028	1,792
Puerto Rico	2	1	3
International Students	<u>12</u>	<u>14</u>	<u>26</u>
Totals	778	1,043	1,821

Faculty and Enrollment Comparisons

	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*

*Full-time Equivalents

By Major – Men and Women

MAJOR	MEN	WOMEN	TOTALS
Accounting	58	43	101
AA Secretarial	0	39	39
Behavioral Science	8	36	44
Bible	4	0	4
Bible - One Year	0	2	2
Bible Preseminary	50	0	50
Bible Comprehensive	41	7	48
Biology	29	23	52
Broadcasting	23	10	33
Business Administration	155	86	241
Business Education	1	10	11
Chemistry	14	5	19
Communication Arts	23	37	60
Computer Information Systems	50	7	57
Criminal Justice	8	3	11
Elementary Education	10	230	240
English	16	66	82
History-Political Science	4	0	4
History	13	10	23
Mathematics	30	25	55
Medical Technology	1	1	2
Music	7	25	32
Music Education	7	10	17
Nursing	5	160	165
Physical Education	26	29	55
Political Science	11	4	15
Psychology	21	44	65
Public Administration	5	1	6
Science Comprehensive	3	2	5
Secretarial Administration	0	8	8
Sociology	1	2	3
Social Science	7	9	16
Spanish	1	11	12
Pre-Agricultural	1	0	1
Pre-Dental	2	0	2
Pre-Engineering	31	3	34
Pre-Law	12	8	20
Pre-Medical	14	8	22
Pre-Pharmacy	2	3	5
Pre-Optometry	1	0	1
Undecided	<u>80</u>	<u>79</u>	<u>159</u>
Totals	775	1,046	1,821

By Age – Men and Women

YEARS	MEN	WOMEN	TOTALS
16	0	0	0
17	1	14	15
18	142	231	373
19	159	242	401
20	152	215	367
21	144	187	331
22	79	81	160
23	24	27	51
24	17	05	22
25-29	37	26	63
30+	<u>20</u>	<u>18</u>	<u>38</u>
Totals	775	1,046	1,821

Miscellaneous

Married Students	64
Transfers	141
Student Resident Status	
Dormitory & Approved	1,445
Commuters	376
Veterans & Dependents on	
GI Bill	21

Index

Academic Advising	43	Centennial	5
Academic Information	40	Certification, College	10
Academic Load	44	Certification, Teacher	92
Academic Warning and Suspension	54	Chapel	14,25
Accounting	69,71	Chemistry	142,148
Accreditation, College	10	Christian Ministries	26
Adding a Course	51	Church Education	64
Administration	189	Church Education/Youth Emphasis	61
Admissions	34	Church Music	119,123
Admissions Procedure	35	Class Attendance	44
Admission to Academic Programs	36	Classification of Students	44
Advanced Placement	36	CLEP (College Level Examination Program)	36
Alford Auditorium	22	College Center	16
Alternate Year Courses	57	College Profile	10
American Studies	152	Communication Arts Department	80
American College Test (ACT)	34	Communications Building	15
Anthropology	156	Comprehensive Bible Major	60
Assignment to Classes	44	Comprehensive Business Education Major	70,72
Associate of Arts Degree	78	Comprehensive Science Major	143
Athletic Center	20	Computer Center	16
Athletic Grants	166	Computer Information Systems	69,76,77
Athletics	29	Conduct, Standards	24,175
Auditing a Class	52	Correspondence Directory	190
Au Sable Institute	46	Correspondence Study	46
Awards and Honors	54	Costs	162,163
Bachelor of Music Education	121	Counseling Services	31
Behavioral Science	138,153	Course Fees	162
Biblical Education Department	58	Course Numbers and Designations	57
Biblical Languages	64	Credit/No Credit Program	52
Biblical Studies	61	Credits	44
Biology	142,146	Criminal Justice	153
Board Expenses	162	Cultural and Social Activities	27
Board of Trustees	189	Curriculum Outline	40
Broadcasting	83	Deadlines and Notifications	36
Broadcast Journalism	84	Dean's Honor List	54
Broadcast Management/Sales	83	Dean's List	54
Broadcast Production	83	Deferred Payment Plan – Veterans	165
Business Administration	72	Degree Requirements	42
Business Administration Building	18	Departmental Grants	166
Business Administration Department	66	Departments of Instruction	42
Business Education	70,72	Devotions	25
Calendar, Academic	inside front cover	Doctrinal Statement	174
Campus Activities	27	Dormitories	21
Canadian Students	38	Drama	28
Career Planning and Placement	31	Early Admission	35
Career Selection and Opportunities	32	Economics	69,72
<i>Cedars</i> (college newspaper)	27,29	Education Department	90
		Electives	42
		Elementary Education	92
		Emergency Medical Service	46

- | | | | |
|--|---------|---|-------------------|
| Employment, Student | 170 | Management | 69,73 |
| English | 110,112 | Map, Campus | inside back cover |
| Enrollment, Statistics | 184 | Marketing | 69,74 |
| Entrance | 11 | Mathematics | 143,149 |
| Entrance Requirements | 34 | Medical Technology | 145 |
| Expenses, Living | 162 | Military Scholarships | 167 |
| Faculty | 177 | Milner Hall | 13 |
| Family Rights and Privacy Act | 34 | Minor Field | 42 |
| Fees | 162,163 | Minor Field of Study | 30 |
| Finance | 69,73 | <i>Miracle</i> (college yearbook) | 28,29 |
| Financial Aid | 165 | Missions Emphasis | 61 |
| Financial Information | 161 | Missionary Internship Service | 26 |
| Financial Registration Policy | 164 | Missionary Nursing | 133 |
| Fine Arts Building | 22 | Music Department | 116 |
| Founders Hall | 13 | Music, Church | 119,123 |
| French | 114 | Music, Conducting | 125 |
| General Education Requirements | 41 | Music, Education | 121,124 |
| Geography | 157 | Music, History and Literature | 124 |
| German | 111,114 | Music, Performance | 125 |
| Grade Points and Averages | 52 | Music, Private Instruction | 125 |
| Grading System | 51 | Music, Theory | 124 |
| Graduation | 43 | Musical Organizations | 29,126 |
| Graduation With Honors | 54 | New Student Orientation | 24 |
| Grants | 164,168 | Newspaper, College | 27,29 |
| Greek | 64 | Nursing Department | 128 |
| Health Clinic | 19 | Office Technology | 69,78 |
| Health and Physical Education Department | 100 | One-Year Bible Program | 47,61 |
| Health Insurance | 163 | Organizations, Student | 27 |
| History | 153,157 | Orientation, New Students | 24 |
| History and Political Science | 153 | Out of Class Courses | 45 |
| History, College | 10 | Overseas Study Program in Germany | 47 |
| Holy Land Studies | 47 | Part-time Students | 44 |
| Honors and Awards | 54 | Patterson Clinic | 19 |
| Honors, Graduation | 54 | Pastoral Emphasis | 60 |
| Housing | 27 | PELL Grant | 167 |
| Independent Study | 45 | Philadelphia Study Tour | 47 |
| Insurance, Student | 163 | Philosophy | 62 |
| Intercollegiate Athletics | 29 | Physical Education | 102 |
| Intramural Athletics; Campus Activities | 27 | Physics | 144,148 |
| International Students | 38 | Placement Center | 31 |
| Internships | 47 | Political Science | 153,154,158 |
| Kindergarten Education Program | 92 | Practical Theology | 63 |
| Language and Literature Department | 108 | Preagriculture | 144 |
| Languages, Biblical | 64 | Pre dentistry | 145 |
| Lawlor Hall | 21 | Preengineering | 144 |
| Library | 17 | Prelaw | 154 |
| Literature, American, English, World | 112 | Premedicine | 145 |
| Loans | 170 | Preoptometric | 145 |
| Location | 192 | Preosteopathic | 145 |
| Major Field | 40 | Prepayment Incentive Credit Plan | 164 |
| Major Fields of Study | 40 | Prepharmacy | 145 |

Preprofessional Programs	47,144	Study Abroad Program (SAPOCC)	48
Preseminary Bible Major	60	Summary of Costs	163
Preveterinary Medicine	145	Summer School	49
Probation, Academic	54	Suspension, Academic	54
Professional Writing	113	Teacher Certification	92
Psychology Department	136	Teacher Education Program	92
Public Administration	155	Testing Out Procedure	45
Publications, Student	29	Textbook and Supplies Expenses	162
Quarter of Admission	35	Theology	63
Radio Station	15	Three-Pay Plan	164
Reading Program	48	Transfer Students	37,44
Readmission	37	Trustees	189
Recognition, College	10	Tuition	162
Refunds, Withdrawal	165	Urban Studies	156
Registration	50	Veterans and Dependents Educational Assistance	164
Repeating Courses	54	Video Media Production	84
Requirements, Degree	42	WCDR-FM	15
Requirements, General Education	41	Williams Hall	15
Reservation Deposit	36	Withdrawal from a Course	51
Reserve Officer Training Corps (ROTC)	48	Withdrawal from College	51
Rock, The	19	Withdrawal Refund	165
Room Expenses	162	Work Study	170
Science Center	18		
Scholarships	166,168		
Scholastic Aptitude Tests (SAT)	34		
Science and Mathematics Department	140		
Secondary Education Program	94		
Secretarial Studies	69,78		
Sessions and Credits	44		
Setting	12		
Social and Cultural Activities	27		
Social Science and History Department	150		
Sociology	155,159		
Spanish	111,113		
Special Education Program	93,99		
Special Programs of Study	46		
Special Students	44		
Speech	82		
Standards of Conduct	24,175		
Statistical Information	184		
Student Activities	27		
Student Aid	165		
Student Costs	162,163		
Student Employment	170		
Student Government Association	29		
Student Insurance	163		
Student Life	24		
Student Loans	171		
Student Organizations	27		
Student Services	27		
Student Services Fee	163		

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Cedarville College is governed by an autonomous, self-perpetuating board of trustees. Board members are selected for three-year terms, and one-third of the board members are eligible for reelection 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.

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Term of Office Ending June, 1988

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 William Patterson, Greer, South Carolina
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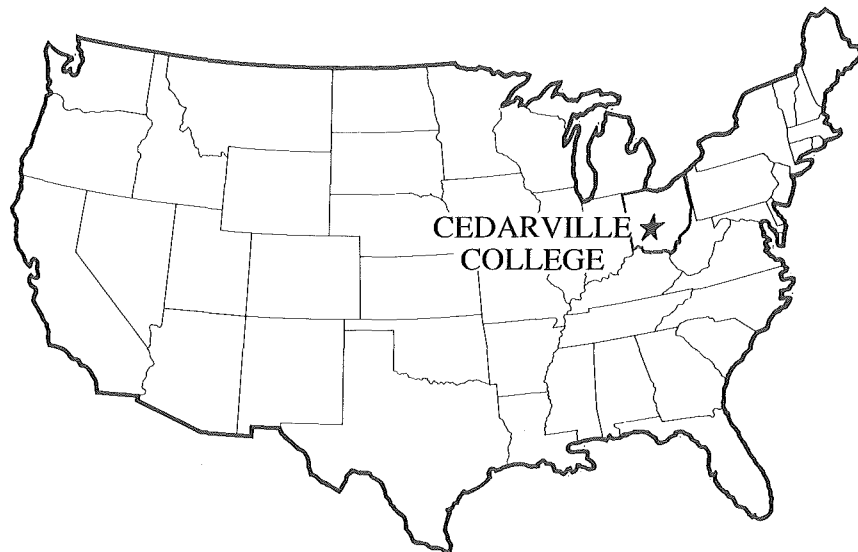
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**Offices are open Monday – Friday, 8 a.m. – 5 p.m.
phone (513) 766-2211**



The College's pleasant campus affords countless opportunities for discussion and interaction out-of-class.



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.

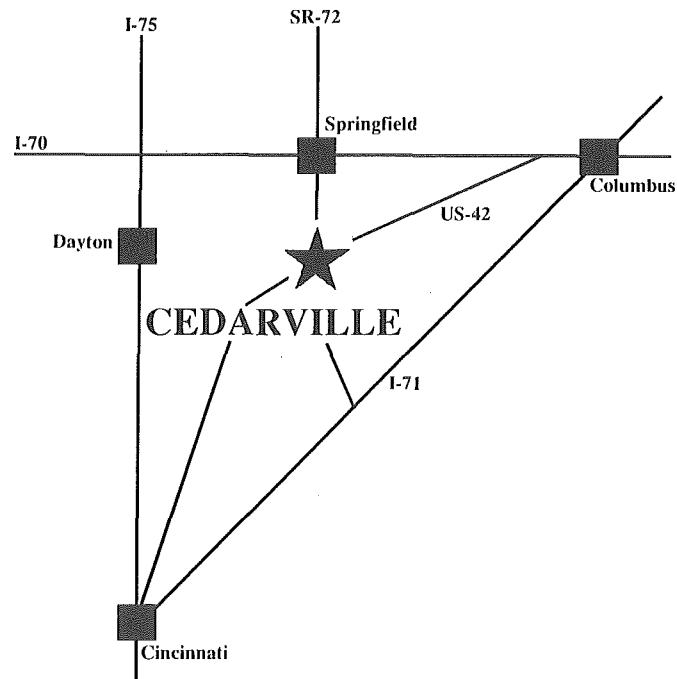
Traveling by Air

The nearest commercial airport is the Dayton International Airport in Dayton, Ohio, which is a 45-minute drive from the campus.

Traveling by Bus

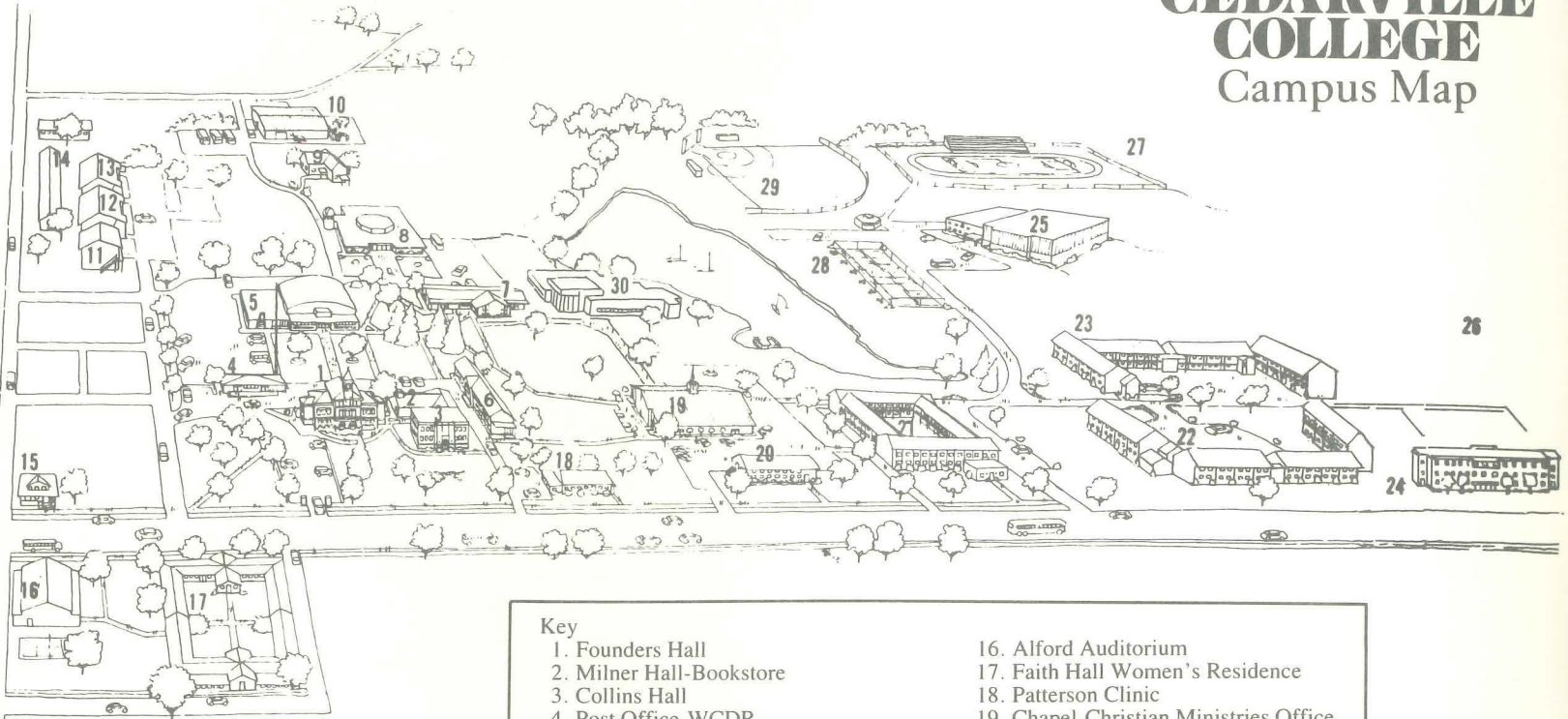
Both Greyhound and Trailways Bus Lines have terminals in Springfield.

Transportation from the airport or the bus terminal may be arranged by contacting the Admissions Office (513)766-2211.



CEDARVILLE COLLEGE

Campus Map



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 — <i>Cedars</i> | 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. Library |

Fine Arts Building
 South Hall Men's Residence
 Harriman Hall Men's Residence
 Cedar Park Apartments

Admissions Office is in the College Center.
 Phone: (513) 766-2211 ext. 317, 318
 Hours: 8-5 Monday through Friday

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 our director of admissions.
- 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 Office
Cedarville College
Box 601
Cedarville, Ohio 45314
513/766-2211, ext. 317